ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGET COUNCIL (SPBC) AGENDA
November 19, 2014
2:30 p.m. – 4:00 p.m. SSV151

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE CO-CHAIRS

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
a. November 5, 2014 (attachment)

5. REPORTS *(5 minutes)*
a. Budget and Finance Sub-Committee: Ms. Diana Keelen
b. Facilities Subgroup: Mr. Doug Jensen
c. Human Resources Subgroup: Mr. Mark Bryant
d. Communications Subgroup: Ms. Liz Diachun
e. Educational Master Plan: Dr. Meeta Goel

6. ACTION ITEMS
a. Approval of Funding the Coordinator, Communication Design: Ms. Diana Keelen (attachment)

7. DISCUSSION ITEMS
a. Progress on EMP initiatives/stories for AVC's 2016 self-study: Ms. Tina McDermott & Dr. Bonnie Suderman

8. INFORMATIONAL ITEM
a. 2015-2016 Budget Calendar: Ms. Diana Keelen (attachment)
b. Categorical positions funded by SSSP: Ms. Diana Keelen (attachment)
- Two Counselors and Five Clerical Assistants
c. 2015-2016 Budget Call (to be handed out at SPBC meeting).

9. SPBC ADMINISTRATIVE BUSINESS
a. 2014 – 2015 SPBC Meetings

~~August 6, 2014~~	~~November 5, 2014~~	February 4, 2015	May 6, 2015
~~August 27, 2014 (Special)~~	November 19, 2014	February 18, 2015	May 20, 2015
~~September 3, 2014~~	December 3, 2014	March 4, 2015	June 3, 2015
~~September 17, 2014~~	December 17, 2014	March 18, 2015	June 17, 2015
~~October 1, 2014~~	January 7, 2015	April 1, 2015	July 1, 2015
~~October 15, 2014~~	January 21, 2015	April 15, 2015	July 15, 2015

10. OPEN FORUM

11. ADJOURNMENT

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ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGET COUNCIL (SPBC) Minutes
November 5, 2014
2:30 p.m. – 4:00 p.m. SSV151

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**
   Dr. Ed Beyer, Academic Senate President and Dr. Meeta Goel, Dean of Institutional Effectiveness, Research and Planning, called the meeting to order at 2:35pm.

2. **OPENING COMMENTS FROM THE CO-CHAIRS**
   Dr. Goel commented on the SPBC split, and Dr. Beyer informed everyone that it will be on the next agenda for the CCC. The last update was that the CCC people were supposed to go back to their constituents regarding the makeup of the budget committee. Dr. Goel also informed the committee that the SBPC recommended mission statement will be on the next Board meeting agenda. The Co-Chairs asked that when the call goes out for agenda items, to also submit a short summary of your subgroup/committee reports.

3. **OPEN COMMENTS FROM THE PUBLIC**
   Carolyn Burrell asked that item 8a be pulled from the November 5th agenda.

4. **APPROVAL OF MINUTES**
   a. **October 15, 2014 (attachment)**
      A motion was made and seconded to approve the minutes of October 15, 2014.
      Motion passed with no discussion, All in Favor; 0 Opposed; 1 Abstention.

5. **REPORTS** ***(5 minutes)***
   a. **Budget and Finance Sub-Committee: Ms. Diana Keelen**
      Ms. Keelen reported that they are moving along with their resources allocations. Have approximately $164,000 for one-time funding. The budget committee is hard at work, using the new rubric process, and was able to come up with a consensus on how they allocate resources that tie to the EMP and Program Review.
   b. **Facilities Subgroup: Mr. Doug Jensen**
      Dr. Beyer reported that the construction in the Library is moving along and looking really good.
   c. **Human Resources Subgroup: Mr. Mark Bryant**
      Mr. Bryant thanked Dr. Beyer for sending out a call for faculty members, and would also like a student member for the HR subgroup. A meeting is scheduled for November 6th with a full agenda.
   d. **Communications Subgroup: Ms. Liz Diachun**
      No Report.
   e. **Educational Master Plan: Dr. Meeta Goel**
      Dr. Goel reported that she's waiting on the SPBC split, and this group will help with the planning for 2016-2017 and beyond.
   f. **ITS Report: Mr. Richard Shaw**
      No Report.

