

Strategic Planning & Budget Council (SPBC) Retreat

June 5, 2013
Time: 2:30 9.m.
Location: SSV 151

Please Review

Agenda

Time allowed for topic

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------|
| 1. Review of the College Mission, Vision, and Institutional Learning Outcomes (ILOs) (attachments) | 15 minutes | Sharon Lowry |
| 2. SPBC CCC Committee Information Sheet / SPBC Subgroup/Subcommittee information sheet / AP 2510 (attachments) | 30 minutes | Sharon Lowry |
| 3. Review of Budget and Planning Diagrams <ul style="list-style-type: none"> • Cycle of Evaluation (attachment) • Blueprint for Planning (attachment) • Integrating Assessment, Planning & Budget (attachment) | 45 minutes | LaDonna Trimble |
| 4. Overview of Consultant Findings | 20 minutes | Mazie Brewington |
| 5. Closing | 10 minutes | All |

Additional Information

- Educational Master Plan – Draft (attachment) Review

Philosophy

Antelope Valley Community College District is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. The district is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. Likewise, the district is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

Antelope Valley Community College District is dedicated to meeting the dynamic needs of a changing community. The district addresses the educational needs of a diverse and evolving population. The district recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley Community College District affirms the rights of the individual and respects human dignity. The programs and activities offered foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the Community College District. The curriculum, activities, and services are designed to help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides an environment in which students and faculty can examine ideas freely. Academic freedom in the pursuit and dissemination of knowledge in an educational environment shall be ensured and maintained. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the Antelope Valley Community College District.

Mission

The mission of the Antelope Valley Community College District is to provide a comprehensive education to a diverse community of learners by placing student

success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We offer:

Associate Degree Programs

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with "the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."

Career Technical Programs

Certificate and degree programs comprised of "essential career technical instruction" in a variety of business, technical, and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor's Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

Transfer/General Education Courses

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

Basic Skills Courses

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses

Student Support and Instructional Support

A variety of services in academic, career, and personal counseling; in library instruction and course support; in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

Workforce Preparation and Economic Development

Workforce programs, job preparation courses (non-degree applicable), and a variety of services that contribute to the educational and economic well being of the community.

Personal Enrichment and Professional Development

Community service offerings, non credit, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

Institutional Learning Outcomes (ILOs)

Antelope Valley College recognizes the significance and value of instilling in students what they must possess upon their departure from community college.

- **Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.**
- **Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.**
- **Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.**
- **Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.**
- **Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.**
- **Identify career opportunities that contribute to the economic well being of the community.**

Vision

To provide quality education that enriches lives and builds futures.

Governance

AVC is a public community college which operates under the Board of Trustees of the Antelope Valley Community College District.

History

Antelope Valley College held its first classes on Sept. 10, 1929 as an extension of Antelope Valley Joint Union High School in Lancaster. Then known as Antelope Valley Junior College, the college was established by high school officials as a way to provide local residents with access to the first two years of a college education in what was then a remote, rural area.

The average daily attendance at the college was 13 during the 1929-30 school year. The stock market crash in October 1929 and subsequent Great Depression led to challenging times for the new college.

Alfalfa farmers in the area were hard hit by the Great Depression. The college suffered serious financial difficulties as teachers took pay cuts to keep the tiny college viable.

The college shared classrooms on the high school campus where the existing Antelope Valley High School stands.

In June 1931, Aubrey Byron Chase became the first graduate of the college. He went on to become a military chaplain and a Baptist minister.

Average daily attendance (ADA) at the college reached 100 by 1939. However, with the outbreak of World War II, attendance plummeted to the same level as the first year of the college. There were pressures to close the college, yet trustees and staff held out through the war years.

Enrollment began to grow steadily after the end of the war, partly due to the GI Bill of Rights that provided higher education opportunities to veterans and partly because Antelope Valley began developing an aircraft industry.

The college launched its first vocational programs as it moved toward becoming the comprehensive community college it is today.

Another milestone in the development came in 1957 when Dr. Lowell F. Barker

was hired as the college's first president – a break from directors who oversaw the college prior to that time.

Groundbreaking was held in September 1959 for a new college campus on 110 acres at Avenue K and 30th Street West. The new campus – designed to accommodate 1,500 students -- opened two years later.

Officials realized it was time to pull away from the high school governance structure. In December 1961, local voters approved creation of a separate community college district. In another election in spring 1962, voters elected the first board of trustees to govern the college district: Ross Amspoker, Louis Massari, Charlotte R. Rupner, Glen Settle and Chester Wolowicz.

July 1, 1962 marked the official start of the new college district.

The college continued to grow, as did the surrounding community. In the 1970s, the campus added a blackbox theater, music building, consumer education building and arts building surrounding what is known as the Fine Arts Quad. Other buildings were added on the north side of the campus to accommodate technical programs such as automotive technology, welding and electronics.

As student enrollment grew at the college during the 1980s, officials secured state money in the early 1990s for construction of a new library in the heart of the campus, along with an administration building.

More construction followed including a Child Development Center, two-story Applied Arts Building, three-story Business Education Building, and Technical Education Building.

The college expanded its size to approximately 135 acres though land purchases.

AVC began to host upper division and graduate level programs offered by California State University, Bakersfield. California State University, Bakersfield-Antelope Valley now has its own satellite campus at AVC's Lancaster campus.

AVC responded to the needs of south valley residents by establishing a Palmdale site, currently at 1529 E. Palmdale Blvd., Palmdale. Approximately 2,000 students are served at the Palmdale Center.

Overall enrollment at Antelope Valley College is approximately 16,000 students.

Officials continue to expand and update labs and classrooms to serve

students. A theater building is due to open in 2011. A massive Health and Science Building is under construction.

Demographics and Description

The Antelope Valley Community College District consists of 1,945 square miles of semiarid terrain located north of the mountains that separate Antelope Valley from the Los Angeles basin. The college district includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southwestern part of Kern County.

