



Program Review Annual Update

1. Discipline/Area Name: Executive Council	2. Year: 2015-16
3. Name of person leading this review: Ed Knudson	
4. Names of all participants in this review: Bonnie Suderman, Erin Vines, Mark Bryant, Diana Keelen, Liz Diachun, Meeta Goel, Rick Shaw, Doug Jensen, Dianne Knipple	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option The Executive Council is updating data in key areas, some components have status quo, but the comprehensive nature of the review dictates an annual update option. The following represents those areas and elements which are updated from the Comprehensive Review.	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input checked="" type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.) Student Services and Facilities have chosen status quo. All other annual updates are attached.

6. Discipline/Area/Department Name: VPSSO		7. Year: 2014-2015
8. Name of person leading this review: Erin Vines		
9. Names of all participants in this review: Erin Vines, Crystal Ellis		
10. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option		In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input checked="" type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Student Services served over 18,000 unduplicated students in counseling, EOPS, CalWORKs, FYE,STAR, Admissions and Records, Student Development, OSD, and Job Placement.

8. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Support 3SP program development	Ongoing	AVC leads the state in completion of comprehensive education plans resulting in over \$4, 100,000 in 3SP funds.
FYE program development	Ongoing	On target to have the largest FYE program ever. From 50 to over a 1000.
Professional development in Equity	Ongoing	More faculty and staff have participated in equity related professional development then ever before.

Program Review Annual Update

1. Discipline/Area Name: Academic Affairs	2. Year: 2016
3. Name of person leading this review: Bonnie Suderman	
4. Names of all participants in this review: Deborah Morgan, Melissa Jauregui, Kyle Jacobsen	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES was higher in summer 2015 and intersession, however, it is not enough to cover the loss of FTES in spring of 2016. Summer offerings for 2016 are significantly higher to try to mitigate the loss, and new programs in different modalities, such as the job training at Palmdale Airport, have been developed and offered.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program:
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: Institutional success was 68.9%
8.b.	Number of Sections by Location and Modality .	Comment on trends: nUumber of sections offered institutionally has risen, as well as headcount. FTES has fallen due to fewer units being a=carried by students.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:

11. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Develop systems to impact student success and retention in Basic Skills	Ongoing	Created Academic Development department and chair Continued work will be done to develop impactful interventions for basic skills students
Develop and publish a clear and effective Two Year Schedule	Completed	Posted to website for student use
Gain State approval for the 19 Associate Degrees of Transfer committed to by Antelope Valley College by January, 2015	Completed	Completed more than goal. AVC now has 22 AD-T majors.
Develop support systems to ensure compliance and impact future student success rates in distance education courses	Ongoing	Regular, Effective policy approved and posted All DE courses re-approved DETC working on training and evaluation

Briefly discuss your progress in achieving those goals:
 The ACDV department has been created and a chair elected. Work continues to develop impactful basic skills interventions. The 2 year schedule was developed by the chairs and deans and posted online for student use
 We were granted approval for more than the 19 ADTs that AVC had committed to complete
 The Regular/Effective contact policy was approved and posted. All DE courses were reapproved through AP&P. DETC continues to work on training and evaluation of DE courses.

Please describe how resources provided in support of previous program review contributed to program improvements:
 No additional resources were provided

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	ACDV - Increase success in pre-collegiate courses	*1. Support learning and facilitate student success Choose an item. Choose an item. Choose an item.	Outcome findings in pre-collegiate courses will improve.	Over-arching plan developed for Basic Skills interventions	No
2	Distance Education – Increase success in DE sections	*1. Support learning and facilitate student success Choose an item. Choose an item.	Outcome findings in DE courses will improve.	Pair with OEI to develop standards of online instruction (best practices)	Yes

		Choose an item.		Develop training or support for evaluation system	
3	Enrollment Management – Increase FTES	*1. Support learning and facilitate student success 2. Increase the transfer rate 5. Utilize campus resources efficiently and effectively - Supporting PLO(s), SLO(s), OO(s)	Increased opportunities for acquisition of ILOs.	Work with Intuitional Effectiveness or outside entity to develop enrollment management’s tool which will track students’ needs and enrollment patterns.	Yes
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact’s name
Enrollment Management	Technology	New	enrollment management reporting tool that provides past FTES, FTEF, and goals per course	\$15,000	One-time	Bonnie Suderman
Distance Education	Professional Development	New	Professional development for instructors on Regular/Effective standards and best practice	\$15,000	One-time	Bonnie Suderman
	Choose an item.	Choose an item.			Choose an item.	

	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

2015-16 Annual Update Program Review Report
Human Resources/Payroll/Risk Management

Prepared by Mark A. Bryant

Review participants include: Maxine Griffin – Director, Human Resources; Terry Cleveland - Director, Risk Management;
 Data provided by Payroll Technicians Tina Wilson, Mary Crenshaw, Maria Remp, and Human Resources Technician Nina Serrao

Year 1: Comprehensive review (Completed April 2014)

Year 2: Annual update (Current status for 2014-15 SY)

Year 3: Annual Update (Current Status for 2015-16)

Data/Outcome Analysis and Use

Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.

- FALL 2013 Update – The economic situation in California has significantly stabilized with the passage of recent propositions. With a partial return of funding, specifically a 1.57 COLA, and an increase in student enrollment over the same time period as last year, the college was able to offer a more robust summer session, and the student enrollment increase has held for the fall semester. Increased enrollment will translate into a need for additional faculty and staff as students return to the Community College. Regarding Risk Management, Antelope Valley College has consistently decreased its claims from accidents and injuries since 2007 which has resulted in commensurate decreases in Workers’ Compensation insurance rates. In 2006-2007, the College paid almost \$400,000 in claims for a total of 35 claims. In fiscal year 2012-2013, the College paid \$272,728 for a total of 24 claims.
- Fall 2014 Update – Student enrollment data for the current school year indicate a slight increase in overall headcount with a small drop in FTES. The District also received a modest COLA of .86%. Due to a more stable enrollment, the District was able to increase faculty employment by 2.75 FTE for the fall 2014 semester. In addition, there has been an increase in classified positions of approximately 5.7 FTE, and Confidential/Management/Supervisory by 3.4 FTE. Antelope Valley College has continued to decrease its claims from accidents and injuries which resulted in commensurate decreases in Workers’ Compensation insurance rates. As noted before, the College paid almost \$400,000 in claims for a total of 35 claims in fiscal year 2006-2007. In fiscal year 2013-2014, the College paid \$202,493 for a total of 22 claims.

- Fall 2015 Update – Current student enrollment data indicate a slight decrease in headcount with a more significant drop in FTES of between 2% and 5%. The District did receive another modest COLA of 1.01% which went primarily toward salaries which increased by 1%. As indicated in the data tables below, the employee workforce at the college has continued to grow. This can be partially attributed to an increase in categorical funding allowing for the hiring of additional clerical and faculty directly related to student support initiatives.

Report program/area data showing the quantity of services provided over the past five years (e.g. number of transactions, acreage maintained, students served, and sales figures). Comment on trends and how they affect your program.

