Office of the Superintendent/President
Program Review
Fall 2012

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/program/area. The self-study reports of all programs/areas will include responses to Areas 1-7. Self-study reports of academic divisions will include a division overview in Area 1 and analysis of each discipline in Areas 2-7.

Division/Program/Area Name
Office of the Superintendent/President
Year
2012-2013
Area 1 - Division or Program Overview

1.1   Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

The mission of the Office of Superintendent/President has not change during the previous four years.

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.

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.

<u>Services Provided</u>

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 Administrative Council, High Desert/Mountain Higher Education Joint Powers Authority, College Coordinating Council, 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, 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.

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 resigned her position October 8, 2012 and the position is currently being recruited. Senior Administrative Assistant Patricia Harris was added to the staff in June 2005 and assuming Ms. Norsell's duties until the position is filled.

C. Department Productivity

This is the second comprehensive program review process for the Office of the Superintendent/President. Since the previous program review workload continues to increase. In contrast, since 2008-09 academic year, the college has experienced a significant reduction in its' general funds. There are fewer course sections afforded students, which has reduced student enrollment proportionately. There has been a significant reduction in positions due to retirement and resignation of essential administrators and faculty positions. Since 2008, the college has completed nearly all of the major construction projects that were funded by the $139 million construction bond measure. The Superintendent/President continues to participate in several community and state organizations. The Office of Superintendent/President participated in the accreditation self-study and follow-up reports.

The number of meetings, telephone calls, and e-mail communications handled by the office continues at a high quantity. 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. Since 2008-2009, there has been a steady decline in student enrollment s enrolled at Antelope Valley College because of decline in state apportionment. Administrative turnover added to the volume of work due to temporary reassignment of some duties. The bond construction program continues to require that the Office of Superintendent/President oversee a significant number of action items presented at monthly Board of Trustees meetings which has impacted workload in both preparing for and conducting meetings. The office maintains complete and d full responsibility for the continual update, revision, posting, and publication of the district's policies and procedures. Since the last comprehensive program review was completed for the Office of Superintendent/President, more than 180 policies and 200 procedures have been adopted and over 100 of those policies and procedures have been revised.

The Superintendent/President conducts Dialogue with the President meetings to seek inform employees regarding issues and opportunities that will lead to improve communication on campus. The forums added the scheduling and organization of approximately six additional meetings per year to the office workload. The Superintendent/President continues his efforts 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.

After receiving the report of the accreditation evaluation team that visited the college in fall 2010, the office assumed responsibility for providing support to the Accreditation Steering Committee. However, in fall 2012 the responsibility to support college's accreditation process was assigned to the Office of Assistant Superintendent/Vice President of Academic Affairs, which oversees preparing and submitting of the Progress Report and later the Midterm and Follow Up reports.

The office continues to have responsibility for organizing and facilitating Mutual Agreement Council meetings, which are schedule to meet once a month. 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.

1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or program.

_X_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

__X_Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

__X__ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

__X__ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

__X__ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

__X__ Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program's strengths, weaknesses and opportunities for improvement.

I'm recommending that the new Superintendent/President would review this comprehensive program review report and apply the best leadership approach that will enhance an organizational culture that encourages administrators, faculty, staff, and students to reinforce the significance of utilizing data to make sound decisions. The new Superintendent/President should ensure that the district's strategic planning process that specify short- and long-term financial resources prudently and effectively in a manner that supports student learning outcomes. The Superintendent/President and Board of Trustees should support an annual goal setting process that enhances campus goals that focuses on fiscal responsibility in managing the district's resources (i.e., students, personnel, facilities, and financial). This program review document shall provide a guide so that they make sure that there are adequate unrestricted reserve funds necessary to protect programs during difficult financial times.

As reported throughout this program review document, the Superintendent/President exhibits leadership in the delivery of high quality educational programs and services, including planning, development, program review, and staffing. Continue 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 provides the support and guidance for the campus in streamlining procedures, developing plans, and raising funds to ensure that the programs and services offered are of the highest quality.

The results of this program review will provide evidence on the importance of maintaining 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 collaborates 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.

This report will provide information that the Office of the Superintendent/President shall continue seeking better ways to work with community and campus leaders to develop strategies to recruit and retain students and employees of varied backgrounds. The new Superintendent/President should encourage other administrators to participate in relevant outreach events and workshops designed to recruit and retain a diverse student population, and authorized support for cultural events.