Major residential centers in the valley include the incorporated cities of Lancaster and Palmdale, and the smaller communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village and Lake Los Angeles. Residential areas such as Leona Valley, Green Valley, Lake Hughes and Lake Elizabeth exist in outlying regions.

For the first half of the 20th century, the basic industry of Antelope Valley was agriculture. By the late 1950s, aircraft and aerospace industries began to dominate the economy. The region's dry climate and high percentage of sunny days make it an ideal location for aircraft manufacturing and testing.

There are two principal centers of the aircraft industry. One center is located at Plant 42. The other is at Edwards Air Force Base, located outside the Antelope Valley Community College District, but a significant percentage of civilian employees live within the district.

A large portion of the valley's population also commutes to jobs in the Los Angeles basin.

The college itself contributes directly to the economic health of Antelope Valley, with 850 employees. Their combined income is more than \$30 million, and they spend most of it locally.

AVC's student body consists of a wide range in ages—from teenagers to senior citizens, with the average age of 27. Women make up the majority of the student body with 60 percent of the population. In fall 2007, 13,597 students attended AVC.



ANTELOPE VALLEY COLLEGE

**College Coordinating Council
Committee Information Sheet**

Strategic Planning and Budget Council

Committee Name

	Appointed by	Individual	Term	Expiration Date
Co-Chair	Position: Dean of Institutional Effectiveness, Research & Planning <i>or</i> Designee	Sharon A. Lowry	Standing Appointment	Standing Appointment
Co-Chair	Position: Academic Senate President	Maria Clinton	Standing Appointment	Standing Appointment
Ex-Officio	Position: Superintendent/President	Patricia Márquez/ Edward Knudsen	Ex-Officio	
Member	Position: Vice President Academic Affairs <i>or</i> Designee	Dr. Karen Cowell	Standing Appointment	Standing Appointment
Member	Position: Vice President Student Services	Newton Chelette	Standing Appointment	Standing Appointment
Member	Position: Vice President Human Resources	Dr. Vicky Nicholson	Standing Appointment	Standing Appointment
Member	Position: Executive Director Institutional Advancement	Bridget Razo	Standing Appointment	Standing Appointment
Member	Position: Director, Facilities Services	Doug Jensen	Standing Appointment	Standing Appointment
Member	Position: Director, Information Technical Services	Rick Shaw	Standing Appointment	Standing Appointment
Member	Position: Director, Business Services	Diana Keelen	Standing Appointment	Standing Appointment
Member	Position: Director, Public Relations	Steve Standerfer	Standing Appointment	Standing Appointment
Member	Position: Co-Chair, Enrollment Mgmt	LaDonna Trimble	Standing Appointment	Standing Appointment
Member	Position: Faculty Union Representative	Dr. Liette Bohler	Standing Appointment	Standing Appointment
Member	Position: Classified Union Representative	Pamela Ford	Standing Appointment	Standing Appointment
Member	Academic Senate: Transfer Faculty Representative	Dr. Ed Beyer	3 year term	2011 – 2014
Member	Academic Senate: Student Services Faculty Representative	Dr. Lee Grishman	3 year term	2011 – 2014
Member	Academic Senate: Instructional Resources & Extended Resources Representative	Dr. Scott Lee	3 year term	2011 – 2014
Member	Academic Senate: Vocational Faculty Representative	Jack Halliday	3 year term	2011 – 2014
Member	Classified Representative	Kim Fite	2 year term	2011 – 2013
Member	Classified Representative	Jenell Paul	2 year term	2011 – 2013
Member	Classified Representative	Maria Valenzuela	2 year term	2011 – 2013
Member	Classified Representative	Wade Saari	2 year term	2011 – 2013
Member	Confidential/Management/Supervisory	Sherrie Padilla	3 year term	2010 – 2013
Member	Dean/Director	Dr. Les Uhazy	3 year term	2012 – 2015
Member	Dean/Director	Dr. Jill Zimmerman	3 year term	2012 – 2015
Member	Student Representative	Russ Bierle	1 year term	2012 – 2013
Member	Student Representative	Shelby Woods	1 year term	2012 – 2013

Type of Committee/Authority:

Shared governance.

Purpose:

The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPBC utilizes the Educational Master Plan, which is the district's

strategic plan, to review the mission, vision, values and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

The council reviews the annual budget requests brought forward by the Budget Subcommittee and makes a recommendation to the President/Superintendent to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. SPBC works collegially with the President Superintendent to recommend budget priorities in a timely fashion. The President/ Superintendent may recommend budget expenditures to the Board of Trustees without consensus of the SPBC in those instances of legal and fiscal responsibility, as cited in Education Code and Title 5. The President/Superintendent submits budget recommendations to the Board of Trustees for approval.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPBC will be assigned to one or more of the following subgroups/subcommittee:

- Facilities
- Human Resources
- Communications
- Educational Programs
- Budget and Finance Subcommittee

Committee submits recommendations to:

Recommendations are submitted to the Superintendent/President. Representatives report back to their respective constituency.

Product:

- Budget recommendations to the superintendent/president
- Oversight and monitoring of the district's planning documents
- Modifications to the Strategic Goals and the Institutional Learning Outcomes

Composition:

As listed on page 1.

Terms:

Permanent by position and one, two and three-year terms according to constituency group.

Quorum:

50% plus one.

Meetings:

Meetings are held the first Wednesdays of the month during the fall and spring semesters, 2:30 to 4:00 pm, in SSV 151.