NEW EMPLOYEE INFORMATION

Employee Type	# Recruitments		# Applicants		# Hired	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Classified	4	27	83	912	23	29
CMS	3	10	45	111	4	7
Administrators	2	2	5	18	1	2
Faculty – FT	11	7	TBD	30	12	13
Faculty – PT	18	57	88	189	76	62
Short Term Hourly	2	28	33	306	35	33
TOTALS	40	131	254	1557	151	133

EMPLOYEE INFORMATION

Number of Employees Employed at Antelope Valley College 2004 - 2015 <i>(Obtained from W2-s Issued)</i>			
Tax Year	Employee Numbers <i>(Based on W2's Issued)</i>	Percentage of Growth	Cumulative Growth
2004	1749		
2005	1740	-0.51%	-0.51%
2006	1710	-1.72%	-2.23%
2007	1853	8.36%	5.95%
2008	1871	0.97%	6.98%
2009	1838	-1.76%	5.09%
2010	1709	-7.02%	-2.29%
2011	1626	-4.86%	-7.03%
2012	1554	-4.43%	-11.15%
2013	1565	0.71%	-10.52%
2014	1671	6.77%	-4.46%
2015	1845	10.41%	5.49%
<i>Above totals include all employees (Student & Hourly included) paid in the calendar year.</i>			

**PAYROLL CHECKS
PROCESSED PER FISCAL
YEAR BY EMPLOYEE TYPE**

<u>Employee Type:</u>	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Classified	4242	4874	4692	4704	4704	4640	4736	5114	5306
CMS	744	815	715	731	772	767	798	747	747
Administrators	233	277	265	263	264	243	209	229	281

Full-Time Faculty	1971	2245	2170	2132	2020	2000	1906	1917	2130
Short-Term Hourly	1123	1151	1277	903	651	627	631	642	874
Student Workers	3293	3938	4167	3801	3661	2751	3008	3359	4203
Faculty Adjunct/Overload	5592	6206	6616	6021	5939	5562	5218	6013	6321

RISK MANAGEMENT

Training sessions – 36 per year; Average 19 recipients per session. Beginning in March 2016, there are 48 training sessions per year; Average 15 recipients per session. Recipients are predominantly from the Maintenance, Grounds, and Custodial areas with some individuals who are Instructional Assistants from the Technical Education Department and Laboratory Technicians from the Science and Photographic Laboratories, Mail and Copy Room attendants, and ITS personnel.

For the past 4.0 years, the attendance has gradually increased.

Walkthrough Inspections – 6 inspections per semester per District location (i.e. 2 at Main Campus, 2 at Palmdale Center, 2 at Fox Field Site) with each inspection covering ¼ of each facility inspected.

For the past 3 years, the target has been met for the Main Campus resulting in one complete “wall-to-wall” inspection of the entire campus each year and the target has been exceeded for the Palmdale Center and Fox Field Site which have actually received four complete inspections each within both years due to their smaller sizes in comparison to the Main Campus.

Emergency Evacuation and Active Shooter Drills - Up until November of 2014 Evacuation Drills were performed in 8 separate months during the regular instructional year at the Main Campus (which was divided into 8 Drill Zones for instructional time savings, logistical and security purposes) and in 1 month during the regular instructional year at both the Palmdale Center and the Fox Field Site. These day and night drills totaled 16 per year for the Main Campus, 2 per year for the Palmdale Center, and 2 per year for the Fox Field Site totaling 20 Evacuation Drills per year. As we gained knowledge and experience in evacuating large numbers of people in shorter and shorter periods of time, we began conducting Evacuations Drills in November 2014 in 2 drill zones (instead of 1 drill zone) at one time which were conducted in 4 separate months vs 8 separate months during the regular instructional year at the Main Campus which totaled 8 per year for the Main Campus (counting both Day and Evening Drills) while maintaining the same schedule as before for the Palmdale Center and Fox field Site for a grand total of 12 Evacuation Drills per year. Day and evening **Active Shooter Drills** are performed campus-wide one time per year at the Main Campus, Palmdale Center, and Fox Field Site totaling 6 Active Shooter Drills per year.

Disaster Preparedness, Response, and Recovery Education for District Employees – Training for all employees has been on-going since November of 2013. The college is now approximately 90% complete on all training that will make the District eligible for Federal and State infrastructure reimbursement funding and low-interest loans in the event of a disaster bringing harm to District property.

Fall/Spring Priorities

Human Resources and Payroll are nearing full implementation of Banner for the tracking and payment of all employees. The major deadline includes switching over to Banner, and working toward fiscal independence starting July 1, 2016. To make matters more challenging, two human resources technicians are resigning along with one clerical III, all of whom have significant experience in the office. We are working toward getting these positions replaced in a timely manner.

Goals and Objectives

Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goal A: To establish a master staffing plan process, especially as it pertains to prioritization of positions.

Guided by Strategic Goals: 1, 2, 3, 4 and 5

Addressing staffing needs will improve outcome findings throughout the district.

Objectives:

1. Interact with each department/division/area to confirm current staffing accuracy, specifically as it relates to the appropriate organization chart.
2. Verify current vacancies, how long the position has been vacant, and the on-going need for the position.
3. Identify in each department/division/area current staffing needs and priorities.
4. Develop and implement a process for large scale input concerning staffing priorities.
5. Use this information to further refine a three to five year staffing plan for the College.

Update: The Human Resources Subgroup has designed and utilized a comprehensive position identification and prioritization process for the last two years. This process, in conjunction with the faculty identification process, allows for a review of current positions, identification and justification development for potential future positions, and a process for prioritization of identified positions. All constituency groups are provided an opportunity for input at the various stages of the process.

Goal B: To implement a support structure necessary for the District to be fully compliant with the requirements of the Affordable Health Care Act.

Guided by Strategic Goals: 5, 6 and 7

The district complies with Federal, state and accreditation requirements.

Objectives:

1. Perform a workforce analysis to determine current employment practice as it pertains to eligibility of employees for benefits through the ACA.
2. Identify an employee tracking system to help in complying with the ACA.
3. Monitor the work necessary for implementation to determine future personnel needs to track employees.

Update: The District has contracted with Keenan & Associates who performed a workforce analysis. The district was found to be in compliance with offering eligible employees benefits through the ACA. The HR/Payroll module of Banner will be implemented July 1, 2016. Banner has the capability of tracking employee hours each month to assist us to comply with the ACA. Banner will also allow the district to run a report to obtain the data needed for a contracted vendor to issue the required Form 1095-C. The Human Resources Department has been approved to hire a Payroll Supervisor. Once HR/Payroll Banner is implemented, the Payroll Supervisor will determine if any additional personnel will be needed to track information for the ACA.

Goal C: To align the disparate information systems throughout the District.

Guided by Strategic Goals: 1, 5 and 7

Improved efficiency in HR will improve its outcome findings.

Objective:

1. Human Resources/Payroll will be implementing Banner July 1, 2016 which will integrate with the Business Office and Student Services.
2. The Human Resources and Payroll staff have been writing rules, codes, building positions, inputting employees and tables and training with Strata Information Group since August 2014 to meet the July 1, 2015 go live date.
3. Antelope Valley College has met the requirements and has been approved to operate fiscally independent from the Los Angeles County Office of Education effective July 1, 2016.

Update: Human Resources is in the process of switching over to Banner for its internal HR tracking issues. Our current timeline has us moving toward fiscal independence from LACOE with respect to payroll July 1, 2016. Training has been ongoing for close to two years at this point.

Goal D: To protect the District's assets and resources by minimizing internal and external exposures and associated risks.

Guided by Strategic Goals: 1, 5, 6 and 7

Outcome findings throughout the district are supported by training which sustains the well-being of students and staff.

Objective:

1. Continue to provide direction and assistance to all departments to facilitate the review and revision of their accident prevention plan effectiveness and the overall disaster preparedness of the institution.
2. Coordinate and/or provide training and development activities to enable supervisors and employees to improve their skills and abilities in carrying out their present roles and ensure safe and effective work and health habits.

Update: Objectives 1 and 2 are currently taking place as previously described. Regarding Objective 2, additional information is that the Maintenance & Operations Manager, Maintenance Supervisor, and Director of Risk management attended a Supervisor's Academy 2.0 in the Fall of 2015 which is sponsored by the District's Self-Insurance Risk Management Authority (a Joint Powers Authority) and covers the topics "What are You Doing About Safety?", "Accident Investigation", "What Would You Do" scenarios, and "Negligent Supervision." Additionally, all M&O personnel, including the M&O Manager, have been given access to the Keenan & Associates on-line training covering 6 different Defensive Driving and Inclement Weather Driving courses. Many of these employees have successfully completed all 6 courses.

Resource Needs

Identify significant resource needs which should be currently addressed (up to three years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.

List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

- Payroll Supervisor and Payroll Technician - Following the completion of the Districts application to achieve Fiscal Independence from the Los Angeles County Office of Education, it is clear there is an immediate need for a Payroll Supervisor and Payroll Technician to fully meet the obligations of an independent payroll department. The increasing complexity associated with payroll taxes, retirement, benefits, and changing legislation requires a dedicated individual to keep us in full compliance. In addition, the workload of existing payroll technicians has increased exponentially over the past few years, stretching the existing work force to its limits.