6. **ACTION ITEMS**
   a. **Approval of one-time funding requests: Ms. Diana Keelen**
      Ms. Keelen explained and distributed a handout of the 2014-2015 budget requests scoring for one-time funding using Rubric. A motion was made and seconded to approve the recommendation. A Motion passed with no further discussion : 9 in Favor; 2 Opposed; 3 Abstentions

7. **DISCUSSION ITEMS**
   None

8. **INFORMATIONAL ITEM**
   a. **The Archives and Library: Ms. Carolyn Burrell**
      Ms. Burrell pulled this item from the agenda.
   b. **Hiring a Bookstore Supervisor: Ms. Diana Keelen**
      Ms. Keelen informed the committee that the Bookstore would like to hire a Supervisor position for $89,729, range 26, CMS position that will be paid out of auxiliary services funds.

9. SPBC ADMINISTRATIVE BUSINESS

a. 2014 – 2015 SPBC Meetings

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10. OPEN FORUM

11. ADJOURNMENT

The meeting was adjourned at 2:52p.m.

MEMBERS PRESENT			
Dr. Ed Beyer	Dr. Meeta Goel	(Brenna Humann) for Bridget Razo	Dr. Les Uhazy
Dr. Liette Bohler	Dr. Lee Grishman	Shawn R. Smith	
Mark Bryant	Jack Halliday	Dr. Bonnie Suderman	
Carolyn Burrell	Diana Keelen	LaDonna Trimble	
Pamela Ford	Jenell Paul	Megan Turrill	
MEMBERS ABSENT			**GUESTS/EX-OFFICIO MEMBERS**
Liz Diachun Kim Fite Doug Jensen	Paul Sanchez (ASO) Richard Shaw Vacant-Student Rep	Maria Valenzuela Dr. Erin Vines Dr. Jill Zimmerman	Jerene Kelly Ed Knudson

NON-DISCRIMINATION POLICY

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Subject: For next BC Meeting
From: Mark Bryant <mbryant6@avc.edu>
Date: 11/7/2014 11:01 AM
To: Deborah Morgan <dmorgan@avc.edu>
CC: Diana Keelen <dkeelen@avc.edu>

Please place the position of Coordinator, Communication Design position on the next agenda. The HR subgroup supported this position. It would be an action item

This position would be in support of the Office of Media and Public Relations. For the current year, 2014-15 the majority of funding would come from the vacated Advancement Assistant position which is not being back filled at this time This position has been identified as a Range 17 position which IS higher then the Advancement Assistant position at Range 13. [I WILL PROVIDE ADDITIONAL DETAIL AT THE MEETING]

$ 28593 Savings 14-15

The following are information items:
2 Counselor positions - Paid by Student Success and Support Programs. Contingent on funding
5 Clerical Assistant II positions - Paid by Student Success and Support Programs.

$ 209,048.20

$ 273,907.30

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Mark A. Bryant
Assistant Superintendent/Vice President
Human Resources & Employee Relations
Antelope Valley College
3041 West Ave K
Lancaster, CA 93536
661-722-6300

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Advancing Student Success in the California Community Colleges

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- Defining Student Success
- A Commitment to Equity
- Task Force Origins and Process
- State and National Context
- Implementation Processes
- Conclusion

PART II
Recommendations of the Student Success Task Force

Recommendation 1
Increase College and Career Readiness

1.1. Collaborate with K-12 to jointly develop common standards for college and career readiness

Recommendation 2
Strengthen Support for Entering Students

2.1. Develop and implement common centralized diagnostic assessments

2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan

2.3. Develop and use technology applications to better guide students in educational processes

2.4. Require students showing a lack of college readiness to participate in support resources

2.5. Require students to declare a program of study early in their academic careers

Recommendation 3
Incentivize Successful Student Behaviors

3.1. Adopt system-wide enrollment priorities reflecting the core mission of community colleges

3.2. Require students receiving Board of Governors Fee Waivers to meet various conditions and requirements

3.3. Provide students the opportunity to consider attending full time

3.4. Require students to begin addressing basic skills deficiencies in their first year

page 41 | Recommendation 4
Align Course Offerings to Meet Student Needs

4.1. Give highest priority for courses advancing student academic progress

page 45 | Recommendation 5
Improve the Education of Basic Skills Students

5.1. Support the development of alternative basic skills curriculum

5.2. Develop a comprehensive strategy for addressing basic skills education in California

page 51 | Recommendation 6
Revitalize and Re-Envision Professional Development

6.1. Create a continuum of mandatory professional development opportunities

6.2. Direct professional development resources toward improving basic skills instruction and support services

page 57 | Recommendation 7
Enable Efficient Statewide Leadership & Increase Coordination Among Colleges