Minutes/Records:

Minutes are posted to the public AVC website and retained by the recorder (currently, Gloria M. Kastner, Senior Administrative Assistant for the Vice President of Academic Affairs):
<http://www.avc.edu/administration/organizations/spbc/>

Operations:

N/A

EDUCATIONAL PROGRAMS SUBGROUP	This group will be responsible for coordinating the update of the District's <i>Educational Master Plan</i> . This plan will reflect the District's long-term goals for instruction, student services and operations. Meets as needed.	Chair – Ted Younglove , Sharon Lowry, <i>Non SPBC members:</i> Ralph Brax, Aaron Voeleker, Carol Eastin, Melanie Parker, Katherine Mergliano, Calvin Madlock
COMMUNICATIONS SUBGROUP	This group will be responsible for disseminating information to the campus and general community on the process and outcomes of budget decisions. They will also monitor the various internal and external communications functions including, but not limited to, institutional climate and interactions with various individuals and groups. Meets as needed.	Chair – Steve Standerfer , Bridget Razo, LaDonna Trimble, Lee Grishman.
FACILITIES SUBGROUP	Based on the findings of the <i>Educational Master Plan</i> , the Facilities subgroup will be responsible for coordinating the District's <i>Facilities Plan</i> to address the long-range infrastructure, building and parking needs of the campus. Meets as needed.	Chair – Doug Jensen , Jill Zimmerman, Tom O'Neil, Terry Schultz, Charlotte Forte-Parnell, Neal Weisenberger, Calvin Madlock
HUMAN RESOURCES SUBGROUP	Responsible for creating a long-range <i>Staffing Plan</i> to support the program needs identified in the <i>Educational and Facilities Master Plans</i> . Meets bi-weekly.	Chair – Shane Turner , Kelley Hare , Judy Caban, Ted Younglove , Pamela Ford, Cynthia Hoover, Les Uhazy, Diana Keelen, Scott Lee
BUDGET & FINANCE SUBCOMMITTEE	This group will be responsible for developing a <i>Finance Plan</i> to analyze and determine the financial impact and necessary resources to implement the <i>Facilities Plan, Human Resources Plan, Technology Plan and Enrollment Management Plan</i> , supporting and promoting the efficient management and preservation of AVC's resources. Meets 2 nd Friday of the month, 1:30 to 3:00 pm, Conference Room A140	Chair – Mazie Brewington, Tom Brundage , Christos Valiotis , Sharon Lowry, Shane Turner , Maria Clinton, Karen Cowell, Pam Ford, Jill Zimmerman, Diana Keelen, Cynthia Hoover, Kristine Oliveira , Jenell Paul Note: Heidi and Justin will attend, however, only one has a vote unless named proxy for Kristine .

AP 2510 Participation in Local Decision-Making

Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7
Accreditation Standard IV.A.2, IV.A.5***

ADMINISTRATIVE PROCEDURES RELATED TO PARTICIPATORY GOVERNANCE

The faculty, students, staff, and administration of Antelope Valley Community College District have developed the following procedures to fulfill the statutory requirements of Title 5 related to Participatory Governance.

Procedures for Participatory Governance Committees and Academic and Professional Matters:

- A. Procedures related to participatory governance committees:
1. All collegewide participatory governance committees will abide by the "Participatory Governance Committee Operating Procedures" in Appendix I. Academic Senate committees will operate in accord with Senate guidelines.
 2. To insure "effective participation," collegewide participatory governance committees shall include representatives from constituencies directly affected by the recommendation and representatives who also have expertise related to the role and purpose of the committee, whenever possible.
 3. The College Coordinating Council (CCC) will determine the role and function of collegewide participatory governance committees and specify the membership and terms of those committees. In addition, the CCC will review the role, function and membership of all collegewide participatory governance committees at least every three years and modify as needed. Participatory governance committees may request that the CCC review their role, function, or membership at any time for possible modification.
 4. Each constituent group represented on the College Coordinating Council will determine the process by which it appoints representatives to collegewide participatory governance committees.
 5. Each collegewide standing committee will determine if any part of an item or issue before it is related to an academic and professional matter, or a collective bargaining issue, using the guidelines listed in Appendix II, and refer that part to the College Superintendent/President and the Academic Senate or Collective Bargaining Agent, as appropriate, for consideration.
- B. Procedures for reaching agreement on Academic and Professional Matters:
1. Recommendations related to Academic and Professional Matters, where the Board relies primarily on the Academic Senate, will be submitted to the Board of Trustees for consideration, via the Superintendent/President. If the recommendations of the Academic Senate are not accepted, the Board will communicate the "compelling reasons or legal liability" to the Academic Senate in a written statement.
 2. For those Academic and Professional Matters that require mutual agreement, the Mutual Agreement Council will solicit feedback from the Board of Trustees and the

Academic Senate, and may solicit feedback from other college constituent groups if needed. The Mutual Agreement Council will deliberate until mutual agreement is reached between the Board of Trustees, or their designees, and the Academic Senate.

3. If mutual agreement is reached, the Board will put the new policy into effect unless legal liability or substantial fiscal hardship can be demonstrated. If mutual agreement cannot be reached and a policy currently exists, the current policy remains in effect, unless legal liability or substantial fiscal hardship can be demonstrated. Both the Board of Trustees, or their designees, and the Academic Senate will communicate in a joint statement the reasons that agreement cannot be reached.
4. Mutual agreements between the Academic Senate and the Board of Trustees, or their designees, will be placed on the next scheduled Board Agenda as an informative report. Mutual agreements requiring Board approval will be submitted at a subsequent meeting as a communication for approval.
5. The Mutual Agreement Council will also serve as a forum for the President's Executive Council and Senate Executive Committee to share information and discuss concerns about academic and professional matters.