The importance of a well-organized, efficient, accurate and well managed payroll department cannot be over stated, especially when you consider that 84% of the districts total budget is funneled through this area. .

- Technical Analyst - Now that we are well into Banner training and implementation, along with completing the Fiscal Independence Application, the specific need for a Technical Analyst as a permanent position has become clear. This position would satisfy the needs previously identified as Human Resources/Payroll Analyst, neither of which currently exist in the classified job description inventory.

The importance of timely and accurate information regarding issues associated with the Affordable Care Act and Payroll cannot be over emphasized, particularly as we move toward fiscal independence. As a result, the technical analyst position is identified as essential.

The basic functions of the technical analyst include the following: Responsible at varying levels for the analysis, modification, and maintenance of application programs and software solutions including databases to meet user and organizational information needs. Position is responsible for research and analysis of data using multiple platforms to provide statistical data for program area development. Position uses program area functional expertise to formulate solutions to procedural challenges. This position will be responsible for implementing and testing Banner system updates.

- Human Resources Tech. (Palmdale Campus) – To support the expanding nature of the Palmdale facility over the next three to five years. It may be in the best interest of the college to establish a satellite Human Resources office at the Palmdale facility once it has moved to the new building.
- Full time Professional Development Coordinator – Due to on-going professional development needs, and requirements, it may be worth investing in a full time position. This would be for consideration over the next three to five years.

Update: One of the short term goals for the Office of Risk Management from the previous Program Review was to secure a full-time secretarial position. The position of “Clerical Assistant III – risk management” has been added to the Department of Human Resources. Current recruitment priorities include the replacement of anticipated vacancies in HR as identified above, and the hiring of a Payroll Supervisor.

List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

- Goal B: Banner will be able to extract tracking data of employee hours in an efficient way. This will be useful in providing the necessary information to a web based vendor that will provide the service necessary to create and maintain data bases for the accurate tracking of employee hours pursuant to the requirements of the Affordable Health Care Act. **(Primary accomplishment through implementation of Banner)**

Update: One of the short term goals for the Office of Risk Management from the previous Program Review was to purchase 2 computers, 2 monitors, and 2 keyboards to replace the aging equipment now in use by the Director and Temporary Hourly Clerical Assistant III. This has been accomplished.

List facilities/physical resources (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

- An office and work space will need to be identified and outfitted to accommodate a new Payroll Supervisor and technician either in the current office area or, more preferably in a larger space.

Update: One of the short term goals for the Office of Risk management from the previous Program Review was to relocate the Office of the Director of Risk management and secure a workspace for a secretary. This has been accomplished with the move from Office A-138 to adjoining offices A-136 & A-137.

List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

- Goals B and C: The priority for professional development would depend on which program would be implemented first. They are both important and would each require extensive training. (Banner system training currently taking place)
- Goal C: Los Angeles County Office of Education is the liaison and current source of information between the Payroll Office and outside agencies (IRS, PERS, STRS and the many agencies issuing wage garnishment) as well as Payroll compliance. Training will be needed for Payroll Supervisor and Technicians to acquire the skills and knowledge needed o the processes currently performed by the County Office.
- Goal D: There is a need for increased funding for professional development so that attendance at seminars and conferences can continue in order to stay abreast of current trends and developments in risk management & safety strategies and clerical functions to support the Office of Risk management.

Program Review Annual Update

7. Discipline/Area/Department Name: Institutional Advancement and Foundation	8. Year: 2016
9. Name of person leading this review: Dianne Knippel	
10. Names of all participants in this review: Dianne Knippel; Elvira Rodriguez; Sylvia Castro	

<p>11. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option</p>	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)</p>
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Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program: The Foundation office has undergone organizational change since March 2015. The Foundation’s Executive Director’s contract was not renewed in March 2015 and a consultant was hired from April through September to provide guidance to the President and support the existing Foundation staff. An interim executive director was selected and started in August 2015 and a new Foundation organization structure and goals were adopted by the Board of Trustees in September 2015. The Foundation office no longer has the Marketing and Public Relations function as this was transitioned to report to the President’s office in 2014. This allows the Foundation office to focus on its fundraising mission. Today, the organization is supported by the executive director, a new administrative assistant hired in January and two Foundation Coordinator positions that are planned to be filled by June 2016. There is also one part-time hourly employee who is responsible for working with scholarship donors. This position will be eliminated once the two coordinator positions are filled. As a part-time, hourly, the employee’s hours are very limited causing creative scheduling to support the scholarship program that runs from January 2016 through May 2016. Of note is one of the reorganization items was to place student scholarship</p>

		<p>management with the Financial Aide office. The Foundation office maintains the donor relationship.</p> <p>Prior Program Reviews have shown the many databases that the Foundation office used to maintain. The office no longer maintains non-donor databases and those affected organizations have been notified. The exception is that there is an AVC Alumni database of 40,000 that is available but has not been accessed for the past three years.</p> <p>The below Foundation goals from prior Program Reviews have been revamped based on the reorganization and are reflected in section 8 below. The overarching objective is to achieve full self-sufficiency for Foundation salary and benefits in the 2020/21 with the exception of the salary and benefits of the Executive Director based on the following schedule:</p> <ul style="list-style-type: none"> • Costs 100% absorbed by the District in 2015/16 and 2016/17 • Costs 75% absorbed by the District in 2017/18 • Costs 50% absorbed by the District in 2018/19 • Costs 25% absorbed by the District in 2019/20 • Full absorbed by the Foundation in 2020/21.
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7. Cite examples of using outcome (PLO, ILO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

ILO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO	Distribute Title V Funds	Choose an item. Ongoing	For the first time since Foundation Title V funds have been available (2006/7) the Foundation office has partnered with the college for a plan to distribute \$165,000 from the fund to support Class Climate Software and the AVC2SCUB project.

PLO	Provide Program Grants	Choose an item. Ongoing	The Foundation continues to provide \$15,000/year to support program grants. This money is focused to support campus needs where other funds are not available.
		Choose an item.	
		Choose an item.	

8. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Grow Foundation revenue by 5 percent each year for the next 6 years.	Choose an item. Ongoing	Key indicators are endowment growth, investment strategy growth and, once staffing is complete, a focus on scholarship donor growth and development of an alumni relations plan.
Grow Operating unrestricted revenue 2 percent in each of the next six years.	Choose an item. Ongoing	Key indicators are endowment growth, investment strategy growth and, once staffing is complete, a focus on scholarship donor growth and development of an alumni relations plan.
Strengthen community involvement through Foundation activities in partnership with the District. Aligns with EMP goal 6a.	Choose an item. Ongoing	Key indicators are increased trust of Foundation; increased attendance a college events, increased college visibility in the Community; adjust Foundation Board to better align with a fundraising focus.

Briefly discuss your progress in achieving those goals:

Five percent and two percent growth: Since June 2011 the total liabilities and net assets have increased from \$2.7M to \$4.7M primarily due to the investment policy strategy. The investment policy was updated with Foundation Board approval in October 2015 that has allowed our accounts to continue to grow by 3% in a downturned market. Unrestricted funds have remained relatively flat; donors remained flat with a

slight decrease in 2015. There are currently 792 donors who contribute to scholarships have remained flat while contribution amounts have shown a slight increase.

Endowments: Nine new endowments have been added since August 2015 with 50 percent fully funded. There are 19 Osher funded Scholarship Endowments. The Osher family requires a certain amount to be spent/allocated each year. For the past 2 years, we have not met the required expenditure. We must spend an additional \$28,000 that this year to stay compliant with the requirements or risk reduced funding. We have a plan in partnership with the Financial Aide office to focus on these Osher scholarship endowments to meet the required allocation.

Scholarship program: Today, there have been 935 applications submitted but not completed compared to 2015 where there were 423 applications not completed. The completed applications remained mostly flat: 406 in 2015 and 414 in 2016.

