



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
September 17, 2009
3:00 p.m. – SSV 151

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. September 3, 2009 (attachment)
- 5. PRESENTATION**
 - a. None
- 6. REPORT (Limited to 5 minutes each)**
 - a. AP&P Report – Maria Clinton
 - b. Program Review – Carol Eastin
- 7. ACTION ITEMS**
 - a. None
- 8. DISCUSSION ITEMS**
 - a. Basic Skills Action Plan 2009 – 2010 – Agnes Jose-Eguaras and Diane Flores-Kagan (attachment)
 - b. Library Funding – Carolyn Burrell
 - c. Faculty Mentoring Program – Susan Lowry and Carolyn Burrell
 - d. 2010-2011 Target FTES (attachments)
 - e. Faculty Professional Development Procedure Draft (attachment)
 - f. Policy about Minors on Campus (attachment)
- 9. SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments
 - Equivalency Committee
 - Thomas Hutchison (3 year term)
 - Faculty Recognition Day Coordinator
 - Susan Knapp
 - Hiring Committee – Director of Extended Services
 - Jonet Leighton
 - Legislative Liaison
 - Glen Haller (2 year term)
 - Program Review
 - Stacey Adams
 - David Babb
 - Nancy Bednar
 - Liette Bohler
 - Richard Coffman
 - Diane Flores-Kagan
 - Linda Harmon
 - Anne Hemsley
 - Lisa Karlstein-Francey
 - Sarah Kelly
 - Ken Lee
 - Scott Lee

- Tina Leisner McDermott
- Kathryn Mitchell
- Audrey Moore
- Christine Mugnolo
- Joe Owens
- Mike Pesses
- Bassam Salameh
- Rodney Schilling
- Ken Shafer
- Monica Slone
- Neil Weisenberger

b. Announcements

- Statewide Senate Fall Plenary Session – November 12 – 14, 2009 (Ontario, CA)
- 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
- 2010 Vocational Education Institute – March 11 – 13, 2010 (Napa, CA)
- 2010 Accreditation Institute – March 19 – 20, 2010 (Newport Beach, CA)
- Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

10. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

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 Mr. Christos Valiotis, 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
September 17, 2009**

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis, Senate President, called the meeting to order at 3:02 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Mr. Christos Valiotis reported an email announcement regarding an upcoming Student Success Award was distributed via email to campus faculty and deans. Faculty may wish to nominate program(s) that promote student success. All information pertaining to criterion was included in the email attachment. The Student Success Award is a prestigious award recognizing college programs.
- A brief overview of the Community College Enrollment Demand Projection report was provided to Senators. The report indicated by the year 2019 California Community Colleges will serve 222k more students than current enrollment figures, and 400k students will not be served. Presently, seventy-five percent of California Community Colleges are facing enrollment capacity issues. These projections speak volumes in a fiscally unsound time. We are currently serving more students with less money and if projections are accurate all colleges need to effectively make preparations for increased student enrollment. A copy of the full report can be found on the California Postsecondary Education Commission web site.
- The balloting process to ratify the Academic Senate Constitution revisions will be open until Friday, September 25, 2009. According to the Senate Constitution all revisions require a majority vote of full-time faculty. Senators were encouraged to remind discipline faculty to submit their ballots.
- Two adjunct faculty, Mr. Alex Webster and Ms. Lisa Vath, are running for Adjunct Senate Representative. Adjunct faculty were provided ballots in campus mailboxes to submit votes. The election process will close on Friday, September 25, 2009, which the results will be tallied and ratified at the October 1, 2009.
- At the last College Coordinating Council (CCC) meeting Dr. Fisher reported he will be contacting the Chancellor's Office to determine the feasibility to move the Palmdale site to center status.
- The next Senate meeting will include a SLO/PLO discussion items and WEAVE software presentation in preparation for the accreditation self-study. A brief overview on WEAVE capabilities will be provided detailing software reporting and tracking capabilities. As with all software implementations the workload and learning curve will initially be more labor intensive, but the ultimate outcome and product capabilities will streamline Program Review, SLO/PLO, and budgeting information for disciplines and programs.
- Mr. Valiotis reported prior to the last SPBC meeting he addressed the issue of the lack of documented minutes and the problems this will cause with accreditation. SPBC business should be clearly communicated to the campus community and until the situation is resolved he will be providing SPBC meeting updates to the Senate.
 - The 2009 – 2010 Basic Skills Action Plans were presented for review and action.
 - Human Resources Subgroup proposed developing a process for position hiring. The position hiring process will formally indicate how vacant positions will be filled and identify which positions will be set to hire based on funding. The development of this process will also include staffing needs for grant awards.
 - Ms. Connie Moise addressed some of the Basic Skills Action Plans that included technology components. She requested any future action plans including software/technology purchases and/or components should be discussed with ITS prior to submitting funding approval. ITS should be collectively involved in discussing technology needs in efforts to effectively determine feasibility or compatible alternatives, if necessary.