AVCCD Governance Councils and Committees:

- A. College Coordinating Council
- B. Mutual Agreement Council
- C. Strategic Planning & Budget Council
- D. Collegewide Participatory Governance Committees
 1. Staff Development Committee
 2. Information Technology Committee
 3. Matriculation Committee
 4. Equal Employment Opportunity Advisory Committee
 5. Campus Safety Committee
 6. Calendar Committee
 7. Legislative Committee
 8. Enrollment Management Committee
- E. Academic Senate Standing Committees
 1. Academic Policies & Procedures Committee
 2. Faculty Professional Development Committee
 3. Honors Program Committee
 4. Distance Education Committee
 5. Student Learning Outcomes Committee
 6. Equivalency Committee

7. Senate Grant Program Committee

Membership and Functions of Governance Councils:

A. College Coordinating Council

(Membership)

1. Superintendent/President and/or Vice Presidents (one vote) Representing the Board of Trustees
2. Academic Senate President
3. Administrative Council Representative
4. President of Faculty Exclusive Bargaining Unit
5. President of Classified Exclusive Bargaining Unit
6. Confidential/Management/Supervisory Unit Representative
7. Associated Student Organization Representative

(Function)

- a) The College Coordinating Council will serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters and collective bargaining issues. The Council will have four main functions: issue management, providing a communication network for distributing information to all college constituent groups, determining the decision-making and recommending authority of collegewide participatory governance committees, and submitting recommendations to the President in areas of "effective participation".
- b) Issue management means the Council will determine the appropriate governance committee or process to address any new issue or task that is not already assigned to an existing committee or process. When the Council assigns an issue or task to an existing or a newly created committee, the Council will specify in writing the nature and scope of the assignment, if the committee has decision-making or recommending authority, the appropriate reporting process, and a timeline for completion of the assignment.
- c) If an issue before the Council involves an academic and professional matter, it will be referred to the Academic Senate and the President's Executive Council for consideration. If an issue before the Council involves collective bargaining matters, it will be referred to the affected Collective Bargaining Unit and the Superintendent/President for deliberation.
- d) When a collegewide participatory governance committee makes a recommendation that only requires "effective participation" of faculty, staff and students, the College Coordinating Council will consider the recommendation and communicate the committee's recommendation to all college constituent groups.
- e) The Council may address an issue itself, when a recommendation cannot be made in a timely manner by another committee or process, or the Council determines that **not** taking action will expose the district to legal liability or cause substantial fiscal hardship. The Council may also make a recommendation to the Superintendent/President when no existing or new committee or process is deemed

appropriate for handling the issue, or a committee or constituent group requests a recommendation from the Council regarding an issue.

- f) The Council shall seek consensus as the basis for making decisions. However, when consensus cannot be reached, the Council may take action if six out of seven Council members are in agreement. When a resolution before the Council does not have the required "6 out of 7" members in favor, the status quo remains in effect until such time as a mutually acceptable resolution can be negotiated and agreed to by 6 of the 7 members of the Council. The Council will determine, by consensus, criteria and a process for emergency and fast-track decision-making to be used when waiting until the next regular Council meeting would not be in the best interest of the district. All Council members have a single vote and the meetings of the Council shall be open.
- g) The Council will review the purpose/function and scope of decision-making/recommending authority of each college standing committee every three years. Any recommendation for change in purpose or scope of a committee, including the dissolution of the committee, will be presented to college constituent groups for feedback. All feedback will be shared with the affected committee. The Council and the affected committee will discuss the recommendation and the feedback from constituent groups with the goal of reaching consensus. If consensus is reached, the purpose/function and/or decision-making/recommending authority will be changed. If consensus cannot be reached, the Council may still make changes in these areas if six of seven Council members are in agreement with the change.
- h) If a proposed change in purpose/function involves an academic and professional matter, the recommendation and feedback from constituent groups will be forwarded to the Mutual Agreement Council (MAC) for deliberation. If mutual agreement is reached by the MAC, the purpose will be changed. If mutual agreement cannot be reached, the purpose/function of the committee remains the same in accord with the provisions of Title 5.

B. Mutual Agreement Council

(Membership)

1. President's Executive Council
2. Senate Executive Committee

(Function)

The Mutual Agreement Council consists of the President's Executive Council and the Senate Executive Committee and its purpose is to consult and deliberate with the intention of reaching mutual agreement between the Academic Senate and the Board of Trustees on academic and professional matters 6, 7, 9, 10 and 11 of Section 53200 in Title 5. "The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations."

C. Strategic Planning & Budget Council

(Membership)

1. Superintendent/President - Ex-Officio

2. Academic Senate President (Co-chair)
3. Dean of Institutional Effectiveness, Research and Planning (Co-chair)
4. College Vice Presidents (4)
5. Faculty Union Representative (1)
6. Student Representatives (2)
7. Faculty Representatives (5 – 1 transfer, 1 student services, 1 instructional resources, 1 vocational, 1 adjunct)
8. Classified Representatives (5)
9. Confidential/Management/Supervisory Representative (1)
10. Deans/Directors Representatives (2)
11. Director of Facilities Planning and Campus Development
12. Director of Information Technology Services
13. Executive Director of Institutional Advancement and Foundation
14. Director of Public and Governmental Relations
15. Enrollment Management Committee Co-chair
(Function)

The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPBC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

The council reviews the annual budget requests brought forward by the Budget Subcommittee and makes a recommendation to the Superintendent/President to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. SPBC works collegially with the Superintendent/President to recommend budget priorities in a timely fashion. The Superintendent/President may recommend budget expenditures to the Board of Trustees without consensus of the SPBC in those instances of legal and fiscal responsibility, as cited in both Education Code and Title 5. The Superintendent/President submits budget recommendations to the Board of Trustees for approval.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPBC are assigned to the following subgroups/subcommittee:

- **Facilities:** Based on the findings of the Educational Master Plan, responsible for developing and evaluating the effectiveness of the Facilities Master Plan, which oversees the district's long-range infrastructure, building, and parking needs.
- **Human Resources:** Responsible for creating a Human Resources Plan that includes a long-range Staffing Plan to support the program needs identified in the Educational Master Plan.

- Finance: Responsible for developing a Finance Plan to analyze and determine the financial impact and necessary resources to implement the Facilities, Human Resources, Technology, and Enrollment Management plans.
- Communications: Responsible for developing, implementing, and evaluating a marketing and communications plan with strategies to increase communications with our internal and external constituents. Responsible for disseminating information to the campus and general community through e-mail, the website, myAVC, and the SPBC Annual Review.
- Educational Master Plan: Responsible for annually reviewing the Educational Master Plan to ensure that the District's ongoing needs are met.
- Budget Subcommittee: Responsible for evaluating and prioritizing the annual budget requests to most efficiently utilize institutional resources and present those recommendations to the SPBC.