Since the previous program review self-study and peer review process, which was conducted in 2008, personnel assigned to the Office of the Superintendent/President assessed current operational outcomes in order to develop change strategies to seek ways to improve. In September 2012, operational outcomes were assessed 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. Also, regular assessment is provided informally through constituent leader meetings and other meetings described throughout this document. (See below)

2012-2013 CAMPUS GOALS LED BY THE SUPERINTENDENT/PRESIDENT

I. **Continue to place students first in the development of programs, courses, and technical services that meet the changing needs of business, industry, and the community and adhere to minimum conditions of the California Community Colleges Chancellor's Office.** (Standard I.A,B)

II. **Improve the use of new and existing campus resources in support of learning by continuing to implement the 2010 Educational Master Plan and by increasing integration of the Educational Master Plan with program review, effectiveness, and budgeting.** (Standards I.B,II.A,B,C.3, III.A,A.3,A.4.a-c,A.5.a-b,B,D.2,IV.A.5,B.1.j,B.2.a,d,e)

    A. Develop and implement a multi-year strategy to successfully navigate the state fiscal crisis that maintains quality and minimizes impact to students and employees.

        1. Maintain an unrestricted reserve fund balance, which will be sufficient to provide adequate cash to support anticipated (i.e. inter-year and intra-year deferral payments) and unanticipated expenditures. The unrestricted reserve balance shall not fall below eight percent (8%) as required by the Board of Trustees.

        2. Continue to implement the Enrollment Management Plan, which will generate no more than the allowable funded growth.

            a. Continue to manage enrollment at the Palmdale Center to maintain the enrollment level required to establish a separate center (1,000 FTES annually consistent with the Enrollment Management Plan) and complete all certified educational center requirements.

        3. Maintain facilities to ensure an innovative educational environment that supports appropriate learning outcomes through annual assessment.

            a. Develop and implement a campuswide deferred maintenance program that addresses the age, maintenance, useful life, and sustainability of the college's buildings, equipment, and technology.

        4. Strive to maintain staffing sufficient to meet funded enrollment growth, ensure adequate student support services, and sustain facilities and operations.

            a. Evaluate and change the college's organizational structure for maximum efficiencies.

      b.   Assist the governing board in the process of selecting a new Superintendent/President to begin July 1, 2013.

    5.   Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships. In conjunction with the governing board and directors of the Foundation, seek funds that will contribute more to the financial support of Antelope Valley College.

    6.   Continue to concentrate efforts on current strategy to maintain or grow fiscal solidity of bookstore and cafeteria. Evaluate and report on alternatives with outside vendors.

    7.   Complete the implementation of department chair structure to reduce the workload of deans who have assumed duty for more than one division.

III.   Support and maintain a college culture of collegiality where all constituent groups are mission driven. (Standards III.5.a-b,IV.A.,A.3,A.4.a-c)

    A.   Continue to improve communication between the Superintendent/President and Board of Trustees.

    B.   Strive to sustain a mutually respectful and professional relationship between employee organizations and administration to improve negotiations and communication.

    C.   Support cost-effective professional development activities for all college personnel and students.

    D.   After receiving final information and guidelines from the California Community Colleges Chancellor's Office, include the guidelines into the district's Equal Employment Opportunity Plan.

    E.   Complete the examination, evaluation and clarification of all standing committees in order to improve the efficiency of college operations.

IV.   Enhance and expand relationships and collaborative partnerships with the external community. (Standard IV.B.2.e)

    A.   Create partnerships with school districts, universities, community organizations and business.

    B.   Raise awareness of college programs and services.

V.   With consideration for existing college agreements and Education Code compliance, charge the Matriculation Committee with collecting, assessing, and analyzing data regarding student persistence rates, retention rates, and success rates to determine if there is a need to reform the priority registration system and, if necessary, recommend changes. (Standard II.B.3.e,IV.A.1)

VI.   Complete midterm report for the Accrediting Commission for Community and Junior Colleges by June 2013. (Eligibility Requirement for Accreditation)

VII.   Examine and explore ways to control priority registration.

VIII.   Provide support to deans to ensure continued quality management of divisions.

1.4 Name of person leading this review.

Dr. Jackie L. Fisher, Sr.

1.5 Names of all participants in this review.

Dr. Jackie L. Fisher, Sr. and Patricia Harris

Area 2 - Data Analysis

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed by each discipline; please identify the discipline.

The Office of Superintendent/President does not have direct oversight a division, academic, or support services programs. Therefore, there will be no data provided in this section. However, the following table will reveal that FTES has decreased beginning 2007-08 academic year.