Community: Both the President and Foundation Executive director are very active on community boards and in events along with other district leaders. Our facilities are frequently used by the community for special events. With the reorganization changes in the Foundation office, this has caused some community donors to adopt a “wait and see” view. We have been reaching out to all donors to let them know of the positive changes in the Foundation office. We are currently in review of updated Foundation bylaws to drive more of a fundraising focus with the Foundation Board members. Funds have been allocated and work has begun on a small scale facility remodel of the Foundation office to allow for more of a professional, donor friendly atmosphere.

Please describe how resources provided in support of previous program review contributed to program improvements:

9. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
6A	Link campus needs with community resources through the AVC Foundation.	Choose an item. Choose an item. Choose an item. Choose an item. Facilitate student success. Maintain and enhance community partnerships.	Operational and learning outcomes will improve as students utilize the resources.	<p>Reap the benefits of the Foundation reorganization and a renewed focus on community involvement with the Exec. Director's community experience.</p> <p>Fox Field Airframe program – will receive a fully functioning Jet Star III aircraft</p> <p>Veteran's Center: Maintain partnership with 2 major corporations for \$20,000 in annual grant support and grow by at least 1 new sponsor.</p> <p>Student Health – request for \$30,000 grant submitted to Kaiser.</p> <p>Job Fairs and Community Events support</p> <p>Scholarship Awards to 400 students</p> <p>STEM support - classroom and materials</p> <p>Athletics support – ongoing</p>	Choose an item.

				Resources needed: Hiring of two Foundation Coordinators – positions approved.	
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 9 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
None additional	Choose an item.	Choose an item.	Approved Foundation coordinator positions in process.		Choose an item.	
	Choose an item.	Choose an item.	Approved Facilities remodel in process.		Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Annual Update Program Review Report

Please provide the following information. Respond NA to questions not applicable to your discipline/program/area.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers may not correspond with the numbers in last year's report.

1. Discipline/Area Name:
Information Technology Services & Instructional Multimedia Center
2. Year: 2015-16 for 2017-18
3. Name of person leading this review
Richard Shaw, Executive Director, Technology
4. Names of all district participants in this review
Review/Comment Solicited of Department
Comment received from: Daniel Conner, Bill Carlson, Mike Dioquino, Katherine Mergliano, Dan Scott

Data/Outcome Analysis and Use

5. Please review the five-year headcount and FTES enrollment data provided by web link. Comment on trends and how they affect your program.

Increased FTES places added burdens upon support units to ensure quality equipment and environments for learning. Information Technology Services (ITS) and Instructional Multimedia Center (IMC) support the District's main campus, centers, and remote facilities in their operations. ITS & IMC have limited budgets for software, licensing, classroom audio-visual services, multimedia & podcasting, and ongoing operations. With recent allocations for captioning, media replacement, and facilities improvement capacity to deliver services is improving.

Increasing demands upon Help Desk resources heightens the need for more broad and robust support services for both employees and students of the college. Effort must be put forward for a comprehensive support services structure. Such a services offering will likely include: a walk in help desk with an increase in student assistant funding to provide a peer-to-peer structure for tier one support; a well defined service level agreement structure for both employees and students; and more granular polling to better refine understanding of student and employee technology needs.

The lack of a formal structural funding model will continue to hamper ITS & IMC capacity to plan long term. Recent onetime allocations for refresh of aging equipment has provided temporary respite in demands for refresh, and provide

progress in these areas. Relying on past practices of one-time funding as a stopgap will continue to leave the college vulnerable to the fiscal cycles of the state.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between race, gender, location, and modality groups. Please comment on all three (success, persistence, and retention). Note where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in success, retention, and/or persistence in the current academic year.

N/A

7. Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved student achievement.

N/A

8. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.

<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

N/A

9. Analyze changes in SLO, PLO, and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved SLO, PLO, and/or OO findings this past year.

ITS Survey Results										
Overall Satisfaction										
	Spring 2009		Spring 2010		Spring 2012		Spring 2014		Spring 2015	
	Response Percentage	Response Count	Response Percentage	Response Count	Response Percentage	Response Count	Response Percentage	Response Count	Response Percentage	Response Count
Very Dissatisfied	4.50%	19	6.00%	15	3.80%	31	3.25%	11	3.43%	15
Dissatisfied	13.20%	56	12.40%	31	6.10%	59	5.03%	17	4.12%	18
Neutral	38.30%	162	40.00%	100	52.30%	194	36.05%	132	38.22%	167
Satisfied	28.10%	119	28.40%	71	25.80%	151	36.39%	123	33.41%	146
Very Satisfied	15.80%	67	13.20%	33	12.10%	78	16.27%	55	20.82%	91
Very Satisfied & Satisfied Consolidated	43.90%	186	41.60%	104	37.90%	229	52.66%	178	54.23%	237
Very Dissatisfied & Dissatisfied Consolidated	17.70%	75	18.60%	46	9.90%	90	8.28%	28	7.55%	33

Figure 1: ITS Annual Customer Satisfaction Survey Results 2009 – 2015
(Note: no survey was conducted for Spring 2013)

ITS's most visible and quantifiable measure for support of institutional and departmental outcomes is in our annual survey. Above you'll note a dramatic increase in customer satisfaction, but more importantly note the dramatic reduction in the dissatisfied user over the six-year trend. This change is interpreted as evidence of success in the unit's greater focus on customer service. The Spring 16 survey will be conducted in April, and a revision of these numbers will with revision and adjustments following completion of new EMP & FMP. ITS supports all EMP goals; all students and employees are impacted by ITS.

Goals and Objectives

10. Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.

Goals are outlined with objectives for next 12-24 months.

From the 2015-2016 Annual update; outcomes from initiatives aligned with department goals

1. Ensure transparent reliability in implementation and administration of IT infrastructure, district IT equipment,

and allocation of information systems and telecommunications resources. (ongoing)

- a. Ticketing system was replaced. Regular reporting on support workload and ticket handling still in process. Objective met.
 - b. Back log of legacy projects cleared. Objective met.
 - c. Retirement of BladePC services. Objective met.
2. Continually work to improve quality technical training and assistance to students, employees, alumni and community members. (ongoing)
 - a. Training materials have been updated, and continue to be updated and augmented as needs arise. Faculty / Staff training lab established. Objective met
 - b. Technical trainer is now actively engaged with the Faculty Professional Development Committee to ensure future training needs are addressed in a proactive manner. Objective met.
 3. Proactively engage with customers to implement emerging IT solutions to meet the district's instructional and operational needs. (ongoing)
 - a. Outcome aligns with 1. b. Objective partially met.
 4. Collaborate with campus community to encourage adoption of comprehensive standards. (ongoing)
 - a. Policy revision continues to be a priority for the Technology Committee and ITS. (ongoing)
 5. Respond to district needs by continuously improving the processes and procedures that facilitate effectiveness in all IT services. (ongoing)
 - a. Strategic Technology Plan 2014-2017 adopted by the Board. Objective met
 - b. Survey conducted in Spring 2015 has provided valuable new data on the needs of our customers. Satisfaction is up markedly. Objective met

11. List current (up to three years) discipline/area goals, and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc. **N/A**
12. List current (up to three years) discipline/area goals, and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

The College and Board of Trustees have placed an emphasis upon Goals 1, 3, & 4, of the Educational Master Plan.

1. Migration of Banner and enterprise dbases from proprietary HP/UX and hardware to more mainstream Linux and virtual machine architecture. This migration is essential to support disaster recovery and business resumption objectives. Moving Banner and its associated services to a virtual machine environment will enable replication of entire services as cold standbys to the DR site in Stockton.
EMP Goal 1 and is an initiative of the Technology Master Plan.
2. Establishment of a structural funding model for technology refresh to enable a regular annual refresh cycle for all technology services. 2015-16 FY provided \$500,000 for the first systemic effort at refresh in recent memory. This refresh was distributed across desktop, classroom AV, and infrastructure / storage.
This serves EMP Goals 1, 3, & 4, and is an initiative of the Technology Master Plan.
3. Emphasis upon assessment, retirement, and acquisition of digital content in compliance with the Americans with Disabilities Act, Section 508. Existing practices in production of digital content will need to be assessed and brought to current standards. Educational efforts made with faculty and staff regarding the college's obligations in production of digital content in compliance with the act.
This serves EMP Goals 1, 3, and 4.