APPENDIX I

"Participatory Governance Committee Operating Procedures"

Each committee will have a statement of purpose/function in accord with the district mission and a membership list, along with the minimum number and frequency of meetings that will be held during the academic year. In addition, each committee will have a statement of reporting responsibilities to individuals, committees or constituent groups and publish this information to all district employees. Committees will make decisions or recommendations through consensus.

Each committee will also circulate a "Call for Agenda Items" five working days prior to a meeting and distribute to members and post an agenda two working days prior to a meeting. Each committee will also distribute to members and post a draft of unapproved minutes within ten working days after a meeting. Minutes will include a brief summary of discussion regarding actions taken, including motions made, seconded, passed or defeated. On an annual basis, each committee will review its activities and submit a year-end report to whichever reporting body it is accountable. In most instances, reports would be made to the College Coordinating Council, Superintendent/President, or appropriate administrator. The year-end report will include accomplishments, preview issues for the coming year, and make recommendations for change in membership or function.

APPENDIX II

"Criteria for Committees to Use in Determining if an Item is an Academic and Professional Matter or a Collective Bargaining Issue"

In doing their work, committees, particularly the chair(s), must recognize which items/issues under discussion are subjects of collective bargaining (CB) or are academic and professional matters (APM). Unless specifically asked to handle a CB item or an APM, the committee should not. In addition, each participatory governance committee should assure effective participation of all parties, as well as effective communication with the College Coordinating Council (CCC). As committees forge recommendations, the committee chair is responsible for assuring the following steps have been completed:

- Verify that the topic is not CB or APM (unless the CB/APM has been assigned to the committee)

- Develop recommendation/policy with input from all representatives
 - if representatives are not attending, committee chair notifies constituency president
 - ask regularly if representatives have consulted with their constituency
 - consult with CCC if stuck, hit controversy or need clarification
- Disseminate to campus via mailbox or email prior to completing last draft of recommendation/policy and give the campus 2 weeks to respond to any issues
- Consider campus input, complete and send to the Superintendent/President and the CCC
- If CB, send to presidents of college and union (s); if APM, send to presidents of college and senate

COLLECTIVE BARGAINING

salaries—steps, columns, merit pay, rate of pay for stipends, bonuses, reassigned time, overtime,

placement & advancement benefits

leaves, vacations, holidays

union & district rights

grievance, arbitration & evaluations

discipline procedures.

academic freedom

committees that deal with CB items, such as calendar, classified: as it relates to work hours and calendar year for classified, certificated: as it relates to academic year and work hours

discrimination—sex, race, religion etc

job assignments, reclassification & reassignment

seniority, promotions, retirement

office space & parking

graduation attendance

preparation time

tools/equipment: access to computer, telephone and equipment necessary for the job

training (impact on wages/hours, such as sabbaticals, staff development, flex) & travel

contracting out of bargaining unit work

work load/class size/work hours/work days

ACADEMIC AND PROFESSIONAL MATTERS

curriculum, including establishing prerequisites

degree and certificate requirements
grading policies
education program development
standards or policies regarding student preparation and success
district and college governance structures as related to faculty roles
faculty roles and involvement in accreditation
policies for faculty professional development activities—(staff development, flex, sabbaticals, faculty academy, senate grant program)
processes for program review
processes for planning and budget

APPENDIX III

Other Statutory Requirements related to Participation in Local Decision-making

- **Ed Code 66450: *Distribution of academic presentations***

Pursuant to Ed. Code Section 66450-66452, anyone (other than the instructor of record) making a recording in any medium of a classroom presentation cannot use the recording for financial or economic gain. Students who are found to be in violation of this section will be subject to disciplinary measures. All persons found to be in violation of this section may be subject to legal action. Distribution of classroom information or materials requires prior permission from the instructor of record.

Students will be informed of this regulation through posting in the college catalog and the Antelope Valley College website.

See Board Policy #5500

- **Ed Code 87458: *Administrative retreat rights***

The process by which the board of trustees determines retreat rights of administrators shall be developed and agreed upon jointly by representatives of the board and the academic senate, and the board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member.

See Administrative Procedure #7250

- **Ed Code 87359: *Equivalencies to minimum qualifications***

The process and criteria used to determine that individual faculty members who do not meet the applicable minimum qualifications specified in Ed. Code 87356 shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate. The board shall rely primarily upon the advice and judgment of the academic senate to determine that faculty members possess qualifications that are at least equivalent to the applicable minimum qualifications.

Equivalencies for each discipline will be determined by full-time faculty from the respective disciplines and submitted to the Academic Senate for approval. Equivalencies must be

approved by the Academic Senate and available to the Human Resources Office prior to screening of applicants.

See Administrative Procedure #7211

- **Ed Code 87360: Faculty hiring**

Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate. See Administrative Procedure #7120

- **Ed Code 87610.1: Faculty tenure**

The faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining on procedures related to tenure evaluation procedures.

See Administrative Procedure #7210

- **Ed Code 87663: Faculty evaluation**

The board of trustees, in consultation with the faculty, shall adopt rules and regulations establishing the specific procedures for the evaluation of its contract and regular employees on an individual basis and setting forth reasonable but specific standards which it expects its faculty to meet in the performance of their duties. Such procedures and standards shall be uniform for all contract employees with similar duties and all regular employees with similar duties.

See Administrative Procedure #7150

- **Ed Code 87743.2: Faculty service areas**

The faculty's exclusive representative shall consult with the academic senate in developing its proposals for establishing faculty service areas. See Administrative Procedure #7211

- **Title 5 55022: Curriculum committee**

Curriculum Committee. The college and/or district curriculum committee (Academic Policies and Procedures Committee) recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

In order to fulfill the mandate of Title 5, Section 55022, the Board of Trustees and the Academic Senate mutually agree to establish a curriculum committee, referred to as the Academic Policies and Procedures Committee, comprised of members from each faculty division and co-chaired by a full-time faculty member and the vice president of academic affairs.

