Office of the Superintendent/President
Program Review
Fall 2008

Section I. Service Area Description

A. Describe the role of the service area within Antelope Valley College

Mission Statement

The mission of the Office of the Superintendent/President is to provide leadership that fosters excellent teaching and learning for students enrolled in associate degree, transfer, certificate career, personal enrichment, basic skills, or continuing education programs and offerings. In collaboration with the Board of Trustees, administrators, faculty members, staff, students, and the community, the Office of the Superintendent/President develops and implements a shared mission and vision for the college to prepare students for lifelong learning.

The following operational outcomes have been developed for the office:

1. Provide leadership that creates a culture that encourages administrators, faculty, staff, and students to participate in data driven decision-making processes.
2. Provide leadership that ensures that the district plans and manages its short- and long-term financial resources prudently and effectively in a manner that supports student learning.
3. Establish and maintain partnerships with local businesses, educational institutions, and government agencies that provide pathways to benefit students and strengthen the economic, social, and cultural life of the Antelope Valley community.
4. Provide leadership in the delivery of high quality educational programs and services, including planning, development, program review, and staffing.
5. Provide leadership that attracts and supports a diverse student population and workforce.

Administrative/Support/Service Area(s)

The Superintendent/President is the chief executive officer appointed by the governing board to handle the organization and operation of the college district, to lead and manage the district, and to bear executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Superintendent/President is empowered by the governing board to reasonably interpret board policy, ensure that all relevant laws and regulations are complied with and that required reports

are submitted in timely fashion, and act as the professional advisor to the Board in policy formation.

The Superintendent/President's Office works with the governing board to analyze and anticipate trends, establish goals and expectations, facilitate communication, and resolve concerns. The office also works with internal and external stakeholders to manage the institution and ensure that its programs, services, and facilities meet the needs of students and the community.

Services Provided

The Superintendent/President's Office is responsible for facilitating communication between the district's governing board, which is the policy-making body providing general direction for the Antelope Valley Community College District, and college personnel, students, community members, and government agencies. The Superintendent/President leads the campus in ensuring a climate of collaboration; quality educational programs; compliance with laws, regulations, and accreditation standards; fiscal responsibility and accountability; and responsible implementation of the construction program.

The office articulates the goals and policies of the district to the internal and external community and often serves as the final appeal for students, employees, and community members with complaints or questions regarding district policies and practices. The Superintendent/President serves on local and state business and policy-making boards, interacts with the media, and seeks input and assistance from local and state leaders to actively promote the district's programs, advocate for legislation and funding to support the district's mission, and ensure that programs and services meet the changing needs of students and the community.

The office provides support for board operations, including the development and maintenance of board policies; analysis of items requiring board action; and preparation of agendas, coordination of logistics, and management of board meetings. The office also bears responsibility for coordination of regularly scheduled Accreditation Steering Committee, Administrative Council, High Desert/Mountain Higher Education Joint Powers Authority, Citizens' Oversight Committee, Dialogue with the President, Educational Master Plan Taskforce, Latino Advisory Committee, Mutual Agreement Council, President's Cabinet, and President's Executive Council meetings.

The Superintendent/President serves as chair of the Administrative Council, Antelope Valley Board of Trade, Antelope Valley Higher Education Joint Powers Authority, College Coordinating Council, Latino Advisory Committee, Mutual Agreement Council, President's Cabinet, and President's Executive Council; a board member of the Advisory Committee on Legislation (2005-2008), American Cancer Society, Antelope Valley College Foundation,

California Community Colleges Commission on Athletics, Community College Facilities Coalition, Greater Antelope Valley Economic Alliance, and Y.M.C.A.; and a member of the Lancaster West Rotary and Strategic Planning and Budget Council.

Supervision of the Advancement and Foundation and Information Technology Services areas and oversight and support of the offices of the vice presidents of Academic Affairs, Business Services, Human Resources, and Student Services are responsibilities of the Superintendent/President's Office. Support services for the vice presidents' offices include back up reception, telephone, and secretarial duties. (Note: Supervision of the Information Technology Services area was moved to the Office of the Vice President of Business Services in the campus organizational structure change implemented in the beginning of the 2009-2010 academic year.)

The office also coordinates Study Abroad, Independent Study, trip requests, and adjunct evaluations.

Customer Categories

The office serves the internal and external community, including students; staff; community members; local, state, and federal government; news media; businesses; foundation; the Accrediting Commission for Community and Junior Colleges; and the California Community Colleges Chancellor's Office.

B. Describe the current service area employees

The Office of the Superintendent/President is staffed by three full-time employees. Dr. Jackie L. Fisher, Sr. has served as Superintendent/President since being appointed to the position on an interim basis in October 2003, Executive Assistant to the Superintendent/President Paula Norsell has worked in her position since July 2002, and Senior Administrative Assistant Patricia Harris was added to the staff in June 2005.

C. Department Productivity

This is the initial program review for the Office of the Superintendent/President, however, the office and its responsibilities have grown considerably during the six years under examination.

Among the factors that have affected the workload of the office are an increased student population, additions to staff and faculty as well as the retirement and resignation of numerous administrators and faculty members, approval of the $139 million construction bond measure and the launch of an ambitious construction program, widened participation in community and state organizations, implementation of responses to accreditation recommendations,

the expansion of educational opportunities, and the addition of new programs for students.