4. Establishment of a walk-in Help Desk for Faculty, Staff & Students. Providing limited support to BYOD needs, provides greater direct contact with end-users, and enables just-in-time support opportunities to aid in successful adoption of online services; furthering successes started with this past years greater focus upon customer service. This serves EMP Goals 1, 3, & 4.
5. Establish migration plan for services currently on obsolete BladePC architecture to Virtual Desktop Infrastructure (VDI). Pilots servicing key front desk and lab operations will be first. Ultimate implementation will require upgrade of lab equipment, establishment of enrollment based provisioning of virtual desktops and a unified authentication system. This is a 24 – 36 month timeline.
This serves EMP Goals 1, 3, & 4, and is an initiative of the Technology Master Plan.
6. Identity Management Initiative, 2016 – 2018. Development of a robust middleware services architecture to facilitate the consolidation of multiple authentication systems, and enable roles and enrollment based provisioning for services and application access.
This serves EMP Goals 1, 3, & 4, and is an initiative of the Technology Master Plan
7. Starting process for next Learning Management System for Distance Ed, deadline, Fall 2016. It is essential that we start immediately to assess the current market / offerings in Distance Learning /LMS suites. Our contract for Blackboard expires in 2017. Best practice is to have a replacement running in parallel for two semesters before decommissioning of older system.
This serves EMP Goals 1, 3, & 4, and is an initiative of the Technology Master Plan
8. Laying foundations for development of next Strategic Technology Plan 2017-2020. This project is pending the completion of the Educational Master Plan and Facilities Master Plan. Both slated to be adopted in 2016. From these initiatives will be identified and a successor to the current TMP will be drafted and presented to the board – Objective is Spring 2017 to support next planning cycle.
This serves EMP Goals 1, 3, & 4, and is an initiative of the Technology Master Plan

Resource Needs

13. Identify significant resource needs which should be currently addressed (up to three years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.
- List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.
 - 2016-17
 - *Programmer Analyst (New)*: A temporary Programmers position was created to support the implementation of Banner. Increasing demands upon programming and enterprise applications, including Student Success and the States OEI Projects necessitate the making of this position permanent. Guided by ITS Goal 1.
 - *Project Manager (New)*: The value of this position has been proven out with the Banner Project. A growing portfolio of projects necessitate a manager level position to shepherd these needs to a successful conclusion. This position would report direct to the Executive Director and coordinate documentation, planning, and compliance on implementation of project management systems/services and protocols. Guided by ITS Goal 1.
 - *Help Desk Coordinator (New)*: Position would enable greater communication and coordination of support services and documentation generation and enforcement of service level agreements across the district. Guided by ITS Goal 4.
 - *Administrative Assistant (New)*: Executive Director's office has needed dedicated administrative support for many years. Reliance upon Department's Clerical III has become burden on workload. Guided by ITS Goal 8 and current ITS workload.
 - 2017-18
 - *Systems Administrator – (New)*: Anticipating need based up on workload, Identity Management, Disaster Recovery, and bringing employee email back in-house with implementation of Exchange/Outlook, and dramatic expansion of storage and virtualization. Guided by ITS Goal 8.
 - *Lab Technician – Palmdale (New)*: With the planned expansion of Palmdale Center and anticipated expansion of computer lab services, the site will require a dedicated Lab Technician to assist the Computer Services Technician currently in place. Originally requested in 16-17, further analysis of existing workload and allowed for this to be pushed out a year. Guided by ITS Goal 8.

- List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.
 - A comprehensive structural funding model for refresh and replacement of desktop and infrastructure technology. Proposed budget of \$1,100,000 annual has been discussed to enable a sustainable model for a 4-year replacement cycle of college technology, and to maintain a level of services our student, faculty, and staff need. Guided by ITS Goal 2. Among the top specific projects are these:
 1. ShoreTel Switch/System Assessment: majority of phone switches are from the college's initial implementation eight years ago. Many are reaching end of life and support from the manufacture. An assessment is needed on value of investment in existing system versus migration to a more integrated system.
 2. Aging Server Infrastructure: 36 out of 40 servers are 3+ years old, six are near end of life. It is essential that we start planning for a structured refresh cycle to avoid impact upon uptime and services delivery.
 3. Aging Network Infrastructure: 25% of our network hardware is past end of life. It is essential that we establish a regular refresh cycle for these devices and replace failed.
 4. Refresh Funding: though we are very close to achieving our objective of a 4-year replacement cycle, currently 4.52/yrs on average, we still have approximately 750 devices that are six year or older still in service. We risk loosing the progress we have made without a structural funding model for both workstations and infrastructure.

- List facilities/physical resources (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.
 - 2016-17
 - Creation of a consolidated Help Desk for the college (one stop shop for IT, IMC, & Training) to provide walk-in support service. Consolidation of support staff would provide greater communication and collaboration opportunities for support staff, and a better utilization of physical space. Estimated cost \$10,000 one time costs for minor renovations.
 - Proposed consolidation of IT staff from OF-2 and BE's 2nd floor, to BE 3rd floor. This will facilitate a more collaborative and integrated operations the support / infrastructure / development / operations staff. This will require the reallocation of ultimately three instructional labs on the 3rd floor. BE 310, 314, and 324 are recommended, as they are contiguous to existing ITS space on the 3rd floor, and adaptation would require minimal renovation. Estimated cost \$50,000. Guided by ITS goal 6 & 7.

- List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.
 - 2016-17
 - Increase in travel and professional development budget to facilitate technology staff's currency in technology and services. Recommend budget of \$45,000.

Program Review and Annual Update

12. Discipline/Area/Department Name: IERP & Library Services	13. Year: 2015-16 for 2017-18
14. Name of person leading this review: Dr. Meeta Goel	
15. Names of all participants in this review: IERP and Library Faculty & Staff	
16. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: IERP helps lead and facilitate some key college wide meetings and processes e.g. SPC (and joint meetings with) BC; OC; Program Review Committee; Accreditation Standard I; Internal and external Reporting; Surveying, usage of data; etc. The Library serves students and college personnel on a daily basis with its faculty and staff also leading and participating on college committees e.g. Academic Senate; Accreditation Standard IV (also Standard II until recently); Classified and Faculty Unions; SPC; BC; OC; ITC; etc.

7. Cite examples of using outcome (PLO, ILO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

ILO/PLO/OO	Action Plan	Current Status	Impact of Action
More appropriate use of data		Ongoing	More data and information have been provided and presented to college constituents in person, via email, on AVC's website, etc., and an increasing number of federal and state reports completed to help further the use of data and improvements based on that data. Once Tableau is implemented, this should further improve.
Improved data integrity and consistency of reported data		Ongoing	IERP has been using and presenting the best data available in the most consistent manner it can. Once Tableau is implemented, this should further improve.
Better alignment of strategic planning and budgeting processes		Ongoing	The SPC-BC split took about a year to fully implement and should have helped increase strategic planning and budget alignment. Later this semester, input will be gathered regarding the college's progress on this alignment. The college has been successful for the past two years in identifying the top strategic priorities for resource allocation.
Improved collaboration and communication amongst Library		Ongoing	The Library's spaces have been improved with the Library Commons open and being increasingly utilized during spring 2016. The print book collection has been