- Mr. Doug Jensen announced the Palmdale Science labs and Computer labs are near completion. The projected date for completion is sometime around the second week of October. When completed students will have the opportunity to complete an Associates Degree at the Palmdale campus without having to travel to the Lancaster campus for any courses.
- An attempt was made to approve an adopted budget for the 2009 – 2010 academic year. The budget figures change almost daily and it is hoped that there will be an agreement for a proposed budget by the next SPBC meeting which is scheduled for September 24, 2009.
- The budget situation is still very tenuous. The worse case scenario at this point is potentially 1.3 million dollar cut.
- The district received a utility bill for approximately \$800k. The utility company determined an error in billing which occurred over the past several years and is seeking to recoup three years of utility fees.

3. OPEN COMMENTS FROM THE PUBLIC

- None

4. APPROVAL OF MINUTES

a. September 3, 2009 Senate Meeting (attachment)

A motion was made and seconded to approve the September 3, 2009 Academic Senate Meeting minutes. Motion carried.

5. PRESENTATION

None

6. REPORTS (limited to 5 min. each)

a. AP&P – Maria Clinton

Ms. Maria Clinton reported the non-substantial change (NSC) requests for the below referenced codes, have been processed by the Chancellor’s Office and the updates are reflected in the credit Inventory of Approved Programs for Antelope Valley College.

Additionally, the Chancellor’s Office is migrating towards assigning a unique identification code to each degree and certificate. The following reflects separation of the degree and certificate entries:

Unique Code	TOP Code	Award	Units	Local Title
07239	0506.00	Degree	30 units	Management (AA)
19462	0506.00	Certificate	30 units	Management
07248	0805.00	Degree	38 units	Deaf Studies: ASL (AA)
19463	0805.00	Certificate	38 units	Deaf Studies: ASL
02149	0934.00	Degree	31.5 units	Electronics Technology (AA)
19460	0934.00	Certificate	29 units	Electronics Technology
07246	0614.10	Degree	31 units	Video Design & Production (AA)
19471	0614.10	Certificate	31 units	Video Design & Production
07247	0614.10	Degree	27 units	Interactive Media: Web Design (AA)
19470	0614.10	Certificate	27 units	Interactive Media: Web Design
12161	0614.40	Degree	31 units	Computer Animation (AA)
19467	0614.40	Certificate	31 units	Computer Animation
02196	0614.50	Degree	28 units	Digital Printing (AA)
19468	0614.50	Certificate	28 units	Digital Printing
10241	0614.60	Degree	28 units	Graphic Design (AA)
19469	0614.60	Certificate	28 units	Graphic Design
02160	1012.00	Degree	34 units	Commercial Photography (AA)
19465	1012.00	Certificate	27 units	Commercial Photography

12160	1012.00	Degree	28 units	Digital Photographic Imaging (AA)
19466	1012.00	Certificate	28 units	Digital Photographic Imaging

b. Program Review – Carol Eastin

Ms. Carol Eastin reported the process is much better than in previous years. We are making headway and no longer in the situation where half the campus is in various stages of Program Review. The program status for areas under program review in the 2008 – 2009 and 2009 – 2010 academic years is as follows:

2008 – 2009 Program	Self-Study Done	Peer Review Done
Business Services		
CalWORKS	X	X
Disabled Students Services	X	
Foundation and Institutional Advancement Office		
Information Technology Services	X	
GED	X	
President’s Office	X	
Student Development		
Veteran’s Services	x	

2009 – 2010 Programs in Self-Study
Business, Computer Studies, and Economic Development
EOPS (Extended Opportunity Programs and Services)
Health Sciences / Child and Family Education / Child Development Center
Human Resources
Social and Behavioral Sciences
STAR (Student Transition and Retention)
Technical Education

7. ACTION ITEMS

None

8. DISCUSSION ITEMS

a. Basic Skills Action Plans 2009 – 2010 – Agnes Jose-Eguaras and Diane Flores-Kagan (attachment)

Ms. Sharon Lowry stated both Diane Flores-Kagan and Agnes Jose-Eguaras were not able to attend the Senate meeting and she will represent the Basic Skills Committee to answer any questions that may arise regarding proposed action plans. She reported the proposal ranking process included rating and monetary scales, which provided an opportunity for committee members to be involved in various levels of the proposal rating process. Some of the proposed action plans are duplications of action plans proposed in previous year but are being rolled over into the current year, and other proposed action plans are completely new. Ms. Lowry reported the Basic Skills budget was reduced forty percent overall. The district did not use the entire funding allowance identified in the Basic Skills budget from previous years and will be rolled over into the current year to use on current proposals.

Mr. Valiotis stated the initial 2009 – 2010 Action Plan draft included two or three different peer mentoring proposals and inquired if these proposals could possibly be combined into a larger campus wide peer mentor plan. Ms. Lowry stated she engaged in discussions with Patricia Márquez regarding her proposed peer-mentoring program and encouraged her to work with Dr. Jill Zimmerman since their proposals seem to overlap.

Mr. Valiotis requested Senators take the Basic Skills Action Plans back to discipline faculty for input. At the next Senate Meeting the Basic Skills Action Plans will be placed on the agenda as an action item for Senate approval. The Basic Skills Action Plans must also obtain

formal approval at CCC and the Board of Trustees prior to the deadline date set by the Chancellor's Office.

b. Library Funding – Carolyn Burrell

Ms. Carolyn Burrell reported the Library electronic database resources have been funded for the past ten years with soft money. Funding has never been established with district funds which causes great concern and strain during fiscally uncertain times. The funding resource previously used to purchase electronic database resources has been completely eliminated due to the current state budget crisis. Ms. Burrell elaborated on the soft money funding source and how the budget has been hit to a degree where funding is no longer available to assist colleges in acquiring library resources. At this point, the college is not in jeopardy of losing electronic resources but highlights the necessity to allocate district money to ensure student resources are available in future years. Currently, fifty percent of the collection in the library is twenty years old or older. Recently there has been a purchase of six thousand e-books from Net Library, but this is an insignificant amount of new resources considering half of the library collection is outdated. An estimated budget of seventy to eighty thousand dollars a year would be needed to service students with current day standards.

Mr. Valiotis stated he will discuss this issue at SPBC and CCC to obtain a funding commitment from the district and will report the outcome of his conversations at a future meeting.

c. Faculty Mentoring Program – Susan Lowry and Carolyn Burrell

Currently, there is only one faculty member beginning tenure process, which would be an optimum time to try to implement a pilot Mentoring Program. If the faculty member agrees to participate in the pilot project a faculty volunteer will be sought to serve as the mentor. A brief overview of a pilot program was presented for discussion. A drafted pilot program would be presented in writing to formalize the process with both the Tenure Review Coordinator and Faculty Professional Development Committee. It was suggested that the pilot program be written in a goals outcome format. Dr. Lowry and Ms. Burrell will create a Faculty Mentoring Program to present to the Senate for action at a future meeting

d. 2010 – 2011 Target FTES – Ted Younglove (attachments)