- **Title 5 53204: Academic senate/union agreements**

Nothing in these administrative procedures shall be construed to impinge upon the due process rights of faculty, nor detract from any negotiated agreements between collective

bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Glossary of Terms

1. Academic Senate

An organization representing faculty, whose primary function is to consult collegially with the governing board of a district and/or the administration of a college as their representative. The role of the academic Senate constitutes a delegation of authority; by regulation local governing boards are required to consult collegially with the academic Senate on academic and professional matters. (Title 5 §53200-53201) (Ed Code §70901)

2. Ad-Hoc

A group of individuals working on a one-time task

3. College Coordinating Council (CCC)

The College Coordinating council is a governance group of district constituent leaders, established to respond to changing conditions in the institution within a participatory governance framework.

4. Collegewide Participatory Governance Committee

A committee that functions under the operating guidelines of the College Coordinating Council.

5. Consensus

A decision-making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group's decision on the basis of logic and feasibility.

6. Constituent

Individual members of any represented group.

7. Effective Participation of Faculty Outside of Academic and Professional Matters

Faculty shall be provided with opportunities to participate on matters affecting them. (Title 5 §51023)

8. Effective Participation of Staff

a) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures. Governing boards should solicit input of staff on matters affecting them. Delegation of authority does not extend to staff. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration. (Title 5 §51023.5)

b) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on staff until it has provided staff with

an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by staff are given every reasonable consideration. (Title 5 §51023.5)

9. Effective Participation of Students

- a) Students shall be provided an opportunity to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. Delegation of authority does not extend to students.
- b) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration. (Title 5 §51023.7)

10. Exceptional Circumstances

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition. These terms mean that Boards must usually accept Senate recommendations in relation to academic and professional matters. In instances where a recommendation is not accepted, the Board’s decision must be in writing, based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (Title 5 §53203 - d.2).

11. Participatory Governance

Effective participatory governance includes collectively sharing ideas and formulating good recommendations to present to Boards of Trustees or their designee. It is the responsibility of the Board to focus on the needs and best interests of the district as a whole.

Participatory governance is not effective when the participating entities interpret their roles to include final approval of policies, procedures or budgets. (May 19, 1999 Report to the Consultation Council on the Effectiveness of Faculty, Staff and Student Participation in College and District Governance.)

12. Recommendations

Committee makes a “decision” of what to recommend to appropriate bodies (i.e., Academic Senate, Superintendent/President, or Board of Trustees). (Title 5 §53203(d).)

13. Senate Standing Committee

A committee formed by the Academic Senate on academic and professional matters assigned to it.

14. Taskforce

A group carrying out a specific task.

15. Title 5

The California Code of Regulations specific to education. (California Code of Regulation 1/99 Update).

16. Subgroup

A group of individuals assigned by the Strategic Planning and Budget Council to formulate recommendations relating to a designated institutional function or interest including Human Resources, Facilities, Communication, Educational Master Plan, Budget Subcommittee, and Finance.

7/5/05

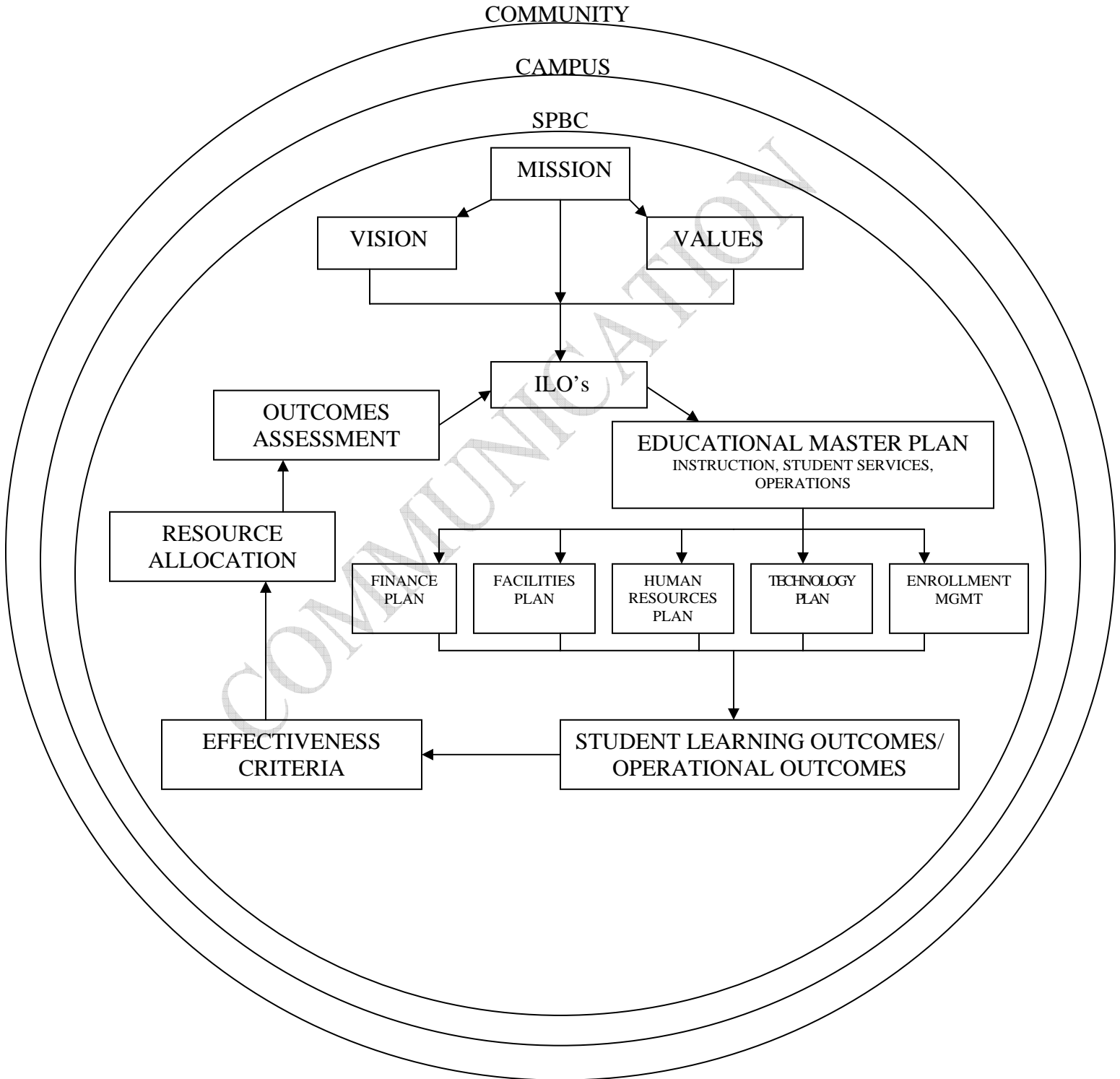
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Revised: 12/14/09