The number of meetings, telephone calls, and e-mail communications handled by the office has grown along with the student population (2002-2003 credit full time equivalent students (FTES) of 8333.9 compared to 2007-2008 credit FTES of 11,189.79) and number of employees (full-time faculty in fall 2002 of 150 compared to full-time faculty in fall 2007 of 200). The office serves as the final appeal for many student, employee, and community concerns so an increase in the number of students corresponds with an increase in correspondence and meetings. Administrative turnover added to the volume of work due to temporary reassignment of some duties, new faculty hiring that resulted in many full days of interviews during spring/summer 2007 and spring/summer 2008, and annual evaluations of probationary faculty, which continue to impact workload.

In fall 2003, the office, under its new leader, established Dialogue with the President meetings to improve communication on campus. The forums added the scheduling and organization of approximately six additional meetings per year to the office workload. The new Superintendent/President sought to expand the district's influence in local and state matters and volunteered to serve as team chair on accreditation evaluation teams, state advisory committees, and several local business organizations, substantially increasing requirements for scheduling and travel arrangements.

In 2004, the college embarked on a public information campaign to build support for the district in anticipation of placing a bond measure on the ballot. The numerous public presentations by the Superintendent/President prior to and during the campaign resulted in additional speaking invitations that continue to date as well as requests for the Superintendent/President to join various community organizations. With passage of the bond measure, the Board of Trustees formed a Citizens' Oversight Committee, and the responsibility for organizing and facilitating meetings fell to the Superintendent/President's office. (Note: This responsibility was moved to the Office of the Director of Facilities Planning and Campus Development in spring 2009.) The bond construction program also created a substantial increase in the number of action items presented at monthly Board of Trustees meetings (e.g. 113 action items were presented 2005-2006, 166 in 2006-2007, and 229 in 2007-2008), which has impacted workload in both preparing for and conducting meetings.

During the 2004-2005 academic year, the district began a complete review and revision of its policies and procedures. A faculty member was assigned to manage the bulk of the revision process during 2004-2005, but support for the faculty member was provided by office staff, and, after 2005, the office assumed full responsibility for the continual update, revision, posting, and publication of the district's policies and procedures. More than 150 policies and

170 procedures have been adopted since the process began and over 100 of those policies and procedures have been revised since initial adoption.

After receiving the report of the accreditation evaluation team that visited the college in fall 2004, the office assumed responsibility for providing support to the Accreditation Steering Committee that was charged with preparing the Progress Report and later the Midterm and Follow Up reports.

In 2005-2006, administration and the Academic Senate initiated Mutual Agreement Council meetings, adding responsibility for organizing and facilitating the twice per month meetings to the office workload. With the addition of an additional support person to the office in 2005-2006, various responsibilities previously handled by the vice presidents' offices were transferred to the Superintendent/President's office, including adjunct evaluations, trip requests, independent study, scheduling and facilitation of Administrative Council and Educational Master Plan meetings, and study abroad.

In 2006-2007, Senator George Runner asked the district to serve as lead agency in the creation of a higher education joint powers authority planning group. Responsibility for scheduling, organizing, and facilitating the community meetings was added to office staff.

D. Department Revenue (non FTES)

The office is responsible for directing an annual $5,000 foundation grant.

E. Department Budget

The office manages the President and Board of Trustees budgets, which include funds for salaries and benefits, non-instructional supplies, travel, and community events. A copy of the 2007-2008 year-end expenditure report is attached to this document.

Section II. Self-Evaluation

A. Employees

1. Employees are actively involved in the selection of full-time and part-time employees.

The only employee added to staff since 2003 was a transfer from another area. Employees of the office have served on hiring committees and participated in final interviews for faculty members and administrators.

2. **The number of employees, both full-time and part-time, is appropriate for the service area.**

   The number of staff members is adequate for the current services and responsibilities of the Office of the Superintendent/President, however, some community duties need to be shared with other administrators to alleviate the demands on the Superintendent/President's time. Should any additional responsibilities be assigned to the office, additional support will need to be considered.

3. **Employees are actively involved in professional organizations and activities.**

   The Superintendent/President is involved in many state and local professional organizations and activities, including Antelope Valley Board of Trade, High Desert/Mountain Higher Education Joint Powers Authority, Advisory Committee on Legislation (2005-2008), American Cancer Society, California Community Colleges Commission on Athletics, Community College Facilities Coalition, Greater Antelope Valley Economic Alliance, Y.M.C.A.; and Lancaster West Rotary. Support staff interact with colleagues state and nationwide through executive assistant electronic listserves.

4. **Employees regularly participate in staff development activities and implement what they learn in the service area.**

   All three members of the office have served on accreditation evaluation teams, gaining invaluable experience that was put to use during the preparation of the college's Progress, Midterm, and Follow Up reports. Staff members have participated in professional development activities such as the "Seven Habits of Highly Effective People" and have volunteered to serve on campus hiring committees, event planning committees, program review teams, and accreditation standard subcommittees. In addition, support staff members meet for informal lunch meetings once or twice per week with support staff from the vice presidents offices to share information and brainstorm solutions to workload issues.

B. Customer Relations
Describe customer base and evaluate how well the customer base is served.

The office serves the internal and external community, including students; staff; community members; board members; local, state, and federal government; news media; businesses; foundation; the Accrediting Commission for Community and Junior Colleges; and the California Community Colleges Chancellor's Office.