Mr. Ted Younglove presented 2009 – 2010 and 2010 – 2011 enrollment projections scenarios. He reported he has been working with enrollment projections in efforts cut costs with reducing enrollment numbers to 11.5 thousand FTES. One of the major tasks at hand is reducing two million dollars in schedule reductions, which ultimately reduces faculty earnings by 1.6 million dollars. The task to reduce enrollment is like trying to hit a moving target. A lengthy discussion incurred regarding the necessity of Intersession and moving courses taught during this time to the fall, spring, or summer sessions when demand is higher. Mr. John Taylor reported that the state requires student athletes to be enrolled in courses during Intersession for eligibility reasons.

Mr. Christos Valiotis stated the cuts for the upcoming spring semester will be tremendous and drastically impact students who need specific courses to transfer. The district will potentially loose these students. It will be interesting to keep statistical track of cuts made in the fall and spring semesters to determine the ultimate impact on student enrollment and access. Ultimately, the schedule reduction will become a public relations nightmare.

Ms. Heidi Preschler indicated Counseling has managed to work out course cuts in an equitable fashion. She expects to acquire both fall and spring schedules to assist in determining equitability of section cuts. The process has been less problematic than initially expected. The district is moving to reduce sections from the schedule in efforts to reduce the budget by two million dollars and have communicated the estimated budget is tight and cannot be reduced any further. The district maintains that the only place in the budget that we can cut is

salaries and benefits. Ms. Preschler questioned this assertion. She said that when the utility company contacted the district about a mistake made in uncharged fees, the district was able to identify approximately \$800k to pay the utility bill within twenty-four hour time period. Amazingly, projected expenditures were reduced in order to increase expenditures in utility costs when all communication regarding budget indicated the budget is extremely tight and cannot be reduced any further.

e. Faculty Professional Development Procedure Draft (attachment)

Mr. Christos Valiotis reviewed the drafted Faculty Professional Development procedures. One of the main motives behind developing procedures is to reduce the workload required in the Senate Office. There is far too much time spent trying to contact faculty who have failed to submit their plan/contract by the stipulated deadline dates. A brief discussion ensued about the drafted procedures. Senators were in consensus of the need to impose more stringent rules and guidelines for faculty to adhere, and were in complete support of the Senate proceeding to formalizing a process where faculty are held accountable for their obligations. Mr. Valiotis stated he would work with the Executive Senate Members, the Faculty Union, Human Resources, the Faculty Professional Development Co-Chair, and Administration to formalize a process that will eliminate redundancy of work in the Senate Office and clearly communicate consequences for those faculty who fail to submit appropriate paperwork by stipulated deadline dates.

f. Policy about Minors on Campus (attachment)

Mr. Valiotis reported at a recent College Coordinating Council (CCC) meeting members reviewed and discussed implementing a Board Policy (BP) and Administrative Policy (AP) regarding Minors on Campus. The attachments provided in the Senate packet are examples of BP/AP addressing Minors on Campus. The district currently does not have a BP/AP regarding Minors on Campus and a formal policy is needed. Faculty need to be made aware that when formally approved the BP/AP would not only impact students but will also impact district employees as well. Senators were requested to take this information back to discipline faculty for discussion and input. Division feedback will be acquired at the next Senate meeting to present at a future CCC meeting.

9. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- **Equivalency Committee**
 - Thomas Hutchison (3 year term)
- **Faculty Recognition Day Coordinator**
 - Susan Knapp
- **Hiring Committee – Director of Extended Services**
 - Jonet Leighton
- **Legislative Liaison**
 - Glen Haller (2 year term)
- **Program Review**
 - Stacey Adams
 - David Babb
 - Nancy Bednar
 - Liette Bohler
 - Richard Coffman
 - Diane Flores-Kagan
 - Linda Harmon
 - Anne Hemsley

- Lisa Karlstein-Francey
- Sarah Kelly
- Ken Lee
- Scott Lee
- Tina Leisner McDermott
- Kathryn Mitchell
- Audrey Moore
- Christine Mugnolo
- Joe Owens
- Mike Pesses
- Bassam Salameh
- Rodney Schilling
- Ken Shafer
- Monica Slone
- Neil Weisenberger

A motion was made and seconded to approve the above appointments. Motion carried.