7.1. Develop and support a strong community college system office

7.2. Set local student success goals consistent with statewide goals

7.3. Implement a student success scorecard

7.4. Develop and support a longitudinal student record system

page 65 | Recommendation 8
Align Resources with Student Success Recommendations

8.1. Encourage categorical program streamlining and cooperation

8.2. Invest in the new Student Support Initiative

8.3. Encourage innovation and flexibility in the delivery of basic skills instruction

page 71 | A Review of Outcome-Based Funding

Recommendation 2.2

Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.

By requiring students to participate in these core services, the community college system will ensure that students have the foundational tools necessary to make informed choices about their education. The Board of Governors will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

Requirements for Implementation

- Education Code section 78212 and Title 5 section 55500 ff. already require colleges to provide these and other matriculation services to all non-exempt students if funding is provided for that purpose.
- Amend Title 5 sections 55521-25 to require students to participate in assessment, orientation and development of a student education plan.
- Amend Title 5 section 55532 to establish more explicit criteria for exempting students from participation in required services in order to achieve greater clarity and statewide consistency in the proportion of students to be served.

The Task Force recognizes that implementation of this recommendation requires: (1) a substantial reallocation of existing local resources; (2) additional resources; and (3) new modes of service delivery in order to make these required services available to all incoming students.

Recommendation 2.4

Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.

A student's readiness for college is based on several factors in addition to their academic proficiency in English and mathematics. College readiness includes other variables that can influence a student's ability to successfully complete credit-bearing, college-level coursework. The extensive work done by Dr. David Conley's Education Policy Improvement Center at the University of Oregon defines four dimensions of "college knowledge" critical to student success: (1) Key cognitive strategies, including analysis, interpretation, precision, problem solving, and reasoning; (2) Specific types of content knowledge, most importantly the ability to read and write critically; (3) Attitudes and behavioral attributes, including study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups; and (4) Contextual knowledge about college resources and expectations and how to successfully adjust to navigating the college environment.

Community colleges have tested numerous models of supporting under-prepared students, both inside and outside the classroom, through college success courses, first-year experience programs, learning communities, and campus-wide initiatives. These efforts promote critical thinking skills and behaviors, or "habits of mind" essential to college success. Experience within the CCC system and nationally demonstrates the effectiveness of such deliberate interventions in supporting student persistence and success.

Requirements for Implementation

- Amend Title 5 section 55521 to allow for students to be placed in a student success course or other support activity.
- Require students to participate in a student success support intervention if assessment results demonstrate a need.
- Encourage colleges to review the readily available literature on student success courses and other interventions to determine elements that would likely make them most effective for their local population.
- The Chancellor's Office should review college models for campus and online student orientation and student success courses currently in place and disseminate the most effective scalable approaches and curricula.

Recommendation 2.5

Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.

Declaring a major or program of study is more specific than declaring a broad educational goal such as earning an associate degree or transferring to a four-year college. Declaring a program of study sets incoming students on a specific educational pathway and builds early momentum for their success. Research from the Institute for Higher Education Leadership and Policy shows that students who entered a program in their first year were *twice as likely* to complete a certificate, degree, or transfer as students who entered a program after their first year. First-year concentrators were nearly 50 percent more likely to complete than those who entered a program in their second year, and the rates of completion fell sharply for students entering a program of study later than their second year. A student who is unable to declare a major or program of study by the end of their second term should be provided counseling and career planning interventions to assist them. Students who fail to declare a program of study after their third term should lose enrollment priority.

Nothing would preclude a student from changing their direction and declaring a new program of study but the implications of change, in terms of cost and time to completion, should be made clear. In addition, students would have the ability to appeal a loss of enrollment priority.