1. **The service area schedules activities to meet customer needs.**

The Office of the Superintendent/President programs many activities in an attempt to meet the needs of the campus and the community. The office has an 'open door' philosophy, which allows internal and external customers to communicate their questions, ideas, and concerns. The leaders of each campus constituent group are provided the opportunity to engage in monthly or twice monthly meetings that allow a proactive approach to addressing concerns, sharing ideas, and improving communication.

Dialogue with the President sessions, initiated in 2003, promote campuswide discussion of important issues facing the college. The sessions were added to the Faculty Professional Development program in the 2006-2007 academic year to encourage faculty attendance.

The President's Executive Council and Academic Senate Executive Committee began meeting as the Mutual Agreement Council in 2005 to more effectively address academic and professional matters 6, 7, 9, 10, and 11 of Title 5, Section 53200. The Mutual Agreement Council had been described in the district's participatory governance policy, but had not been a functioning entity prior to 2005.

The Dialogue with the President and Mutual Agreement Council meetings, in addition to Administrative Council, College Coordinating Council, and campus constituent group leader meetings, have served to support operational outcome 1. (Operational outcome 1. Provide leadership that creates a culture that encourages administrators, faculty, staff, and students to participate in data driven decision-making processes.)

The Superintendent/President and/or designees regularly meet with state, county, and local officials; community groups; and business leaders to explore and implement academic or training programs that meet regional workforce needs (e.g. AVC and Northrop Grumman Corporation partnership), advocate for the college and its students, partner with education leaders to benefit area students and obtain additional funding for critical needs, and fulfill regulatory and accreditation requirements. These meetings, as well as the Superintendent/President's participation in community and state organizations detailed in section I.A., support operational outcome 3. (Operational outcome 3. Establish and maintain partnerships with local businesses, educational institutions, and government agencies that provide pathways to benefit students and strengthen the economic, social, and cultural life of the Antelope Valley community.)

Board of Trustees meetings are held each month with special board meetings scheduled as needed. The public and campus community are provided notice of the meetings through media and campus announcements,

the campus is given the opportunity to review and provide comments regarding matters under consideration by the Board, and Board actions are summarized in updates from the Public and Governmental Relations Director.

The Superintendent/President is a member of the Antelope Valley College Foundation and meets periodically with community members who serve on the Foundation to discuss fundraising strategies and areas of need.

The Superintendent/President conducts campus tours to display to community members accomplishments, challenges, and future developments occurring on the main campus and at the Palmdale site. The Superintendent/President also periodically walks around the campus to observe conditions, visit classrooms, and informally greet students and employees.

A Welcome Back meeting is scheduled annually at the start of the fall semester to brief employees on new developments and important campus issues, such as the status of the budget, accreditation, and construction projects. PowerPoint presentations from the meetings are posted to the employee group in myAVC for reference throughout the year.

Study Abroad information sessions are scheduled for students twice per year and staff members are available to assist students interested in the program during regular business hours.

The President's Executive Council and President's Cabinet each meet weekly to work on critical issues and long-term planning. Accreditation Steering Committee meetings are scheduled as determined by the accreditation cochairs.

As a means to respond to community needs, the Superintendent/President serves on the boards of the Antelope Valley Board of Trade and the Greater Antelope Valley Economic Alliance, the office coordinates and conducts Latino Advisory Committee and High Desert/Mountain Higher Education Joint Powers Authority meetings, and the Superintendent/President attends many community functions that provide opportunities for informal discussion and feedback from students, parents, community leaders, and others.

2. The service area communicates efficiently and effectively with customers.

In addition to responses provided in the previous section, the Office of Advancement and Foundation publishes quarterly newsletters that are mailed to 5,000 internal and external individuals and groups. The Schedule

of Classes mailed to homes throughout the district twice per year features stories that showcase college programs and employees. The Director of Public and Governmental Relations prepares news releases that highlight Board actions, state and local issues affecting the college, campus projects, accomplishments of programs, faculty, and students. The releases are sent to all local media, distributed via email to all campus employees, and posted on the public web site.

Board members, including the student trustee, regularly contact the office in person, by telephone, and by e-mail to follow up on concerns from community members and students as well as ask questions about programs and items under consideration. The office arranges monthly Board meeting presentations regarding key issues; provides monthly reports to the Board regarding the Palmdale campus, progress in resolving audit findings, and the contract with Public Private Ventures; provides calendars of meetings and events on a routine basis; invites board members to represent the college at important community events; and holds monthly meetings with the Board President to discuss the regular meeting agenda as well as any emerging issues or concerns.

Inquiries submitted via e-mail, telephone, or in person to the Office of the Superintendent/President are provided a timely response. Follow-up to inquiries and requests are documented.

Prior to 2004-2005, the Superintendent/President and Board of Trustees agreed during the Superintendent/President's annual evaluation to a list of goals for the following academic year. The goals were developed independently from those for the campus, without any input from campus leaders, were numerous and often vague, and were not widely distributed after adoption. In addition, the progress made in reaching goals was communicated with the Board of Trustees, but not widely shared with the campus. In 2004-2005, a change was made to improve the process used to develop and communicate the Board of Trustees' annual goals for the Superintendent/President by seeking the input of campus leaders, improving the specificity and focus of the goals, and increasing awareness of the goals and their impact on the direction of the campus. At the conclusion of the 2004-2005 year, a list highlighting progress made in reaching the goals was compiled from data collected throughout the year and solicited from campus leaders and shared campuswide and publicly through e-mail and Dialogue with the President and Board of Trustees meetings.