10. ADJOURNMENT

A motion was made and seconded to adjourn the September 17, 2009 Academic Senate meeting at 4:40 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Dr. Paul Ahad Carolyn Burrell Debra Feickert Dr. Claude Gratton Glenn Haller Jack Halliday Dr. Robert Harris	MaryAnne Holcomb Sandra Hughes Susan Knapp Dr. Susan Lowry Candace Martin Kathy Moore Sharonda Myers	Dr. Berkeley Price Harish Rao Terry Rezek Sandra Robinson Justin Shores John Taylor Christos Valiotis
<u>MEMBERS ABSENT</u>	<u>GUEST PRESENT</u>	
Casey Scudmore Sal Suarez <i>Vacant Adjunct Faculty Rep.</i> <i>Vacant Soc. & Beh. Sci. Rep</i>	Rick Balogh Dr. Ed Beyer Dr. Magdalena Caproiu Diane Flores-Kagan Jennifer Gross	Heidi Preschler Alex Webster Dorothy Williams Dr. Jill Zimmerman

AVC Basic Skills

2009-2010 ACTION PLANS

09/11/09

**ESL/Basic Skills (Due on October 15, 2009)
Action Plan for 2009-10**

District: Antelope Valley Community College District

College: Antelope Valley College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	Improve a communication plan for circulation of basic skills information; expand communication across campus by developing a brochure to address the needs of adult learners.	A.1.1 Clear references exist that basic skills are an institutional priority; references are public, prominent, and clear.	Fall 2009	Public Information Officer and Basic Skills Committee (BSC)
	BSC co-chairs and developmental education faculty attend BSI workshops; re-assigned time for Faculty Co-Chair is continued.	A.1.2 Institutional leadership demonstrates a commitment to developmental education.	2009-2010	Vice-President Academic Affairs
	Key positions are retained: Basic Skills Educational Advisor; Learning Center adjunct reading, writing, math, ESL instructors; Early Alert/Basic Skills Clerk; adjunct counselors.	A.1.4 Developmental education is adequately funded and staffed.	2009-2010	Vice-President Academic Affairs, Deans in respective areas
	Purchase materials related to research-based best practices in developmental education to self-evaluate and to better communicate goals and objectives.	A.2.4 Developmental educational goals and objectives are clearly communicated across the institution.	Fall 2009	BSC
	Dedicated administrator is retained: Basic Skills Director.	A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).	2009-2010	Vice President Academic Affairs, Dean of Instructional Resources and Extended Services
	Continue via stipends a program of collaborative workshops along English faculty and between English and area high school faculty.	A.3.5 Formal mechanisms exist to facilitate communication and coordination between pre-collegiate and college-level faculty within disciplines.	2009-2010	English Faculty
	Train and employ basic skills peer mentors.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	Fall 2009	Learning Center Faculty