<p>personnel for the goal of improving Library services and spaces for students</p>			<p>significantly expanded. The Library faculty and staff have communicated and collaborated well to ensure that the Library better meets student needs.</p>
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8. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p>IERP Goal 1: Promote the appropriate use of data college wide</p>	<p>Ongoing</p>	<p>This is documented by the EMP goal-related projects completed and services provided to college wide personnel, as well as presentations, information, and minutes (from SPBC, SLO, PR, Accreditation Standard I, etc.) posted on AVC's website. Attempts are being made to help create a more data-driven culture and to strengthen the evidence of AVC's impact on student success. One specific example of furthering of data use is the administration of the Community College Survey of Student Engagement (CCSSE). The CCSSE data were shared with personnel over the past two years with faculty and staff identifying areas for improvement. The 2016 administration of the CCSSE is currently in progress. The assessment cycle has become a college wide reporting calendar as of 2015-16 with key reports that IERP has responsibility for. We have a request tracker in place for IERP that we encourage those seeking assistance to access and complete on the IERP web page and it is being utilized more than previous years, but it is not widely used yet.</p>
<p>IERP Goal 2: : Ensure data integrity and consistency of reported data and college processes</p>	<p>Ongoing</p>	<p>Every effort has been made to report the best data available and to continue to identify and address any data integrity issues. This area is dedicated to providing help with the usage of continuous improvement methodology as needed; however, the quality of the available data and its accessibility still needs improvement.</p>
<p>IERP Goal 3: Facilitate better alignment of strategic planning and budgeting processes</p>	<p>Ongoing</p>	<p>An indicator of progress with this goal (when compared with 2014) is evidence of greater alignment of the top strategic priorities identified by college constituents at college retreats and the top priorities selected for resource allocation. This will improve more once the new EMP (and FMP 2016 and beyond) is completed later this semester and can be used to better align college resources with strategic priorities.</p>

<p>Library Main Goal: Facilitate better communication and collaboration amongst Library personnel and an optimization of Library services and spaces for students</p>		<p>This goal was based on informal and more formal input from students (comments during CCSSE administration 2014) and Library personnel. The print book collection has been significantly expanded compared with 2014 and 2015 thanks to much needed funding that was allocated for this by the college; improved collaboration and communication amongst Library personnel to address this goal; Library signage and spaces are much improved; the Library has longer hours; a dedicated space for archives has been created; and a Library Commons has been created in L214 as of this semester and students have started utilizing it. The results (and comments) from the 2016 CCSSE will be utilized to evaluate the department's progress with this goal and plan further improvements.</p>
<p>Briefly discuss your progress in achieving those goals: We will be obtaining input from college stakeholders and various groups regarding the effectiveness of IERP and Library initiatives and progress on these goals. However, informal feedback suggests that some progress has been made on all the goals.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: The Administrative Assistant provided to IERP & LS has been very helpful, as has the significant funding for print books from various sources. This area is still awaiting the resources requested for computers for students that were a part of the funding approved from 2015-16 one-time funds, as well as the resources requested for continuing to make the Library more welcoming for students e.g. L214 (also approved in 2015-16 one-time funds).</p>		

9. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1 IERP-Data usage (IERP supports all the EMP goals; however on the new EMP currently under development, this data usage goal especially addresses the “commitment to continuous quality improvement that supports accountability for student achievement and learning outcomes results”.)		5. Utilize campus resources efficiently and effectively *1. Support learning and facilitate student success - Other Reasons	More individuals will have access to the data they need and be able to better utilize it	-Tableau fully implemented -Director of Assessment Position and/or an Institutional Research Programmer Analyst	Yes
2 IERP-Consistency of reported data (IERP supports all the EMP goals; however on the new EMP currently under development, this consistency of reported data goal		5. Utilize campus resources efficiently and effectively *1. Support learning and facilitate student success - Other Reasons Choose an item.	More individuals will have access to more consistent data	-Tableau fully implemented -Director of Assessment Position and/or an Institutional Research Programmer Analyst -Professional development for staff	Yes

especially addresses the “commitment to continuous quality improvement that supports accountability for student achievement and learning outcomes results”.)					
3 IERP-Better alignment of strategic planning and budgeting (IERP supports all the EMP goals; however on the new EMP currently under development, this alignment goal especially addresses the “commitment to continuous quality improvement that supports accountability for student achievement and learning outcomes results”.)		Choose an item. 5. Utilize campus resources efficiently and effectively *1. Support learning and facilitate student success - Other Reasons	Improved alignment of strategic priorities with budgeting	SPC and BC working more effectively (both separately and jointly)	No
4 Library- better communication and collaboration amongst		*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively	Improved Library spaces and services, as well as	-Replacement of old computers in reference area and L214 needs new	Yes

<p>Library personnel and an optimization of Library services and spaces for students (The Library supports many of the EMP goals; however on the new EMP currently under development, this optimization of the Library services goal especially addresses the “commitment to continuous quality improvement that supports accountability for student achievement and learning outcomes results”.)</p>		<p>- Other Reasons</p>	<p>increased usage of the Library</p>	<p>computers (if these computers are not obtained during 2016) -A part-time employee for Archives, which is currently managed by a volunteer A System Administrator position (currently managed by an Adjunct Librarian) -Additional funding for non-instructional Adjuncts e.g. to support longer Library hours -Professional development for faculty and staff -Continue collection development e.g. print and other reference -SirsiDynixHorizon (software & annual subscriptions)</p>	
		<p>Choose an item. Choose an item. Choose an item.</p>		<p>-</p>	<p>Choose an item.</p>
		<p>Choose an item. Choose an item. Choose an item.</p>			<p>Choose an item.</p>

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from 9 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goals 1 & 2-Data Usage & Consistency	Technology	New	Tableau fully implemented: One-Time cost of \$20K funded from Equity funds during 2015-16 with an ongoing	One-Time cost of \$20K funded from Equity funds during 2015-16 with an ongoing cost of \$4K also funded through Equity Funds	One-time	Dr. Meeta Goel
Goals 1 & 2-Data Usage & Consistency	Personnel	New	Due to increasing mandated reporting, the workload for the dept. has increased greatly. A Director of Assessment and Institutional Research and/or a Programmer Analyst is needed.	TBD	Recurring	Dr. Meeta Goel
Goal 4-Library	Technology	Repeat	Replacement of old computers in reference area and L214 needs new computers (if these computers are not obtained during 2016)	\$15,000	One-time	

Goals 1 & 2 IERP and Goal 4-Library	Professional Development	Repeat	Professional development for IERP & Library staff, as well as Library faculty	\$15,000	Recurring	Dr. Meeta Goel
Goals 1 & 2 IERP and Goal 4-Library	Personnel	Repeat	-Director of Assessment Position and/or an Institutional Research Programmer Analyst -A part-time employee for Archives, which is currently managed by a volunteer -A System Administrator position (currently managed by an Adjunct Librarian) -Additional funding for non-instructional Adjuncts e.g. to support longer Library hours	TBD	Recurring	Dr. Meeta Goel
Goal 4-Library	Other	Repeat	-Continue collection development e.g. print, electronic resources/subscriptions and other reference	\$200,000	Recurring	Dr. Meeta Goel
Goal 4-Library	Technology	Repeat	-SirsiDynixHorizon (software & annual subscriptions)	\$31,000	Recurring	Dr. Meeta Goel

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Business Services	2. Year: 2015-2016
3. Name of person leading this review: Diana Keelen	
4. Names of all participants in this review: Wendy Dumas, Mina Hernandez, Dawn McIntosh	
<p>5. Status Quo option:</p> <p>Year 1: Comprehensive review</p> <p>Year 2: Annual update or status quo option</p> <p>Year 3: Annual update</p> <p>Year 4: Annual update or status quo option</p>	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.) <u><i>(An addendum to the program review was completed on 11/2/15. This addendum accurately reflects the updates to the comprehensive program review.)</i></u></p>

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
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6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program:
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program:
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:
8.b.	Number of Sections by Location and Modality .	Comment on trends:
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
	Choose an item.	
	Choose an item.	
	Choose an item.	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.

		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
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		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Addendum to 2014-2015 Report

(Submit as a Word doc to Carol Eastin, Program Review Co-Chair.)

Division/Area Name: Business Services

Date: 11/2/2015

Name of person submitting addendum: Diana Keelen

Names of all participants in this addendum: Wendy Dumas, Mina Hernandez and Dawn McIntosh

Identify which part(s) of the 2014 report is being revised:

- Division or Area Overview
- Data Analysis and Use
- Outcome Analysis and Use
- Stakeholder Assessment
- Current Goals (up to three years)
- Resource Needs

Describe what has changed since writing your 2014 report and how that impacts the program.