In 2006-2007, the process was further enhanced by aligning the Superintendent/President's goals with the mission, institutional learning outcomes, and strategic goals of the college, inviting the campus community to participate in the development of goals through campus constituent groups, and changing the name of the goal document to "Campus Goals led

by the Superintendent/President" to acknowledge that the Superintendent/President's goals are truly campus goals that can not be accomplished without the full support of the college community. In addition, the goals and accomplishments related thereto were posted to the President's myAVC group for easy review year round.

Anecdotal evidence as well as responses to the surveys completed at Dialogue with the President annual academic year wrap up meetings indicate that the changes to the goal development and communication process have increased and reinforced awareness of the goals led by the Superintendent/President as well as the college's strategic goals, mission, and institutional learning outcomes; improved communication to the campus and public regarding the college's progress in key areas; and improved morale through the acknowledgment of the collective contributions and accomplishments of the college community.

Recognizing that many of the comments from respondents to the survey conducted in conjunction with this review cited communication as an area of an improvement and that communication was an issue in the last accreditation evaluation team report, the office continues to take steps to address concerns and implement ideas presented by students and employees for reaching customers more effectively. Podcasts of Dialogue with the President and Board of Trustees meetings are now available on the public web site, the Superintendent/President is conducting informal interviews of students at the main campus and the Palmdale site that will be added to the web site, and the Board Policy and Administrative Procedures manual as well as the full Board of Trustees meeting packets have been moved from myAVC to the public web site.

3. **The service area interacts effectively with instructional areas and other non-instructional services areas.**

The President's Executive Council, which consists of the Superintendent/President and all vice presidents, meets each Monday morning. The President's Cabinet consists of the Superintendent/President's direct reports and meets each Thursday morning. The Administrative Council, which consists of all administrators, managers, and supervisors, meets bi-monthly. Information sharing, brainstorming discussions, and problem-solving activities are conducted during these meetings, allowing the President to become more effective and efficient when interacting with instructional and non-instructional areas.

The office schedules the Superintendent/President to meet with various instructional divisions during regular division meetings to improve interaction with faculty. Mutual Agreement Council meetings, meetings with constituent group leaders, and the previously mentioned open door

policy also provide a forum for discussing emerging issues, ideas, and concerns. These communication pathways have helped the office in achieving its operational outcomes. For example, the Mutual Agreement Council worked with the Program Review Coordinator to revise program review procedures in order to ensure that findings could be effectively incorporated into the budgeting process. (Operational outcome 1. Provide leadership that creates a culture that encourages administrators, faculty, staff, and students to participate in data driven decision-making processes; and 2. Provide leadership that ensures that the district plans and manages its short- and long-term financial resources prudently and effectively in a manner that supports student learning).

The office provides support for the Independent Study and Study Abroad programs, adjunct faculty evaluations, and trip requests. The paperwork for each of these programs is processed on a daily basis. Numerous documents flow through the office for approval and signature of the Superintendent/President. In most cases, the documents are reviewed and signed the same day received.

The office participates in and attends events held on and off campus in order to support the programs involved and to assess how these activities serve students and employees.

4. The service area collects customer satisfaction data and uses it to improve services.

During the fall semester of 2008, the Office of the Superintendent/President worked with the Director of Institutional Planning and Research to develop a questionnaire in connection with its initial program review self study that was administered internal and external stakeholders (see attached questionnaire). Respondents were afforded an opportunity to provide perceptions regarding the office's quality of service. The analysis of the responses to the questionnaire is described in section C, "Quality of Service." Responses collected from the questionnaire have already resulted in some of the aforementioned improvements in communication as well as an awareness that more remains to be done, including finding better ways to support Information Technology Services.

Evaluation forms that are collected after each session of Dialogue with the President have been useful in providing ideas for additional sessions, gauging understanding regarding issues such as the budget process and accreditation, and improving communication. For example, responses from an evaluation conducted in relation to a meeting concerning campus construction resulted in the scheduling of a meeting with members of the community north of campus to more fully address their concerns, and responses to an evaluation concerning security issues, prompted an all

campus e-mail regarding the services provided by the campus police department.

Input received by constituent group leaders, divisions and departments campuswide, and the Board of Trustees during the annual evaluation of the Superintendent/President provides an assessment of progress made in reaching annual campus goals and sets a starting point for developing goals for the following year.

A survey of the Latino Advisory Committee resulted in varied meeting times to meet members' needs, input-oriented agendas, and a wider distribution of the meeting minutes to share the recommendations of the committee with Administrative Council members and others who might benefit from the suggestions of this community group.

At the Board's request, the Office of the Superintendent/President conducted a survey of districts statewide to determine best practices in preparing meeting agenda packets. Changes to both the regular meeting agenda and meeting packets were made to streamline meetings and provide easier access to items under consideration based on the assessment.

5. **The service area interacts effectively with community agencies, organizations, and resources as appropriate.**

   Responses to the section are provided in previous sections.

C. Quality of Service
Define the service standards for the area and describe the area's effectiveness in providing quality service.

The Office of the President is responsible for ensuring that the college's mission and vision are implemented and with keeping the Board of Trustees well-informed about the progress being made in this regard.