B Program Components	Purchase Compass Test units to accommodate a high influx of basic skills students for assessment in reading, English, and math.	B.1.2 Mandatory assessment exists for all new students.	Fall 2009	Vice President Student Services
	Continue to provide data to faculty attending BSC events; link data on the Institutional Research website to the BSC website.	B.2.5 Data obtained from course/program evaluation are disseminated and used for planning and continuous improvement.	Fall 2009	Director of Institutional Research
	Assess and advise basic skills students with the Office of Student Disabilities (OSD) who are enrolled in intersession and summer session classes.	B.3.2 Counseling and instruction are integrated into the developmental education program.	2009-2010	Director of OSD
	Psychologist/Counselor receives specialized training to help basic skills students resolve emotional and personal issues.	B 3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	Summer 2009	Dean of Counseling/Matriculation
	Students who attend Plan for Success workshops receive incidentals related to their college experience.	B.4.4 The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	Fall 2009	Dean of Student Development
C Faculty and Staff Development	Faculty attend regional, national, and international basic skills conferences and workshops.	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration	2009-2010	Vice-Presidents, Academic Affairs and Student Services
	Feature prominent guest speakers in the field of basic skills teaching and learning for speaking engagements to the entire campus community.	C.2.2 Developmental education staff development activities address both educational theory and practice.	Spring 2010	BSC
	Present events sponsored by the BSC; train BSC facilitators to engage faculty campus wide in faculty inquiry groups (FIGS) that promote understanding of issues and problem solving related to basic skills students.	C 2.6 Staff development activities promote interactions among instructors.	2009-2010	BSC
	Encourage Academic Senate support for Great Teachers seminars for basic skills faculty.	C4.6 Great Teachers Seminars	Fall 2009	BSC

D Instructional Practices	a. Continue to offer SMARTHINKING, an online writing tutoring service; b. purchase resources for OSD students to assess and monitor their learning abilities.	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	a. Spring 2010; b. Summer 2009	a. Learning Center Faculty b. OSD Faculty
	a. Hire and train in-class tutors for basic skills English and reading courses; b. purchase computers for the Writing Center to provide computer assisted instruction to basic skills students	D.2.1 Developmental courses/programs implement effective curricula and practices for English (eg., reading/writing integration, writing across the curriculum, and use of writing labs)	a. Spring 2010; b. Summer 2009	a. Learning Center Faculty b. Dean of Instructional Resources and Extended Services
	Expand in-class tutoring for basic skills math courses.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics	Fall 2009	Learning Center and Math Faculty
	a. Purchase reference books, workbooks, and document cameras for instructional use in ESL courses; b. purchase computers for the ESL Study Center.	D.2.3 Basic skills courses/programs implement curricula and practices for ESL.	a. Fall 2009; b. Summer 2009	a. Dean of Language Arts; b. Dean of Instructional Resources and Extended Services
	Offer Plan for Success workshops that focus on life management, getting through college, physical/mental well-being, and interactions with faculty regarding student success strategies.	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	2009-2010	Dean of Student Development
	Purchase library online subscription services for utilization by basic skills students.	D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	2009-2010	Librarians
	Purchase reading software to facilitate student active learning and to monitor student reading rate and comprehension.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (eg., student engagement, collaborative learning communities, supplemental instruction, and service learning).	Fall 2009	Reading Faculty
	Purchase videos and other resources with content that applies to all levels of course offerings: reading, writing, issues regarding plagiarism.	D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	Summer 2009	Learning Center Faculty
	Hire additional supplemental instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site.	D.10.3 Various learning support services provide active learning experiences (eg., Supplemental Instruction, workshops, and study groups).	2009-2010	Learning Center Faculty
	Hire study skills tutors in response to growth of Early Alert referral program; hire new and continuing Learning Center tutors in math, reading, writing, ESL, and basic skills general tutoring to meet a high influx of basic skills students at main campus and Palmdale site.	D.10.5 Tutoring is available and accessible in response to student needs/desires.	2009-2010	Learning Center Faculty
Renew license for Learning Express software.	D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	Fall 2009	Learning Center Faculty	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

8/27/2009

2009-2010

Balanced Fall/Spring

Term	Summer	Fall	Winter	Spring	Total LHE	FTES (.95*LHE)
LHE						
2008/2009	1661	5656	630	5701	13648	
2009/2010	1573	5567	315	5567	13022	12371
Difference	-88	-89	-315	-134	-626	
\$/LHE	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08		
\$ Change	\$ (108,159.04)	\$ (109,388.12)	\$ (387,160.20)	\$ (164,696.72)		
Total					\$ (769,404.08)	