Revised: 4/9/12

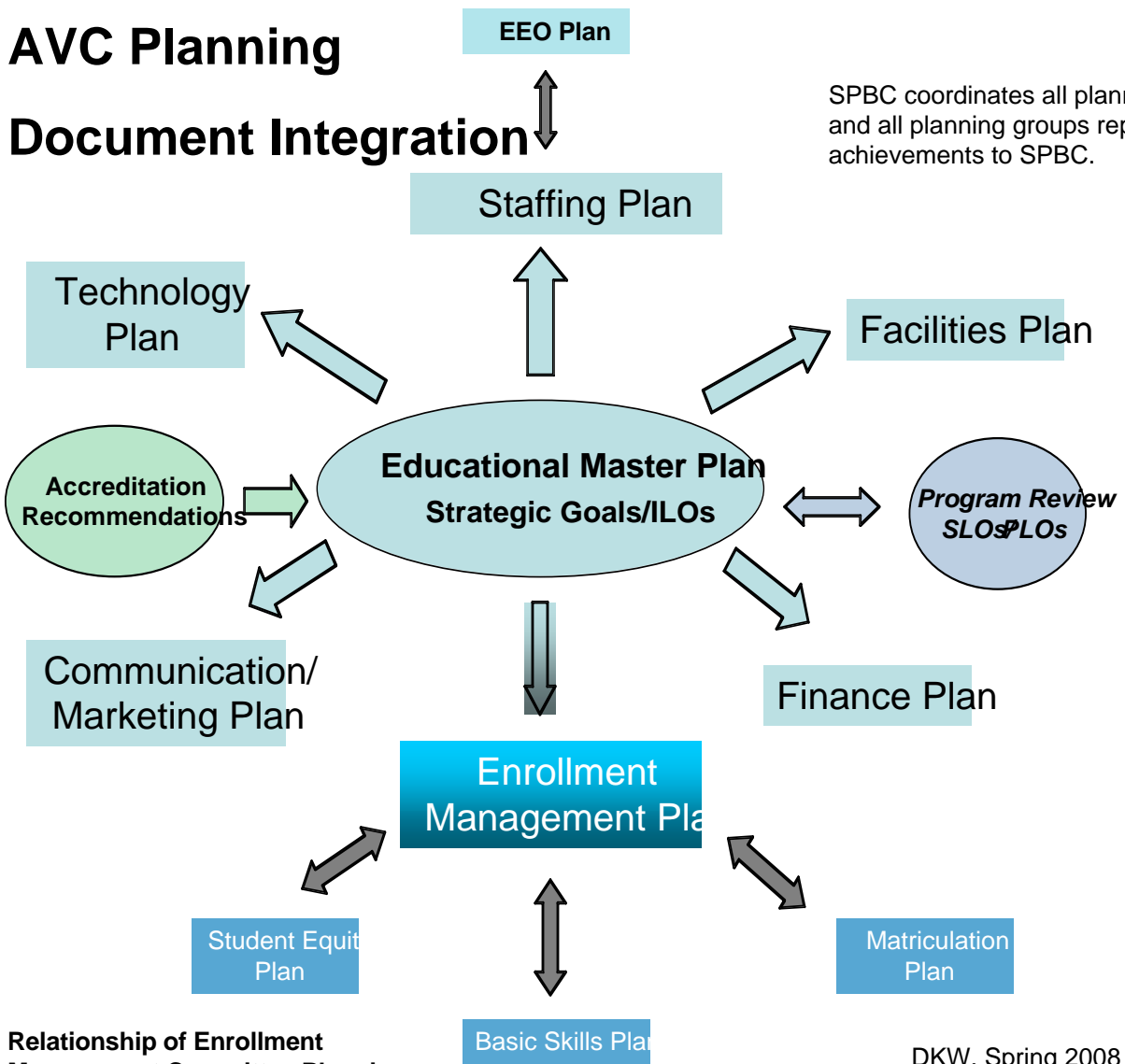


**ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGETING COUNCIL (SPBC)
CYCLE OF EVALUATION**



AVC Planning

Document Integration

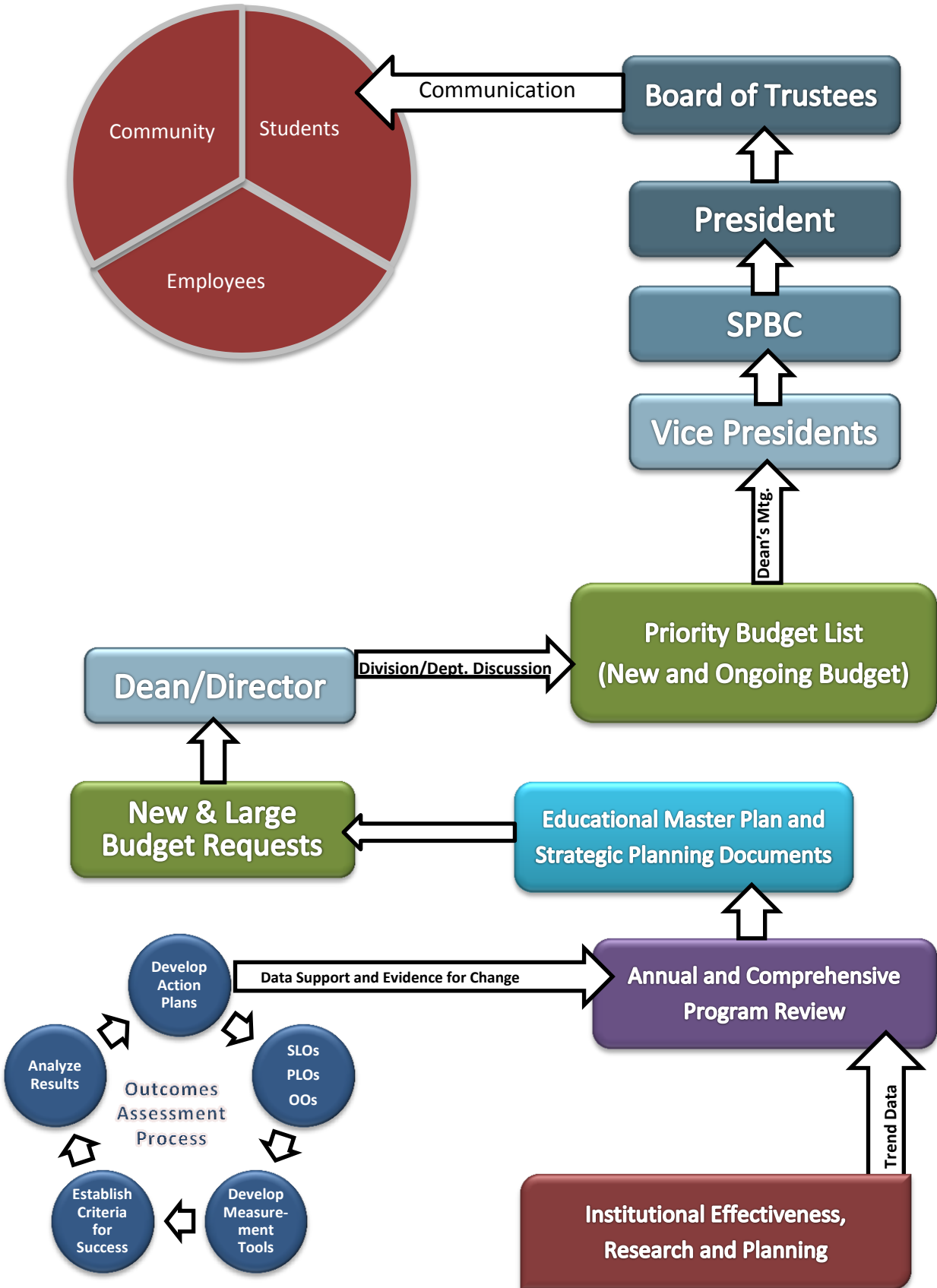


Relationship of Enrollment Management Committee Planning

DKW, Spring 2008

Figure 2: Blueprint for Planning

Integrated Planning to Drive Budgetary Decisions



Antelope Valley Community College District Educational Master Plan: 2013-16

1. The college as a community will provide students with an environment which supports learning and facilitates student success.

1a. Increase number of degrees and certificates granted to exceed the standard of 1,033 set by the Student Success Committee.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1b. Strengthen the link between SLO/PLO assessment and action plan development and evaluation.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1c. Increase the student success rate to exceed the standard of 68% set by the Student Success Committee.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1d. Develop relationship between classroom instructors and counselors and career advisors by embedding counseling in division areas

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1e. Increase student retention to exceed the college standard of 60% set by the Student Success Committee.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1f. Validate prerequisites for courses.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1g. Increase class offerings in high demand classes and disciplines.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

1h. Combine classes and revise curriculum in areas in which the faculty identify needs.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

2. The college will increase the transfer rate to Cal States, UC, and private colleges.

2a. Increase the number of transfer students by developing TMCs to facilitate transfer to CSUs as the TMCs become available

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

2b. Bring an eclectic group of colleges, universities and other higher education options to campus for visits and recruiting

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

2c. Expose students to opportunities for higher education and the skills they need to achieve it

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

2d. Increase the percentage of students who successfully achieve 12 transferrable units and transfer-level English and math courses up to five years after initial enrollment.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

3. The college will expand and diversify Career Technical Education options for students.