In conjunction with the Director of Institutional Research and Planning, a questionnaire was developed and implemented to collect perceptions from internal and external stakeholders regarding the office's effectiveness in providing quality service. An analysis of the data reported and collected from respondents follows:

Demographics

Gender		
Male	36.8%	174
Female	63.2%	299
	answered question	473
	skipped question	8

Ethnicity		
American Indian or Alaskan Native	2.3%	11
Asian or Pacific Islander	4.4%	21
Black Non-Hispanic	13.3%	63
Hispanic	19.7%	93
White Non-Hispanic	53.0%	250
Other/Unknown	7.2%	34
	answered question	472
	skipped question	9

Ages of 451 respondents ranged from 17 to 73. Thirty respondents did not indicate their age.

Respondents included 230 students, 80 staff members, 120 faculty, 18 administrators, 22 community members, and a member of the Board of Trustees. Ten respondents did not identify their relationship to the college.

Report and analysis of responses to questionnaire statements

There were 323 responses to the statement, "Please rate your overall satisfaction with the Office of the President." A majority of respondents (57.6 percent) indicated overall satisfaction as "good" or "very good," 13.3 percent marked "average," and 7.7 percent marked "poor" or "very poor." Nearly a quarter of respondents (21.4 percent) marked selections of "don't know" or "not applicable."

1. **The service area contributes effectively to student access, retention, and achievement of learning outcomes.**

Please rate the quality of the service provided by the Office of the President for student access, retention, and achievement of learning outcomes.		
Answer Options	Response Percent	Response Count
Very Poor	1.5%	6
Poor	2.4%	10
Average	14.6%	60
Good	21.0%	86
Very Good	27.3%	112
Don't Know/Not Applicable	33.2%	136
	answered question	410
	skipped question	71

Of the 410 respondents, 62.9 percent indicated "average" to "very good," with 48.3 percent indicating "good" or "very good." In contrast, 3.9 percent indicated "poor" or "very poor." The respondents appear to perceive that the Office of the President contributes moderately "to student access, retention, and achievement of learning outcomes."

2. **The service area recognizes and responds appropriately to external factors such as regulations, agency reviews, and community needs.**

Please rate the quality of the service provided by the Office of the President for responding appropriately to external factors such as regulations, agency reviews, and community needs		
Answer Options	Response Percent	Response Count
Very Poor	1.9%	8
Poor	4.1%	17
Average	13.3%	55
Good	22.1%	91
Very Good	26.0%	107
Don't Know/Not Applicable	32.5%	134
	answered question	412
	skipped question	69

With 61.4 percent of respondents selecting "average," "good," or "very good," it appears that the quality of service provided by the Office of the President is perceived as moderate when responding to external factors as described in this statement.

3. **The service area effectively assists faculty in the delivery of instruction.**

Please rate the responsiveness of the Office of the President to your needs		
Answer Options	**Response Percent**	**Response Count**
Very Poor	3.7%	15
Poor	4.9%	20
Average	11.8%	48
Good	18.1%	74
Very Good	28.4%	116
Don't Know/Not Applicable	33.1%	135
	answered question	408
	skipped question	73

Slightly more than half of the respondents perceive that responsiveness from the Office of the President is appropriate, while slightly more than 8 percent perceive the opposite.

Please rate the effectiveness of the Office of the President in assisting in the delivery of instruction and support services.		
Answer Options	**Response Percent**	**Response Count**
Very Poor	1.7%	7
Poor	5.9%	24
Average	13.4%	55
Good	22.0%	90
Very Good	27.1%	111
Don't Know/Not Applicable	29.8%	122
	answered question	409
	skipped question	72

Of the 409 respondents, 62.5 percent indicated that the Office of the President performs average or better in assisting in the delivery of instruction and support services.

4. **The service area identifies areas needing improvement on a regular basis and has adopted a system of correcting problems and improving services.**

Respondents were asked to reply to the following statement, "What can the Office of the President do to improve your experience with Antelope Valley College?" After reviewing all of the comments listed, the need to improve communication appeared as a common theme. The following are some salient comments to support this assessment:

- "Continue outreach with the community. Make sure the community is aware of all that is offered at AVC."
- "Continue to have open and candid communication with the campus and regional communities."
- "Communicate with the night staff."
- "Make the AVC students more aware of the Office of the President and how to arrange a meeting with the President."
- "Be more visible."
- "Reach out more to the disadvantaged or under-represented population regarding the benefits of college."
- "The Office of the President can email us periodically (monthly would be fine) updating us."
- "Have the courtesy to respond to faxed letters."
- "Listen more to the student and faculty."
- "Improve internal and external communication of 'facts' and what 'can be' and 'will be."
- "It would be nice to have the public meetings with the President and staff at the same time of the month each month."

The Superintendent/President's staff will schedule meetings during the fall and spring semesters with the Associated Student Organization to discuss relevant issues. This will provide an avenue to improve communication with students regarding issues that affect them. Additional meetings with external community groups will also be scheduled to provide updates concerning programs and services available at Antelope Valley College. More topics will be added to the Dialogue with the President schedule to improve communication with college groups. Student interviews, podcasts of Board of Trustees and Dialogue with the President meetings, Board of Trustees agenda materials, and the district's Board Policy and Administrative Procedures manuals will be moved to the public web site to provide greater public access.