Slash and burn to get to 2 million

Term	Summer	Fall	Winter	Spring	Total LHE	FTES (.95*LHE)
LHE						
2008/2009	1661	5656	630	5701	13648	
2009/2010	1573	5567	133	4832	12105	11500
Difference	-88	-89	-497	-869	-1543	
\$/LHE	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08		
\$ Change	\$ (108,159.04)	\$ (109,388.12)	\$ (610,852.76)	\$ (1,068,070.52)		
Total					\$ (1,896,470.44)	

Slash and burn to get to 2.5 million

Term	Summer	Fall	Winter	Spring	Total LHE	FTES (.95*LHE)
LHE						
2008/2009	1661	5656	630	5701	13648	
2009/2010	1573	5567	133	4385	11658	11075
Difference	-88	-89	-497	-1316	-1990	
\$/LHE	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08		
\$ Change	\$ (108,159.04)	\$ (109,388.12)	\$ (610,852.76)	\$ (1,617,469.28)		
Total					\$ (2,445,869.20)	

8/27/2009

2010-2011

Balanced Fall/Spring

Term	Summer	Fall	Winter	Spring	Total LHE	FTES (.95*LHE)
LHE						
2009/2010	1573	5567	133	4832	12105	
2010/2011	1000	5400	305	5400	12105	11500
Difference	-573	-167	172	568	0	
\$/LHE	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08	\$ 1,229.08		
\$ Change	\$ (704,262.84)	\$ (205,256.36)	\$ 211,401.76	\$ 698,117.44		
			Total	\$	-	

Term	LHE	FTES	FTES/LHE
Summer 2008	1661	1,374	0.83
Fall 2008	5656	5,519	0.98
Winter 2009	630	641	1.02
Spring 2009	5701	5,400	0.95
Summer 2009	1573	1,427	0.91
Fall 2009	5567	5400	0.97
Winter 2010			
Spring 2010			

FPD Guidelines for Plan/Contract Submission

Obtain adjunct and full-time faculty list and updates from Nina Brown (three weeks?) prior to the beginning of the fall/spring semesters, with weekly updates of new hires, if applicable.

General Timeline

Notifications – adjunct will receive FPD Program Agreement Form to sign w/ employment contract stipulating pertinent program information. A one hardcopy program memo will be distributed to campus mailboxes with email and two email reminders per semester.

The Friday one week prior to the beginning of the semester(s) an all faculty notice will be distributed in hardcopy form and email explaining FPD Program Procedures.

The Friday of the second week of the semester(s) faculty will receive an email reminder notification of the plan/contract deadline dates.

The Friday of the third week of the semester(s) faculty will receive an email reminder notification of plans due on the following Monday. (Post notifications in public areas such as mailroom, divisions, etc.???)

The Monday of the 4th week of the semester all plans due.

The Tuesday of the 4th week of the semester(s) a list of all faculty failing to meet plan deadline date will be forwarded to Ms. Lowry and Dr. Hall. Letters will be generated and sent to home addresses to all faculty members failing to meet plan deadline date(s). Notifications will indicate faculty member will be docked hours equivalency to LHE (for adjunct) and sixty (60) hours for full-time faculty.

The Monday of the 14th week of the semester(s) contracts due (adjunct faculty are required to submit a contract for both fall and spring semesters, full-time faculty submit completed contracts in the spring semester.

The Tuesday of the 14th week of the semester(s) a list of all faculty failing to meet contract deadline date will be forwarded to Ms. Lowry and Dr. Hall. Letters will be generated and sent to home addresses to all faculty members failing to meet contract deadline date(s). Notification will indicate faculty member will be docked hours equivalent to LHE (for adjunct) and incomplete hours for full-time faculty.

Fall Semester

1st notice –Friday, August 14, 2009 a hard copy memo and email notification signed by V.P.'s, Senate President, Union President, and FPD Chair indicating specific FPD Program policy and procedures: first and only procedure notification for the FPD Program, deadline dates, late submissions will not be accepted, dock the number of hours equivalent to LHE (adjunct)/ sixty (60) hours (full-time), future correspondence will be performed via email, and FPD Program information (event dates, descriptions, calendar changes, documents, etc.) can be found on AVC public website. Email will be distributed to all faculty (f/t and adjunct), Administrative Assistants, and Deans.