Requirements for Implementation

- Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term.
- Current Title 5 regulations require students to declare an educational goal "during the term after which the student completes 15 semester units or 22 quarter units of degree-applicable credit coursework, unless the district establishes a shorter period." Title 5 also requires districts to establish a process for assisting students to select a specific educational goal within a "reasonable time," as defined by the district, after admission.
- Amend Title 5 to define "program of study" as a certificate, degree, or transfer objective in a specific occupational area or major. Groups of students exempted from meeting this requirement should also be specified in regulations.

Recommendation 8.2

Invest in a student support initiative.

Improved and expanded core student support services such as diagnostic assessments, orientation, and education planning are needed in order to help more students successfully navigate the community college environment. Bolstering these support programs will require reprioritization of resources at the state and local levels, and increased use of innovative technologies, as well as additional state investment.

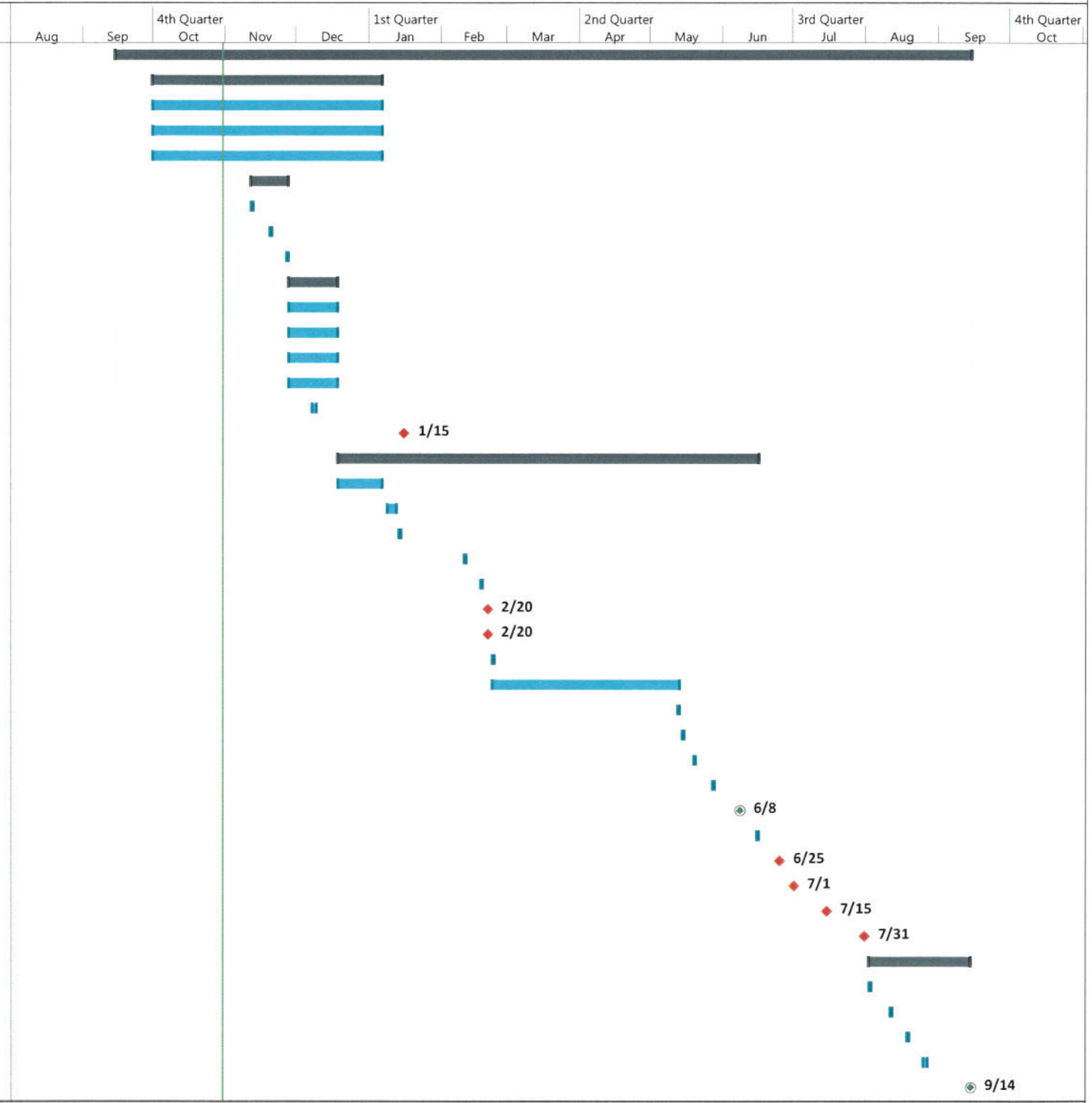
While innovation and reprioritization of existing resources will be necessary, the reality is that without additional investment by the state, the ability of colleges to implement many key elements of this report, particularly in the area of student support services, is doubtful. Accordingly, the state and the community college system should set as a top priority for additional state funding the investment in a new Student Support Initiative.