Analysis of respondents' responses in meeting institutional and performance goals:

Constituent groups are asked annually to provide input into institutional goals for which the Superintendent/President provides leadership. In June or July of each year, the Board of Trustees adds specific performance goals to be carried out by the Superintendent/President and approves the list of institutional goals.

The questionnaire developed for this program review included an opportunity for respondents to provide their perception of the progress the Office of the Superintendent/President is making in meeting twenty institutional and performance goals established for the 2008-2009 academic

year. Respondents were instructed to mark one of the following categories: "not at all," "less than 25%," "25%," "50%," "75%," "100%," or "unknown."

After careful review of the responses to each of the institutional and performance goals, an average of 35 percent of the respondents marked "unknown." In other words, approximately one-third of respondents were unable to provide an assessment of how well the Office of the Superintendent/President is leading in carrying out the campus goals. As an example of the disconnect, with regard to the goal regarding reaching agreement with classified and faculty unions regarding health benefits for 2008-2009, an agreement was reached in September 2008, however only 75 of the 301 respondents perceived that the goal had been 100% met.

In contrast, 1.9% to 6.6% of respondents marked the categories "not at all" or "less than 25%" indicating that very few respondents believe that the Office of the Superintendent/President is performing poorly in satisfying the institutional and performance goals for 2008-2009. Though no significant corrective efforts are indicated, better communication regarding the goals and progress in reaching such is warranted.

Please estimate the percent of which the Office of the President is meeting the following goals:								
Answer Options	**Not at All**	**Less than 25%**	**25 %**	**50 %**	**75 %**	**100 %**	**Unknown**	**Response Count**
Ensure that the college reaches sustainable continuous quality improvement in the areas of program review, planning, and student learning outcomes as defined by the Accrediting Commission of Community and Junior Colleges and continues its emphasis on fully implementing the 2004 accreditation team recommendations.	5	6	7	32	73	86	101	310

Successfully complete Accreditation Follow Up Report, coordinate visit, respond to additional recommendations, and continue to work on comprehensive 2010 self-study.	3	3	7	24	56	106	109	308
Maximize funding by reaching or exceeding allowable enrollment growth target for 2008-2009.	5	6	8	23	41	128	95	306
Continue to use research and analysis to improve scheduling of classes.	7	13	7	35	59	81	103	305
Evaluate Enrollment Management Plan.	6	11	6	23	43	76	142	307
Grow in a fiscally responsible manner (maintain 5% unrestricted reserve).	5	8	11	23	46	102	109	304
Continue to seek grants and explore partnerships to supplement state funding.	8	10	15	22	54	88	109	306
Complete sale of district-owned property located at Avenue K and 30th Street West.	9	11	7	21	41	53	163	305
Reach agreement with classified and faculty unions regarding health benefits for 2008-2009.	9	9	7	21	40	75	140	301

Continue to increase enrollment at the Palmdale site to meet requirements to establish a separate center (500 FTES annually consistent with the Enrollment Management Plan).	8	11	12	26	41	114	92	304
In consultation with the campus community, continue to responsibly implement bond program.	8	10	10	19	49	117	92	305
Monitor and review the construction communication plan to ensure that employees, students, and local community are kept informed of construction projects.	7	14	15	33	56	100	80	305
Ensure staffing is sufficient to meet current and future growth.	13	20	21	39	68	66	76	303
Assess effectiveness of organizational structure changes.	10	15	16	36	51	63	111	302
Implement tiered structure.	9	8	12	33	36	39	164	301
Implement Human Resources Plan.	8	11	13	30	21	49	167	299
Complete Equal Employment Opportunity Plan.	8	4	9	21	29	70	157	298
Enhance and expand relationships and collaborative partnerships with the external community.	9	7	15	24	63	73	108	299

Create partnerships with school districts, universities, community organizations and business.	8	9	10	24	55	91	103	300
Increase recruitment efforts.	6	15	8	26	49	77	116	297
Raise awareness of college programs and services.	11	10	9	37	64	89	73	293
Continue to develop programs, courses, and technical services that meet the changing needs of students, business, industry, and the community and adhere to minimum conditions of the California Community Colleges System Office.	7	13	13	30	69	91	79	302
Successfully complete categorical site visit reports and data analysis and prepare for spring site visit.	3	4	7	25	37	75	151	302
Continue to improve communication between the Superintendent/President and Board of Trustees.	6	9	10	26	47	82	123	303
Develop and implement a strategy to improve revenues/reduce expenditures at the Cafeteria and Bookstore. Evaluate and report on alternatives with outside vendors.	9	11	10	33	35	53	152	303

Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships.	6	8	10	26	53	69	130	302
Examine, evaluate, and clarify committee tasks to improve efficiency as needed.	10	17	9	28	47	57	134	302
Gain accreditation from the Commission on Peace Officer Standards and Training (POST) for the campus police department by the end of 2008-2009 academic year.	8	8	8	25	40	58	153	300
							answered question	**313**
							skipped question	**168**

Note: Regarding the sale of district-owned property at Avenue K and 30th Street West, due to the current slow economic conditions, the developer and City of Lancaster's Redevelopment Office have been unsuccessful in securing tenants. The district, the City of Lancaster, and the developer have agreed to delay the project until economic conditions for retail development improve.