Longitudinal data

District headcount and FTES

Comparison of District FTES

Year	Summer	Fall	Intersession	Spring	Annual
2007-2008	1238.30	4,668.63	511.42	4,771.37	11,189.72
2008-2009	1,364.44	4,863.56	618.80	5,040.10	11,886.90
2009-2010	1,354.45	4,920.80	126.57	4,192.77	**10,594.59**
2010-2011	686.09	4,766.43	377.36	4,724.98	**10,554.86**
2011-2012	326.03	5,173.99	27.10	5,045.10	**10,572.23**

Division headcount and FTES
Discipline headcount and FTES
Student PT/FT enrollments
Number of sections offered by location/distance education
PT/FT faculty ratio by LHE
Efficiency (measured as FTES/FTEF)

Data about student progress
Student achievement: success, retention and term to term persistence
Progression through remedial courses
Program completion
Degree/certificate completion rate
Transfer rates to 4-year institutions
Licensure exam results
Job placement/post training

2.1   Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program. Note: This is question number 5 in the annual update template.

Comparisons of District's FTES and Adopted Budget

Year	Summer	Fall	Intersession	Spring	Annual FTES	Adopted Budget
2007-2008	1,238.30	4668.63	511.42	4,771.37	11,189.72	$64,912,409
2008-2009	1,364.44	4,863.56	618.80	5,040.10	**11,886.90**	**$72,532,886**
2009-2010	1,354.45	4,920.80	126.57	4,192.77	**10,594.59**	**$68,486,743**
2010-2011	686.09	4,766.43	377.36	4,724.98	**10,554.86**	**$66,966,596**
2011-2012	326.03	5,173.99	27.10	5,045.10	**10,572.23**	**$64,226,804**

The above table will show that the District reported 11,886.90 funded FTES with an adopted budget of $72,532,886 for the 2008-09 academic year. In 2009-10 academic year the state's financial crisis resulted in reduction in apportionment that required the District to reduce FTES to match revenue. The ongoing reduction in apportionment has forced the District to reduce course sections, adjunct and full-time faculty positions, and faculty overload assignments. There are fewer students enrolled as a result of reduction in apportionment since 2008-09 academic year. Since 2008-09, no new programs have been established as result of the reduction in the District's apportionment.

Comparison of District % of Full-Time Students

Year	Fall	Spring
2007-2008	31%	29%
2008-2009	32%	30%
2009-2010	30%	30%
2010-2011	33%	32%
2011-2012	34%	31%

Although the number of course sections have been reduced, data shown in the above table reveal that percentage of full-time students enrolled at Antelope Valley College held at the same level.

Please review the five year trends in course offerings, faculty ratios and efficiency provided on web link. Comment on trends and how they affect your program.

Comparison of District's course sections offerings

Year	Summer	Fall	Intersession	Spring	Annual	Percent of Change
2007-2008	551	1,852	277	1,895	4,575	
2008-2009	610	1,829	282	**1,776**	**4,497**	**-1.7%**
2009-2010	**542**	**1,747**	**52**	1,425	3,766	**-16.26%**
2010-2011	**276**	**1,594**	**94**	1,626	3,590	**-4.7%**
2011-2012	**125**	**1,598**	**14**	1,545	3,282	**-8.58%**

Data shown in the above table shows that 4,575 total course sections were scheduled in 2007-08 academic year. In contrast, 2011-12 3,282 total course sections were scheduled. During this five year period 1,293 (28.26%) course sections have been removed from total schedule. The reduction in the total number of course sections were in response to the decrease in state apportionment. Fewer students attended courses, extended time that students could graduate, and complete certificated programs are some of the major impacts during this time period. Respiratory Care Technician and Radiological Technology were the only two degree programs established during this time frame. In contrast, between 1998-1998 through 2008-2009 academic years there was previously at least one degree program or certificate established annually at Antelope Valley College

Comparison of percentage Part-Time to Full-Time Faculty

Year	Fall	Spring
2007-2008	0.96	0.97
2008-2009	1.01	1.02
2009-2010	1.06	0.86
2010-2011	1.11	1.15
2011-2012	1.07	1.06

The table above shows little change in the ratio between full-time and part-time faculty members assigned to teach courses. The college was required to increase the number of full-time faculty members while reducing the number of part-time faculty members. However, the college was unable to meet this standard because of the state budget crisis and that the college had to sustain a minimum 5% unrestricted reserve.

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Comparison of FTES to FTEF Efficiency

Year	Fall	Spring
2007-2008	12.29	12.41
2008-2009	12.91	13.26
2009-2010	13.00	12.84
2010-2011	13.37	12.92
2011-2012	14.58	14.46

A review of the data recorded in the above table shows that the college experienced an increase efficiency outcome between FTES and Full Time Equivalent Faculty (FTEF) during this five year time frame. In other words, course sections were near or achieved maximum student enrollment capacity, and some sections above enrollment capacity. The college was able to enroll more students despite the reduction course sections during this time period.

2.2   Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template.