2nd notice – Friday, September 4, 2009 an email reminder indicating one week remains to submit completed plans and encourage Deans and Administrative Assistants to assist faculty in submitting proper documentation.

3rd notice – Friday, September 11, 2009 an email reminder indicating plans due on Monday, September 14, 2009.

Spring Semester

1st notice –Friday, January 29, 2010 a hard copy memo and email notification signed by V.P.'s, Senate President, Union President, and FPD Chair indicating specific FPD Program policy and procedures: first and only procedure notification for the FPD Program, deadline dates, late submissions will not be accepted, dock the number of hours equivalent to LHE (adjunct)/ sixty (60) hours (full-time), future correspondence will be performed via email, and FPD Program information (event dates, descriptions, calendar changes, documents, etc.) can be found on AVC public website. Email will be distributed to all faculty (f/t and adjunct), Administrative Assistants, and Deans.

2nd notice – Friday, February 19, 2010 an email reminder indicating one week remains to submit completed plans and encourage Deans and Administrative Assistants to assist faculty in submitting proper documentation.

3rd notice – Friday, February 26, 2010 an email reminder indicating plans due on Monday, March 1, 2010.

AP 3840 Children on Campus

Reference: ***Welfare Institutions Code 625***

Date Issued: July 8, 2008

The District is committed to providing a physical environment which enhances teaching and learning while supporting the personal safety of all members of the District community. District policy states that bringing children on campus while attending classes is not permitted, unless children are enrolled in the Child Development Center or other instructional programs in the District. Children referenced in this procedure are defined as under the age of 18 years old or not emancipated from the care of parents or legal guardians. Children are allowed on District sites occasionally if participating in a District-authorized event, or while accompanying an adult who is receiving college or District services.

District policy also states that employees may not bring children to their worksite. Occasional exceptions to this policy may be made for good cause and with the approval of the employee's supervisor or instructional Dean. The employee shall provide adequate continuous supervision for such child or children and ensure that there is no disruption of services as a result of their being on site.

Parents and guardians are responsible for the safety of the children in their care. No liability will be accepted by the District, or any of its agents or staff, for the consequences of children being on campus. Children may at no time be left unattended or unsupervised. It is not appropriate to request that staff supervise the children of students or co-workers except when their job assignment relates to a formal program designed for children.

Under no circumstances are children to be admitted where dangerous substances or equipment are in use.

Classroom Settings

Children are not allowed to participate in activity classes, laboratory sessions, or studio work, except as follows:

- Children enrolled in the Child Development Center or other instructional programs in the District
- Children participating in classes (at the request of the instructor)

Settings Outside the Classroom

- Children may occasionally accompany a student or employee to the District or college site for a brief visit. They must remain under the continuous supervision of the adult responsible for them and their presence should in no way obstruct or diffuse services or work duties in the area.

- An employee may request that children or visitors leave the area should it be deemed necessary or appropriate.
- Visitors to all District facilities and events are subject to all relevant District policies and regulations.

BP 3840 Children on Campus

Reference: ***Welfare Institutions Code 625***

Adoption Date: August 21, 2001 Updated: July 15, 2008

Students, faculty, and staff are not permitted to bring minor children on campus or other District facilities, except as follows:

- Children enrolled in the Child Development Center or other instructional programs in the District
- Children attending public events
- Children accompanying an adult accessing student services, library facilities, or other services districtwide
- Children participating in classes (at the request of the instructor)

Occasional exceptions to this policy may be made for employees with good cause and with the approval of the employee's supervisor or instructional Dean. The employee shall provide adequate supervision for such child or children and ensure that there is no disruption of services as a result of their being on site.

Visitors to any District facilities are subject to all relevant District policies and regulations.

Parents and guardians must be aware that the ultimate responsibility for the safety of the children in their care rests with them. No liability will be accepted by the District nor any of its agents or staff for the consequences of children being on campus.