5. **Service area procedures are developed, reviewed, and revised by service area employees.**

The Office of the Superintendent/President administers its procedures in accordance with the Campus Goals led by the Superintendent/President established annually by the governing board, the Board Policy and Administrative Procedures manual, Educational Master Plan, Facilities Plan, Strategic Budget and Planning Council, laws and regulations, and accreditation standards.

Written procedures have been prepared for the development, scheduling, and coordination of Board of Trustees meetings as well as other tasks

handled by the Office of the Superintendent/President. The procedures are updated regularly.

The Office of the Superintendent/President maintains responsibility for keeping the Board Policies and Administrative Procedures current, relevant, and in line with laws and regulations. The office follows policy and procedure 2410 in managing twice yearly updates received from the Community College League of California as well as recommendations for changes received from campus leaders.

6. Service area procedures are in written form and are followed by employees.

See response to Section II.C.5.

Section III. Planning

A. Integration of Educational Master Plan Goals

Accreditation Recommendations: List the most recent accreditation evaluation team's recommendations for the service area and describe the service area's progress in implementing these recommendations.

The Office of the Superintendent/President implemented recommendation 6 of the 2004 evaluation team regarding the review and development of board policies concerning personnel, participatory governance, and program review. The district subscribed to the Community College League of California's policy and procedure service in November 2004 and embarked upon a complete review of its policies and procedures during the 2004-2005 and 2005-2006 academic years. The review has been completed and a process put into place to ensure that policies and procedures remain up-to-date and relevant. Though the Office of the Superintendent/President did not receive any other specific recommendations in the accreditation team's evaluation report of 2004 or subsequent reports, the Superintendent/President is held responsible for ensuring that all recommendations are implemented. The Campus Goals led by the Superintendent/President for each year since 2004 have included specific goals related to each of the recommendations. Many of the improvements in communication mentioned throughout this report were developed based on the evaluation team's recommendation 2, "The College must improve communication by engaging in dialogue that is inclusive, informed and intentional about institutional quality and improvement. The dialogue should purposefully guide institutional change. This dialogue must include formal pathways for effective communication links so that information and recommendations are disseminated to all constituent groups."

Accreditation Self-Study Planning Agendas: List the planning agendas related to the service area that were published in the most recent Accreditation Self-Study Report under the Educational Master Plan Goals, and describe the service area's progress in implementing these planning agendas.

The annual Campus Goals led by the Superintendent/President are developed to be consistent with the strategic goals of the Educational Master Plan. Though not all were specifically assigned to the Office of the Superintendent/President, the planning agenda in the 2004 self study and subsequent reports included plans linked to the responsibilities of the office, including: report to the Board of Trustees regarding student learning measures and institutional effectiveness; implement new methods of communication and continue the use of Dialogue with the President meetings; evaluate the campus organizational structure; obtain local bond funds for construction of facilities; improve staff development opportunities; develop a code of ethics for employees; communicate campus goals and their linkage to institutional and student learning outcomes via e-mail, myAVC, and media; work with the legislature and lobby for increased growth funding; complete the review of Board Policies and Administrative Procedures and implement workshops to increase knowledge of such.

All of the accreditation self-study planning agendas related to the Office of the Superintendent/President have been implemented.

1. Existing Service Area Goals: List the existing service area goals/objectives under the Educational Master Plan Goals, and describe the service area's progress in implementing these goals/objectives. Include goals that support student learning and operational outcomes.

   Goals and Accomplishments for 2007-2008 and 2008-2009 are attached. As previously described, the goals are developed with campuswide input, approved by the Board of Trustees, and based on the district mission, institutional learning outcomes, and strategic goals of the Educational Master Plan.

B. Identify and describe any important trends in the following areas which effect department goals.

<u>Changes within the department.</u>

The Superintendent/President has announced his intention to retire in 2012, which will necessitate a nationwide recruitment for a replacement and inevitable changes to the direction of the college. The state's budget crisis has forced the district to cut back on aggressive hiring and expansion plans and to curtail enrollment growth. The ultimate changes to the department and its goals due to these significant factors are unknown at this time.

Changes within the customer base served by the area under review.

There are no anticipated changes to the customer base served by the Office of the Superintendent/President.

Changes within the organizational structure and direction of the institution.

A new college wide organizational structure will be implemented effective July 1, 2009 (see attached organizational chart). However, the new organizational structure will not change how the district's programs and services address students' academic needs.

Desired outcomes of this new college-wide organizational structure are to:

(1) establish career ladder opportunities for classified and confidential employees
(2) provide faculty members the opportunity for the development of new leadership
(3) reinforce our commitment to instructional excellence
(4) stimulate more instructional innovation
(5) contribute to student development
(6) reduce a number of administrative positions to help the college's effort to reduce its budget

Changes in federal or state laws that have an effect on department functions.

There are no anticipated changes involving federal, state, or local laws that will impact the primary function of the Office of the Superintendent/President.

C. Describe the goals for the department with reference to the goals and strategies of the college's Education Master Plan. Include both short-term (3-5 years) and long-term (10 year vision) objectives.

See attached annual "2009-2010 College Goals Led by the Superintendent/President." The goals include both short-term and long-term (continuing) objectives.

D. Describe the resources needed to maintain and improve service quality and to reach the service area's goals and objectives. For each item provide detail equivalent to that required for budget augmentation requests, for example, hours for part-time employees, amount of overtime, costs of remodeling.