2.3   Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of 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 improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template.

A major example of utilizing data as a basis for resources allocation to enhance student achievement occurred in July 2010. The Dean of Research and Planning provided data shown the following table to reduce FTES to meet adjusted funded FTEs shown in table listed in section 2.1 above. A joint meeting was held between Enrollment Management and Budget and Finance sub-committee to analyzed data listed in the following table to establish total enrollment for the ensuing academic years. The district was able to met the annual 1% above funded FTES that was establish as one of the Campus Goals Led by the Superintendent/President. Establishing and meeting the maximum of 1% above the annual funded FTES afforded more students to achieve their academic goal, while maintaining fiscal solvency for the district.

Projected reduction in annual FTES to meet apportionment

Phase	Year	Base FTES	Projected FTES (Date)	Actual FTES	Actual-Projected	%
Growth	2006-2007	9,922	10,362 (10/2006)	10,804	442	4.1%
Growth	2007-2008	10,804	11,393 (9/2007)	11,401	8	0.1%
Growth	2008-2009	11,064	12,950 (10/2008)	12,919	-31	-0.2%
Reduction	**2009-2010**	**11,097**	**11,738 (10/2009)**	**11,568**	**-170**	**-1.5%**
Reduction	**2010-2011**	**11,207**	**11,222 (1/27/2011)**			
Reduction	**2011-2012**	**10,502**	**10,550 (7/23/2011)**	**10,477***	**-73**	**-0.7%**

* Estimate as of P2

During the Growth phase the State typically paid for over cap FTES so AVC tried to maximize FTES. During the Reduction phase AVC switched to targeting LHE based on the funds available for courses.

2.4   Analyze and summarize trends in student progression through remedial courses, if applicable.

2.5   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates.

2.6   Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing.

2.7   Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

The Office of the Superintendent/President conducts 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 an opportunity to engage in monthly or twice monthly meetings that allow a proactive approach to addressing concerns, sharing ideas, and improving communication.

The office continues to provide 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.

(*Note from Program Review Coordinator to be included in the next Program Review Process: If you don't have numbers that reflect office traffic, appointments, study abroad student inquiries, meetings, etc., start collecting that data for the next comprehensive report*)

Area 3 - Outcomes

3.1 Analyze changes in student learning outcomes (SLOs) and program learning outcomes

(PLOs) assessment results over the past four 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 improvements in the learning outcomes. Note: Changes in learning outcomes are discussed in question 9 in the annual update template.

Not applicable: The Office of Superintendent/President does not have programs to provide PLOs

3.2 Analyze the assessment results of operational outcomes (OOs) over the past four 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 the improvements in the program. Note: Changes in OOs are discussed in question 9 in the annual update template.

The following operational outcomes have been implemented and assessed by the Office of Superintendent/President:

1. *Provide leadership that creates a culture that encourages administrators, faculty, staff, and students to participate in data driven decision-making processes.*
   An example of this operational outcome is described in section 2.4

   Another example on how assessment of leadership that created a culture that encouraged employees to analyze data in making decisions involved the Enrollment Management Committee and the Office of Research. These committees analyze number of student seats in each classroom at the Palmdale Center to determine how reach 1,000 full time equivalent students in 2008-2009, which would make the college eligible for an additional $1.3 million in funding. At the end of the academic year, Palmdale Center generated 1,400 FTES as result of this collaborate effort.

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.*

   Each year, the Superintendent/President and Board of Trustees establish annual campus goals regarding fiscal responsibility in managing the district budget and construction program. The Superintendent/President held Town Hall meetings to share budget updates with all employees. Employees were asked to submit budget reductions ideas on a survey using "Survey Monkey."

Office of Administrative Services recorded the responses and submitted to SPBC. SPBC established a task force comprising of members from constituent groups, who reviewed and submitted recommendations to President's Executive Council to implement, and to SPBC as information. Superintendent/President has developed an action plan, which outlines budget reductions items and timeline to execute.

3. *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 from 2007-2008 through 2011-12 required continued progress in implementing the recommendations of the of the accreditation evaluation team that visited the college in 2010, including the development of a complete blueprint for planning and ensuring that program review reports are regularly prepared and incorporate data-driven analysis.

Area 4 - Stakeholder Assessment

4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The Superintendent/President continues to collaborate 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.