3a. Recruit more non traditional students into CTE programs.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

3b. Increase employer outreach for participation on advisory committees, in occupational work-experience and in job placement

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

4. The college will increase student success in Basic Skills and ESL courses.

4a. Promote student information competency and technology skills.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

4b. Enhance instructional support for basic skills and ESL courses.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

4c. Create curriculum to increase the success rates of basic skills and ESL students.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

4d. Establish a plan for providing professional development opportunities related to basic skills for basic skills staff, basic skills faculty and anyone who might want to be involved in basic skills.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

5. The college will utilize campus resources efficiently and effectively.

5a. Integrate fragmented and redundant District processes and enterprise-wide business process revision. Campus Resources:

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

5b. Rely on discipline faculty to identify program equipment and facility needs.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

5c. Develop creative funding sources for equipment and facilities.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

5d. Increase and enhance professional development for faculty, administrators, and classified staff.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

6. The college will maintain and enhance community partnerships.

6a. Link campus needs with community resources through the AVC Foundation.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

6b. Promote seamless transfer of high school students

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

6c. Develop programs to reach out to middle schools

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

7. The college will increase resources to enhance technology's support of the college mission and processes.

7a. Increase support for classroom, counseling and instructional technology.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

7b. Develop effective orientation for online and hybrid courses.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

7c. Provide advanced faculty professional development for instructors of distance education courses.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

7d. Advocate for increased resources for District-wide systems and services.

Responsible for Implementation:

Responsible for Evaluation:

Date to be achieved:

Draft of 6/3/13