There will be a need to upgrade technology equipment and devices periodically as required to carry out office tasks. Technology equipment and devices will

include computers, copiers, printers, and fax machines. The budget for these items will come from general funds through the established process.

Section IV. Summaries and Recommendations

For Sections I-III of the self-study, provide the following information and relate its impact to the Vision and Operational Outcomes.

A. A summary of the findings and their significance.

Please refer to responses to survey listed under Section II.C.

Operational Outcomes

1. Provide leadership that creates a culture that encourages administrators, faculty, staff, and students to participate in data driven decision-making processes.

   Implementation of operational outcome 1 has been achieved through previously described efforts, including Dialogue with the President, Administrative Council, College Coordinating Council, Mutual Agreement, and constituent group leader meetings that provide opportunities for shared decision making. Changes made to the board policy (BP 2510, revised 5/12/08) regarding participatory governance placed an emphasis on using data to drive district planning and decision making.

2. Provide leadership that ensures that the district plans and manages its short- and long-term financial resources prudently and effectively in a manner that supports student learning.

   The Superintendent/President and Board of Trustees have created annual campus goals regarding fiscal responsibility in managing the district budget and construction program. Through consultation with the vice presidents and constituent groups, board policies and administrative procedures have been developed to ensure that resources necessary to support student learning programs and services are allocated based primarily on the Educational Master Plan (BP 6200), that unrestricted reserves necessary to protect programs during difficult financial times are maintained (BP 6200), and that the district's planning process (BP 3250) is "broad based," "comprehensive," "systematic," "integrated," and "supported by institutional effectiveness research." Procedures developed to implement the Board's policies require that budget decisions work to accomplish the mission and goals of the district and that program review and evaluation of student learning and operational outcomes play a primary role in the allocation of resources (AP 3250).

3. Establish and maintain partnerships with local businesses, educational institutions, and government agencies that provide pathways to benefit students and strengthen the economic, social, and cultural life of the Antelope Valley community.

   The Office of the Superintendent/President, as reported throughout the self-study document, works with local businesses, educational institutions, and government agencies on a routine basis through means such as participation on boards, presentations regarding the college, advisory committees, and collaboration on grants to take advantage of opportunities to improve opportunities for students.

4. Provide leadership in the delivery of high quality educational programs and services, including planning, development, program review, and staffing.

   By working cooperatively with the vice presidents, deans, and directors; Mutual Agreement Council, Strategic Planning and Budget Council, and Enrollment Management Committee, the Superintendent/President's Office has led the campus in streamlining procedures, developing plans, and raising funds to ensure that the programs and services offered are of the highest quality. Campus goals for 2007-2008 and 2008-2009 required continued progress in implementing the recommendations of the of the accreditation evaluation team that visited the college in 2004**,** including the development of a complete blueprint for planning and ensuring that program review reports are regularly prepared and incorporate data-driven analysis.

5. Provide leadership that attracts and supports a diverse student population and workforce.

   The Superintendent/President worked with community and campus leaders to develop strategies to recruit and retain students and employees of varied backgrounds. In addition, the office supported and participated in numerous outreach events and workshops designed to recruit and retain a diverse student population, authorized support for cultural events, and encouraged wider participation in recruiting events.

B. A list of major recommendations which include:

<u>A plan of action for implementation of goals and objectives for improvement or enhancement of the service area and associated costs.</u>

<u>Expected outcomes of goals and objectives.</u>

<u>A reasonable timeline for attainment of goals and objectives.</u>

See action plan chart (page 28).

C. A list of recommended changes in the Educational Master Plan, Facilities Plan or the Vision and Operational Outcomes.

The Vision and Operational Outcomes, Educational Master Plan and Facilities Plan for the area under review should be reviewed and revised to: (1) meet customer needs, (2) respond to institutional priorities, (3) adequately reflect changes in the area's professional disciplines as well as changes in operational or educational methodology and technology, (4) address external mandates such as state requirements, industry, and professional standards, etc.

During the ensuing academic year, personnel assigned to Office of the Superintendent/President will assess current operational outcomes in order to develop change strategies to seek ways to improve. The operational outcomes will be assessed on a yearly basis using the survey developed for this self study document. The previously mentioned annual goal making/evaluation process provides evidence of progress in reaching operational outcomes. In addition, regular assessment is provided informally through constituent leader meetings and other meetings described throughout this document.

List of Major Recommendations
Action Plan

Recommendation	Goal(s)	Objective(s)	Expected Outcomes	Timeline
Information Technology	Implement an organizational structure that will provide appropriate services to meet all employees' needs.	Director of ITS, in conjunction with all constituent groups, will implement recommendations for improvement listed in the report developed by Strata Information Group (see attached report for details).	See attached report	Implement all recommendations within two years or sooner.
External factors	Implement ongoing strategies that will improve responses to external factors such as regulations, agency reviews, and community needs.	Identify issues that require improvement.	Show evidence of how the Office of the Superintendent/President responds to external factors	Completed by the end of the 2009-2010 academic year.
Improve communications with internal and external stakeholders	Establish a systematic method to ensure that written and oral communications regarding the district mission and goals reaches all internal and external groups	Develop, implement, and evaluate communication strategies to ensure that the Office of the Superintendent/President receives and responds to feedback from internal and external groups regarding communication about college activities.	Post on district's web site communications from and to internal and external groups, including Board of Trustees documents and meeting podcasts.	Completed by the end of the 2009-2010 academic year.