In September 14, through October 10, 2012, the Office of Institutional Research and Planning administered questionnaire to collect perceptions from internal and external stakeholders regarding the office's effectiveness in providing quality service. An analysis of the data is a follows:

What is your relationship with Antelope Valley College?		
Answer Options	**Response Percent**	**Response Count**
Student	32.5%	68
Staff	24.9%	51
Faculty	19.5%	40
Adjunct Faculty	4.9%	10

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Administrator	2.9%	6
Community Member	13.7%	28
Board of Trustee	1.0%	2
	answered question	**205**
	skipped question	**4**

There were 205 responses to the statement, "What is your relationship with Antelope Valley College?" Thirty-two percent of the total respondents were students, 52% were employees, 13% were community members, and 1% was board members

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	6.2%	11
Poor	6.2%	11
Average	18.5%	33
Good	18.5%	33
Very Good	23%	41
Don't Know/Not Applicable	27.8%	49
	answered question	**178**
	skipped question	**31**

Of the 178 respondents, 60 percent indicated "average" to "very good." In contrast, 12.4 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."

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	4.5%	8
Poor	6.7%	12
Average	20.2%	36
Good	15.7%	28
Very Good	27.5%	49
Don't Know/Not Applicable	25.3%	45
	answered question	**412**

skipped question		**69**

With 63.4 percent of respondents selecting "average," "good," or "very good," it appears that the quality of service continues to be provided by the Office of the President is perceived as moderate when responding to external factors as described in this statement.

Answer Options	Response Percent	Response Count
Very Poor	8.5%	15
Poor	8.5%	15
Average	19.2%	34
Good	19.2%	34
Very Good	22.6%	40
Don't Know/Not Applicable	22%	39
answered question		**177**
skipped question		**32**

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	6.2%	11
Poor	9.6%	17
Average	23.6%	42
Good	12.9%	23
Very Good	24.7%	44
Don't Know/Not Applicable	23.0%	41
answered question		**178**
skipped question		**31**

Slightly more than 63% of the respondents perceive that responsiveness from the Office of the President continues to be is appropriate, while slightly more than 17% perceive the opposite.

Of the 178 respondents, 61.2% indicated that the Office of the President continues to perform average or better in assisting in the delivery of instruction and support services.

Please rate your overall satisfaction with the Office of the President?		
Answer Options	Response Percent	Response Count
Very Poor	4.2%	7
Poor	11.4%	19
Average	21.0%	35
Good	21.0%	35
Very Good	28.7%	48
Don't Know/Not Applicable	13.8%	23
	answered question	167
	skipped question	42

There were 167 responses to the statement, "Please rate your overall satisfaction with the Office of the President." A majority of respondents (70.7%) indicated overall satisfaction as "average" to "very good." In contrast, 15.6 percent marked "poor" or "very poor."

Please rate your overall satisfaction with the AVC Foundation		
Answer Options	Response Percent	Response Count
Very Poor	4.2%	7
Poor	3.6%	6
Average	20.2%	34
Good	17.3%	29
Very Good	33.9%	57
Don't Know/Not Applicable	20.8%	35
	answered question	168
	skipped question	41

The AVC Foundation operates under an independent Board of Directors. The Office of Superintendent/President and some employees assigned to the Office of Advancement provides assistant to ensure that goals to raise funds are successful. Of the 168 respondents, 51.2% marked "good" and "very good" in response to their overall satisfaction with AVC Foundation. Twenty percent indicated "average" perception of their overall perception of the AVC Foundation. In contrast, 7.8% indicated "poor" and "very poor" regarding their overall perception with the AVC Foundation.

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:

- Become more proactive in its future planning for the college and take the lead for budget reductions in a timely manner
- Keep up the good work
- Find a way to fund more Full-time faculty positions
- Communicate more
- I think the Dr. Fisher has done a fantastic job here and I wish he was serving 4 more years. It is an extremely difficult job, especially with all the budget cuts, but Dr. Fisher leads by example with class and dignity!
- More classes and services for night students
- Transform the college with consistent support and statements about its priorities.
- In an age where students struggle with low level basic skills, the AVC president needs to stand up for them with announcements, meetings with faculty to create a success center and other opportunities for students, and to inspire everyone involved, including community leaders, to take up the cause.
- More involvement with fundraising and PR, better marketing/communications oversight, creating a culture of accountability for all while promoting shared communication - numerous administrative offices are in transition, but compromised operations and rule bending should be more closely followed.
- More transparency with planning, operations, and decision making. Publish detailed rationale statements for tough decisions so that employees can identify with the reasoning behind these decisions. Pay more attention to the work being done by employees to better understand support services functions challenges and collaborate with the college as a whole to address these challenges.
- Keep reductions and furloughs at administrative levels first then adjunct and classified.
- We need a visionary leader who spends significant time in contact with faculty and staff-- who visits classes and engages in discussions about our academic programs. We need someone who has ideas. We need someone who is willing to hold people accountable when they do not do their jobs.
- Return to AVC's focus as a "community" college, which is for all, not just academia
- I interact very infrequently with anyone from that office.
- Take an active interest in improving instruction and services to students
- We really need to put more money into instructional technology and make sure all of our classrooms are equipped with the latest technology. Our older campus buildings are often inadequate classrooms for those of us who use multimedia technology. I would also like to see the entire campus go to wireless technology
- Take the time to figure out how to make the students active and involved with school spirit.
- Bring back the Community Services Program to where it should be - helping our community.
- Use fairness when it comes to budget cuts, not force classified to shoulder the greatest cuts of employees campus-wide.