New or revised goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal: A specific target

- Guided by district Strategic Goals. Mark all that apply:
 - 1. Support learning and facilitate student success
 - 2. Increase the transfer rate
 - 3. Expand and diversify Career Technical Education
 - 4. Increase student success in Basic Skills and ESL courses
 - 5. Utilize campus resources efficiently and effectively
 - 6. Maintain and enhance community partnerships
 - 7. Enhance technology's support of the college mission
- Supporting PLO(s), SLO(s), and/or OO(s):
- Other reason(s):
- Action plan(s) or steps needed to achieve the goal:

To responses above, see following grid.

Short Term (3-5 years) or Long Term (5 years)	Operational Outcome	Goal	Type of Initiative	Department	Initiative	Measurement	Target	Resources Needed	Institutional Learning Outcomes														
									1. Provide students with an environment which supports learning and facilitates student success	2. Increase the transfer rate to Cal State, UC, and private colleges	3. Expand and diversify Career Technical Education options for students	4. Increase student success in Basic Skills and ESL courses	5. Utilize campus resources efficiently and effectively	6. Maintain and enhance community partnerships	7. Increase resources to enhance technology's support of the college's mission and processes								
Operational Outcome #1: Ensure sound fiscal management practices																							
Short Term	Ensure sound fiscal management practices	Improve internal controls & inventory management practices	Operational Initiative	Auxiliary Services, Business Services & Performing Arts Theater	Update POS system	Annual audit	No audit findings	Training services & POS system, staff, auxiliary services manager/assistant director, internal auditor, warehouse assistant, House Manager and hourly cashiers	X				X				X						
Short Term	Ensure sound fiscal management practices	Provide safety and security in cash handling & merchandise areas to prevent theft	Operational Initiative	Auxiliary Services, Business Services & Performing Arts Theater	Upgrade bookstore security gates and install security cameras	Reduced loss	10% in the first year. Target will be evaluated annually.	Security gates and install security cameras, staff, auxiliary services manager/assistant director, bookstore assistant	X				X				X						
Short Term	Ensure sound fiscal management practices	Provide integrated business solutions	Operational Initiative	Business Services	Banner Suite/Business Process Redesign	Reduced manual effort	25% in the first year. Target will be evaluated annually.	Technology solutions, Staff: accounting assistant III, accountant, budget analyst, technical analyst & cashiers	X	X	X	X	X	X	X	X	X						
Short Term	Ensure sound fiscal management practices	Decrease waste and food costs	Operational Initiative	Auxiliary Services	Evaluate methods of inventory management & controls in the area of food services	Food loss plan	Plan to be implemented within one year	Training services & technology services	X				X				X						
Long Term	Ensure sound fiscal management practices	Provide better management of enrollment growth funding	Operational Initiative	Business Services	Create growth application model	Growth model	1 year	Technology solutions, Staff: accounting assistant III, accountant, budget analyst, bookstore assistant, technical analyst & cashiers	X	X	X	X	X	X	X	X	X						
Operational Outcome #2: Improve the quality of services																							
Short Term	Improve the quality of services provided	Enhance professional entertainment field knowledge	Instructional Initiative	Performing Arts Theater	Add community events and shows to schedule	Increased outside performance	Add one show per year and evaluate annual growth target.	Staff: technical director, stage manager, sound engineer, house manager, hourly cashier support	X				X	X			X						
Short Term	Improve the quality of services provided	Increase quality of performance structure	Community Initiative	Performing Arts Theater	Add outside professional & Broadway performance series	Increased performance	Add one major show annually	Equipment: intelligent stage lighting	X				X	X			X						
Short Term	Improve the quality of services provided	Increase professional development opportunities & training	Operational Initiative	Business Services & Performing Arts Theater	Provide training avenues and opportunities to staff	Training development Plan	Offer 2 training courses per employee	Training Services	X	X	X	X	X	X	X	X	X						
Short Term	Improve the quality of services provided	Improve resource energy equipment & expand facility capacity for	Operational Initiative	Auxiliary Services	Update cafeteria equipment, computer equipment and space planning	Energy efficiency	3% reduction in food loss	Facility expansion and space, cooking & refrigeration equipment	X				X	X			X						
Operational Outcome #3: Provide integrated business solutions																							
Short Term	Provide integrated business solutions	Provide real-time account information & updates to students	Services for Students	Business Services	CashNET E-Cashier Services	Reduced manual effort	Real time data to students	Technology Solutions	X			X	X				X						
Short Term	Provide integrated business solutions	Improve financial aid disbursement processes	Services for Students	Business Services	Baseline Refunding Through Banner	Reduced timelines	Refunding by 3-5 days	Technology Solutions & Contract Services	X			X	X				X						
Short Term	Provide integrated business solutions	Reduce manual effort	Operational Initiative	Business Services	Implement Enhanced Travel Processes	Reduced manual effort	Redirected to purchasing	Contract Services	X				X				X						
Operational Outcome #4: Create awareness of programs and services																							
Long Term	Create awareness of programs and services	Increase fiscal visibility and demand of auxiliary programs	Operational Initiative	Auxiliary Services, Performing Arts Theater	Create and implement a strategic business plan	Completed business plan	3-6 months	Staff: Technical Director, Stage Manager, Sound Engineer, House Manager, Hourly cashier support	X				X	X									
Long Term	Create awareness of programs and services	Integrate the community with the campus	Community Initiative	Performing Arts Theater	Expand professional & Broadway performance series	Increased revenue and/or sponsorship	Break even or self sufficient	Staff: Technical Director, Stage Manager, Sound Engineer, House Manager, Hourly cashier support	X				X	X									

Summary of Changes from the 2014-2015 Program Review:

The segregation of duties requirement is challenging with the limited staff in the accounting department. A copy of our segregation of duties can be found within our Fiscal Independence Implementation Plan under Appendix G. It lists out 65 pages of segregation of duty responsibilities that has been prepared by our auditing firm.

There have been several changes since the 2014-2015 program review. The District has implemented an integrated Banner enterprise system and has applied for fiscal independence from the Los Angeles County Office of Education. The District will be required to undergo an additional audit each fiscal year to test its ability to maintain fiscal independence status. LACOE can pull back fiscal independence status for non-compliance.

Cashiers

Lancaster Cashier Review

Business Services currently has one recently approved full time cashier position. This position maintains the Lancaster cashier window allowing weekly drops for non-payment, 3rd party billing, financial aid refunding, other refunding, payment plan upload and setup, all to be accomplished within required timeframes. Most significantly, this full time position provides the staffing required to keep the Lancaster window open during the M-TH extended hours, with fewer closures due to limited cashiers, thus providing an essential service to our students.

Section 6.1 of the program review should be expanded to include cashiers for the new Palmdale Center location opening July 2016. The decision to move facilities and expand our support services was made after the program review cycle. *In accordance with the Operational Outcome to ensure sound fiscal management practices*, the new Palmdale Center requires two fully trained part-time cashiers to open and close this office on a daily basis.. More specifically, two cashiers will provide the checks and balances required so that one cashier is not closing and reconciling their daily cash drawer, as well as reconciling daily window activity to Banner the next morning.

Two additional part-time cashiers will allow us to provide flexible service hours to our Palmdale students by adjusting hours depending on volume. Cashiers will be available for extended hours during the first 3-4 weeks of each term and during peak registration periods. During slower volume periods, hours of operation would be reduced to 2-3 days each week, again depending on the need.

Bookstore Assistant

The expansion of the Palmdale services and addition of a Bachelor's degree program has identified an emerging need for additional support in the Bookstore. *In accordance with the Operational Outcome to ensure fiscal sound management practices and improving the quality of services provided*, a part time bookstore assistant is needed. This person will be responsible for providing limited services to ensure that students are able to receive their textbooks on site at Palmdale.