- Provide more staffing during open registration
- Stop hiding behind Sharon Lowry and Shane Turner and the Board and make decisions that won't destroy this college
- The President- Dr Fischer needs to be MORE ASSERTIVE and much more vocal and INVOLVED in the entire campus!!!!!!!!
- Keep the pool open.
- Make the necessary hard decisions and actually lead the campus rather then follow from behind.
- Oversee financial aid; it's the sixth week of school and many students (me) have not received their aid. How can you be successful if you can't purchase books? This is an ongoing issue spring 2011 I received my aid the 7th week of school after writing a pleading letter to the head of financial aid.
- Providing more information to students about Transfer schools and processes. Sep 24, 2012 9:34 AM
- As a student with limited resources, the Office of the President can improve my Antelope Valley College experience by ensuring that I have quality educational opportunities at reasonable costs
- Be more supportive of the AVC Foundation and its director.
- Ensure fair and equal treatment across the board. Sep 21, 2012 9:19 AM
- Providing leadership and communicating the vision and values of the campus and require the campus to be clear of these and follow them. As a campus these are not clear to the campus or to the community and there are no shared values, so everyone works at competing systems. The need to clear vision and direction that we can point to refer back to as a compass will help raise the moral and direction of the campus. Other "more successful" community colleges that are also facing hard times have this kind of leadership form their collective leadership team. It is not only the role of the Office of the President, but it is the role of the Office to set the tone for the campus for all other work and priorities to follow.
- To not be so political and to make all employees be treated equal as in furloughs rather than layoffs. It is wrong that some employees were laid off one to two months yet there was no work study done. Also if there is a work load reduction then almost everyone is affected not just those selected. The reasoning were not handed across the board to all those affected. If everyone was affected, there would also be a change of climate amongst employees.
- Make sure all the student center staff all have the same information, so we are not told three different things only to find out they were all wrong. They have waste so much of my time!! And we need more classes!!!
- Continue to work with students in the Antelope Valley and with CSUB next door
- Find the way to certify sign language interpreters for doctor-patient confidentiality clearance and place them where poor deaf, mute and hearing impaired or speech impaired people can access mental health and counseling services.
- Well Not Only The President It Takes A Team To Go To Each Class On The AVC Campuses And Communicate
- Be open to hardship of disabled students financial aids need and no just deny appeals!!

- Be more engaging with the students and present themselves to the student body on a personal level at least 3 times a month. 2. Let us know that the president exist and what exactly what he or she does for the students.
- Continue with proactive verses a reactive approach in communicating and decision making.

Area 5 - Goals and Objectives

5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.

Since 2006-2007, goals set for Superintendent/President were aligned with the mission, institutional learning outcomes, and strategic goals of the college. The process for establishing "Campus Goals led by the Superintendent/President" involves soliciting input from campus constituent groups. 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. In the spring of each year, the Office of the Superintendent/President asked all campus groups to submit accomplishments that are relevant to the goals. The Office of the Superintendent/President list goals and accomplishments related thereto are posted to the President's myAVC group (Files- Previous goals and accomplishments) for easy review year round. Annual "2012-2013 College Goals Led by the Superintendent/President" are available for review the Presidents's myAVC group. The goals include both short-term and long-term (continuing) objectives.

In fall of 2008, the Office of the Superintendent/President collaborated 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. Respondents were afforded an opportunity to provide perceptions regarding the office's quality of service. However, the goals for 2012-13 were approved by the Board of Trustees in July 9, 2012 and will not have a similar assessment before the peer review team respond to the comprehensive program review.

The following table will provide status of the fourteen "Campus Goals Led by the Superintendent/President 2008-2009:"

Campus Goals Led by the Superintendent/President 2008-2009	Status
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.	Ongoing. Must achieve sustainable continuous quality improvement d prior to or by the completion of college's comprehensive self-study 2016.
Successfully complete Accreditation Follow Up	Completed. Follow-up Report accepted by the

Report, coordinate visit, respond to additional recommendations, and continue to work on comprehensive 2010 self-study.	commission spring 2009. Comprehensive self-study was completed prior to team visit 2010.
Maximize funding by reaching or exceeding allowable enrollment growth target for 2008-2009.	Completed. However, ongoing goal in response to budget reduction
Grow in a fiscally responsible manner (maintain 5% unrestricted reserve).	Completed (14% unrestricted fund balance). However, new goal require 8% unrestricted fund balance
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).	Completed. However, Chancellor's Office established 1,000 FTES annually. 1,200 FTES were produced for the 08-09 academic year.
In consultation with the campus community, continue to responsibly implement bond program	Ongoing. Will complete bond projects by at the end of 2012-13 academic year.
Ensure staffing is sufficient to meet current and future growth.	Completed.
Enhance and expand relationships and collaborative partnerships with the external community.	Ongoing
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.	Ongoing.
Continue to improve communication between the Superintendent/President and Board of Trustees	Ongoing.
Develop and implement a strategy to improve revenues/reduce expenditures at the Cafeteria and Bookstore. Evaluate and report on alternatives with outside vendors.	Ongoing.
Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships	Ongoing. (comments: AVC Foundation has increased donations for more scholarships for students and holds a $2 million account)
Examine, evaluate, and clarify committee tasks to improve efficiency as needed.	Ongoing.
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.	Could not receive accreditation from POST. However, Board of Trustees agreed to establish contract with LASD to provide POST certified law enforcement.

5.2   List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates,

degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.

The following are goals and objectives that are applicable to improving learning outcomes:

2012-2013 CAMPUS GOALS LED BY THE SUPERINTENDENT/PRESIDENT

I. **Continue to place students first in the development of programs, courses, and technical services that meet the changing needs of business, industry, and the community and adhere to minimum conditions of the California Community Colleges Chancellor's Office.** (Standard I.A,B)

II. **Improve the use of new and existing campus resources in support of learning by continuing to implement the 2010 Educational Master Plan and by increasing integration of the Educational Master Plan with program review, effectiveness, and budgeting.** (Standards I.B,II.A,B,C.3, III.A,A.3,A.4.a-c,A.5.a-b,B,D.2,IV.A.5,B.1.j,B.2.a,d,e).

   2. Continue to implement the Enrollment Management Plan, which will generate no more than the allowable funded growth.

     a. Continue to manage enrollment at the Palmdale Center to maintain the enrollment level required to establish a separate center (1,000 FTES annually consistent with the Enrollment Management Plan) and complete all certified educational center requirements.

   3. Maintain facilities to ensure an innovative educational environment that supports appropriate learning outcomes through annual assessment.

     a. Develop and implement a campus wide deferred maintenance program that addresses the age, maintenance, useful life, and sustainability of the college's buildings, equipment, and technology.

   4. Strive to maintain staffing sufficient to meet funded enrollment growth, ensure adequate student support services, and sustain facilities and operations.

     a. Evaluate and change the college's organizational structure for maximum efficiencies.

  5. Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships. In conjunction with the governing board and directors of the Foundation, seek funds that will contribute more to the financial support of Antelope Valley College.

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V. **With consideration for existing college agreements and Education Code compliance, charge the Matriculation Committee with collecting, assessing, and analyzing data regarding student persistence rates, retention rates, and success rates to determine if there is a need to reform the priority registration system and, if necessary, recommend changes.** (Standard II.B.3.e,IV.A.1)

VI. **Complete midterm report for the Accrediting Commission for Community and Junior Colleges by June 2013.** (Eligibility Requirement for Accreditation)

VII. VIII. **Provide support to deans to ensure continued quality management of divisions.**

On October 8, 2012, the Board of Trustees decided to hire a search firm to guide in the search process for a permanent Superintendent/President to begin July 1, 2013. The new Superintendent/President will collaborate with the Board of Trustees to develop and implement immediate, short-term, and long term goals.

Immediate Term (up to 3 years)
     Goal: A specific target
     Objectives: Significant steps or actions needed to achieve the goal

Short Term (3 to 5 years)
     Goal: A specific target
     Objectives: Significant steps or actions needed to achieve the goal

Long Term (6 or more years)
     Goal: A specific target
     Objectives: Significant steps or actions needed to achieve the goal

5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

The following are goals that are applicable to improve operational outcomes:

2012-2013 CAMPUS GOALS LED BY THE SUPERINTENDENT/PRESIDENT

I. **Improve the use of new and existing campus resources in support of learning by continuing to implement the 2010 Educational Master Plan and by increasing integration of the Educational Master Plan with program review, effectiveness, and budgeting.** (Standards I.B,II.A,B,C.3, III.A,A.3,A.4.a-c,A.5.a-b,B,D.2,IV.A.5,B.1.j,B.2.a,d,e)

   A. Develop and implement a multi-year strategy to successfully navigate the state fiscal crisis that maintains quality and minimizes impact to students and employees.