Warehouse Assistant

Additionally with the Palmdale Center expansion, we currently have only one warehouse assistant and coordinator who is also responsible for receiving of all goods, shipping, inventory and deliveries for the Lancaster, Palmdale and Foxfield sites. *In accordance with the Operational Outcome to ensure fiscal sound management practices*, it was requested that the District hire an inventory assistant, but with the new expansion of Palmdale and renovation of Foxfield, an emerging need for a warehouse assistant had taken precedence. Grants have also increased significantly to over \$6 million in 2015-2016 and the warehouse has to receive all items in accordance with board policy before delivering to alternate locations. The growth of categorical programs to \$10 million is also creating challenges with receiving and delivering in a timely fashion.

Accountant

The accounting department manages over 14 funds, reconciling over \$146 million in revenues and \$150 million in expenditures using 2015-2016 adopted budget data. Management of these funds requires daily interaction with district employees to meet internal needs, as well as adherence to over 250 reporting requirements. The existing accountant position is responsible for overseeing the restricted programs which have grown from 28 to 39 programs, or \$6.5 mil in 2011 to \$16.3 mil in 2015. Each program is unique in their intended purpose, guidelines and reporting requirements, requiring contact with a multitude of employees & various tracking methods. Restricted programs are just one of the 14 fund the accounting department manages.

In an effort to support the *Operational Outcome of integrated business solutions*, Business Services implemented the finance module of the Banner enterprise system in July 2015 to support the existing Banner modules in student receivables & financial aid. The district hired a temporary accountant to assist with day-to-day activities while the existing accountant and accounting & budgeting supervisor were dedicated to the implementation. Since implementation the accounting & budgeting supervisor has taken on a role overseeing accounts receivable functions in more detail. The integration of the Banner modules brought on several areas that demand acute focus in terms of cash and student accounts receivable reconciliations. The daily tasks required to process receivables into finance and perform the resulting reconciliations involve a

significant amount of dedicated time. Also of note, the benefits of the grants portion of the Banner Finance module has yet to be fully realized as we do not have the resources to dedicate to this necessary and critical function

Therefore, the need for an accountant to maintain proper support of the other district funds has emerged. *In accordance with the Operational Outcome to ensure sound fiscal management practices and the Operational Outcome to provide integrated business solutions*, we request the temporary accountant position become a permanent one to sustain the existing workload. This does not take into account new workload, just the ability to manage existing workload, an important distinction as we move towards fiscal independence and assume the functions previously the responsibility of LACOE. .

Accounting Assistant III

The business office currently has two accounting assistant IIIs. One that is funded by the district and the other by indirect and Pell administration fees, . The District-funded Accounting Assistant III time is committed to very complex financial aid disbursement reconciliation processes, involving close to \$38 million annually. Responsibilities of the district funded Accountant Assistant III include:

- Quarterly reconciliation between G5 (Federal Financial Aid disbursement site), gross revenue, PELL gross and net expenses, Direct Loans, SEOG, Scholarships/Scholarshares, and RTIV/LTIV returns.
- Monthly Cal Grants reconciliation in addition to a yearly interest income review and return to Cal Grants.
- Reconciliation and return of the 0-credits, cancellations, and timeouts to G5.
- Bi-weekly disbursement and release of Financial Aid funds to our students.
- Yearly closeout reconciliations of all financial aid.

Incomplete or inaccurate reconciliations leave the district open to audit findings and possible repercussions dictated from the Federal Government to include the loss of financial aid funding. These required disbursement and reconciliations cannot occur without a full time person dedicated to them. Hence we were compelled to pursue the temporary Accountant Asst. III position funded by fees.

The fee funded position currently performs

- Numerous auxiliary bank account reconciliations including the district's sizable Federal Financial Aid and Fees & Deposits Accounts.
- Non-student billing which consists of invoicing, monitoring, and proactive follow up on accounts for AVSOMC, Bookstore, Cafeteria, Teacher's Union, facilities use, as well as C & C Ed revenue transfers.

- Federally required 1099 review and statement requirements to all vendors each year.

Additionally, this person will also assume the responsibility for grants billing and reconciliation with the installation of the grants portion of the Banner finance module.

These two Accountant Asst. III roles are vital to our compliance with regulations and maintenance of financial integrity. Therefore, in accordance with the Operational Outcome to ensure sound fiscal management practices and the Operational Outcome to provide integrated business solutions, we request this inherit district function move to a permanent district funded position.

Program Review Annual Update

1. Discipline/Area Name: Marketing and Public Information	2. Year: 2015-16
3. Name of person leading this review: Liz Diachun, Executive Director Marketing and Public Information	
4. Names of all participants in this review: Liz Diachun, Executive Director Marketing and Public Information; Rachel Morgan, Communication Design Coordinator, Vicki Mathias, Graphic Designer	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: As state funding returns to previous levels, the college has addressed a delayed demand for course. This factor, merged with a decreasing local unemployment rate and state-wide focus on SSSP (many students taking less, but more focused, units to completion) is beginning to minimize that pent up demand. This year the college has seen a leveling off, and a potential decrease in overall FTES.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: While overall marking goals for the college are consistent with previous years, this shift in demand makes a slight change to marketing strategies. Previously, the college could focus marketing on areas of specific low demand programs. This change can signal a shift toward more generalized marketing strategies. Rather, emphasizing the features of the whole college.
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:
8.b.	Number of Sections by Location and Modality .	Comment on trends: N/A
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase consistency and quality of internal and external communication	Choose an item.	Progress made/ongoing – Positive, productive relationships made with local press, business leaders and elected officials. Internal and external audiences have a consistent flow of information regarding programs, services and events. Clear channels of communication have been developed for specific audiences (General Info: PIO, Athletics: Sports PIO; High Schools: Outreach; Aux Services). Quality of message has increased overall. Improved communication supports all ILOs and Strategic Goals and should improve outcome findings throughout the district.
Design an annual mass and direct media strategy to coincide with fall/spring enrollment periods.	Choose an item.	Progress made/ongoing – Created digital and mass campaign materials for reg cycles, targeting low enrollment areas. Improved communication supports all ILOs and Strategic Goals and should improve outcome findings throughout the district.
Move brand message from general college marketing to specific student success stories.	Choose an item.	Progress made/ongoing – Created successful alumni campaign using SSSP funds – Installed well received banners around campus and carried into other printed materials for college. Improved communication supports all ILOs and Strategic Goals and should improve outcome findings throughout the district.

Develop and edit our web and printed materials to better reflect the needs of our students and community.	Choose an item.	Progress made/ongoing – New website launched with better navigation and modernized look and feel. Improved communication supports all ILOs and Strategic Goals and should improve outcome findings throughout the district.
Briefly discuss your progress in achieving those goals: Progress made on all goals, but will continue to be ongoing due to the nature of marketing. Plans need to be responsive to ongoing changes in the college, state and local economy (see #6)		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
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		Choose an item.			
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Design an annual mass and direct media strategy to coincide with fall/spring enrollment periods.	Other	Repeat	College marketing has relied heavily on grant funding (Perkins, SSSP, etc) to fund advertising initiatives. Currently, this is the most strategic use of funds. General funds for marketing cover basic operations (supplies, small one-time ads, small run print jobs). However, the college budget needs to be prepared to absorb these costs when the grant landscape changes (timeline: ??)	\$40,000-\$100,000, potentially ongoing	Recurring
Increase consistency and quality of internal and external communication	Personnel	Repeat	Campus Videographer/Photographer (timeline: one to three years) There is increasing need for video content on campus. This would require a full-time individual with specialized skills (video recording, editing, and captioning). The college currently, across various departments, spends the likely equivalent of a full-time employee on photography and videography contracted services. Bringing this service in-house will have a great impact on the quality and consistency of materials produced.	\$80,000, ongoing	Recurring
	Personnel	New	Marketing Assistant (timeline: three to five years)	\$60,000, ongoing	Recurring

			As the need grows for additional content generation at the college, the Executive Director and Coordinator will need to focus their efforts. A marketing assistant will likely be needed to handle administrative tasks (phones, proofreading, purchase requisitions, etc)		
	Choose an item.	Choose an item.			Choose an item.
	Choose an item.	Choose an item.			Choose an item.
	Choose an item.	Choose an item.			Choose an item.
	Choose an item.	Choose an item.			Choose an item.

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.