      1. Maintain an unrestricted reserve fund balance, which will be sufficient to provide adequate cash to support anticipated (i.e. inter-year and intra-year deferral payments) and unanticipated expenditures. The unrestricted reserve balance shall not fall below eight percent (8%) as required by the Board of Trustees.

      2. Continue to implement the Enrollment Management Plan, which will generate no more than the allowable funded growth.

         a. Continue to manage enrollment at the Palmdale Center to maintain the enrollment level required to establish a separate center (1,000 FTES annually consistent with the Enrollment Management Plan) and complete all certified educational center requirements.

      3. Maintain facilities to ensure an innovative educational environment that supports appropriate learning outcomes through annual assessment.

         a. Develop and implement a campus wide deferred maintenance program that addresses the age, maintenance, useful life, and sustainability of the college's buildings, equipment, and technology.

      4. Strive to maintain staffing sufficient to meet funded enrollment growth, ensure adequate student support services, and sustain facilities and operations.

         a. Evaluate and change the college's organizational structure for maximum efficiencies.

         b. Assist the governing board in the process of selecting a new Superintendent/President to begin July 1, 2013.

6. Continue to concentrate efforts on current strategy to maintain or grow fiscal solidity of bookstore and cafeteria. Evaluate and report on alternatives with outside vendors.

      7. Complete the implementation of department chair structure to reduce the workload of deans who have assumed duty for more than one division.

IV. **Enhance and expand relationships and collaborative partnerships with the external community.** (Standard IV.B.2.e)

VI. **Complete midterm report for the Accrediting Commission for Community and Junior Colleges by June 2013.** (Eligibility Requirement for Accreditation)

VII. **Examine and explore ways to control priority registration.**

VIII. **Provide support to deans to ensure continued quality management of divisions.**

Immediate Term (up to 3 years)
    Goal: A specific target
    Objectives: Significant steps or actions needed to achieve the goal

Short Term (3 to 5 years)
    Goal: A specific target
    Objectives: Significant steps or actions needed to achieve the goal

Long Term (6 or more years)
    Goal: A specific target
    Objectives: Significant steps or actions needed to achieve the goal

Area 6 - Resource Planning

If applicable, describe significant resource needs that should be addressed immediately, short term and long term. The Educational Master Plan, outcomes assessment reports and/or data analysis must provide reference information to support requested resources. If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.

6.1 List human resources requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.

The Superintendent/President has announced his intention to retire at a board meeting in July 2012, which will necessitate 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.

In September 2012, The Executive Assistant to the Superintendent/President has accepted a position as Executive Assistant to the Chancellor at Foothill De Anza Community College District. Interviews will be conducted in October 2012 to select candidates to fill this position beginning December 2012.

6.2.1 List additional/updated technology resources needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.

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 be allocated from general funds. Justification for purchasing equipment will be based on the <u>2012-13 Campus Goals Led by The Superintendent/President</u> - Goal II. 3 (a) "Develop and implement a campus wide deferred maintenance program that addresses the age, maintenance, useful life, and sustainability of college's buildings, equipment, and technology." The Office of the Superintendent/President

will submit a request for funds to SPBC. SPBC will submit a recommendation to allocate funds to the Superintendent/President for final approval.

6.3 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.

None

6.4   Identify financial resources needed to improve outcomes and/or student achievement. List needs in priority order.

None

6.5   Identify professional development resources needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

None

Area 7 - Recommendations and Comments

7.1   List recommended changes to the Educational Master Plan to:
- **Meet student needs.**
- **Respond to learning and/or operational outcomes.**
- **Reflect changes in the disciplines, educational methodology, and technology.**
- **Address external mandates such as state requirements, industry and professional standards, etc.**

7.2.1   What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings.   Note the program's strengths, weaknesses and opportunities for improvement.

The following page contains an action plan delineates tasks to be useful for the new Superintendent/President to consider implementing as a result of information collected on the questionnaire administered in fall 2012.

List of Major Recommendations
Action Plan

Recommendation	Goal(s)	Objective(s)	Expected Outcomes	Timeline	Status
Information Technology	Implement an organizational structure that will provide appropriate services to meet all employees' needs.	Change classification of Director of ITS from educational administrator to classified management. Continue to implement recommendations for improvement listed in the report developed by Strata Information Group (see attached report for details).	See attached report. Hire new Director by end of fall semester.	Implement all recommendations by the end of the 2102-2013 academic years.	Ongoing
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.	Ongoing
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.	Completed. However, must address new issues indentified in the survey fall 2012.

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