- The Student Support Initiative would rename and encompass the current Matriculation program thus elevating the prominence of the program.
- Beginning with the 2012-13 State Budget, a top priority for new monies appropriated to the system would be to augment the Student Support Initiative.
- These funds would be directed to community college districts to support activities and programs that are necessary to promote student success, including but not limited to implementing diagnostic assessments, orientation, and education planning.
- Receipt of these funds by a district would be conditioned on the district developing and submitting to the Chancellor's Office a local student success plan aligned with state and local district goal setting (as outlined in Chapter 7). Plans will identify specific strategies and investments over a multi-year period.
- Further, as a condition of receiving Student Support Initiative funds, districts would be required to implement the common assessment proposed in Recommendation 2.1 and the accountability scorecard described in Recommendation 7.3.
- The Chancellor's Office will monitor district progress towards meeting goals, both in terms of programmatic implementation and also student success metrics.

Requirements for Implementation

- Amend the annual Budget Act, Statute, and Title 5 regulations to fund and implement the new Student Support Initiative as outlined above.

DRAFT

2015-2016 Budget Development Calendar (By Budget Year)

ID	Task Name	Start	Finish
1	**2015-2016 Budget Development Calendar**	**Mon 9/15/14**	**Mon 9/14/15**
2	**Personnel Prioritization**	**Wed 10/1/14**	**Tue 1/6/15**
3	Faculty Prioritization List	Wed 10/1/14	Tue 1/6/15
4	CMS & Administrator Prioritation List	Wed 10/1/14	Tue 1/6/15
5	Classified Prioritation List	Wed 10/1/14	Tue 1/6/15
6	**Non-Personnel Budget Call Review/Process Improvement**	**Wed 11/12/14**	**Thu 11/27/14**
7	Budget Call & Process Review in B&F	Wed 11/12/14	Wed 11/12/14
8	B&F Recommended Budget Call & Improvements to SPBC	Thu 11/20/14	Thu 11/20/14
9	SPBC Recommendations to Executive Council	Thu 11/27/14	Thu 11/27/14
10	**Non-Personnel College Budget Call Issued**	**Fri 11/28/14**	**Thu 12/18/14**
11	District Unrestricted New Requests (no perm staff)	Fri 11/28/14	Thu 12/18/14
12	Baseline Instructional Materials Fees Request to Deans	Fri 11/28/14	Thu 12/18/14
13	Other Funds Budget Call Issued	Fri 11/28/14	Thu 12/18/14
14	Restricted/Grant Budget Call Issued	Fri 11/28/14	Thu 12/18/14
15	Budget Instructions/Training Admin Council	Mon 12/8/14	Tue 12/9/14
16	Governor's 2015-2016 Budget Released	Thu 1/15/15	Thu 1/15/15
17	**Tentative Budget Development**	**Fri 12/19/14**	**Tue 6/16/15**
18	Business Services compiles New Resource Requests	Fri 12/19/14	Tue 1/6/15
19	Resource Requests sent to B&F Members prior to meeting	Fri 1/9/15	Mon 1/12/15
20	Budget & Finance Subcommittee Reviews Resource Requests	Wed 1/14/15	Wed 1/14/15
21	B&F Recommends Prioritization of Requests to SPBC	Wed 2/11/15	Wed 2/11/15
22	SPBC Recommends Resource Requests to Executive Council	Wed 2/18/15	Wed 2/18/15
23	2013-2014 Recalculation Issued (R1)	Fri 2/20/15	Fri 2/20/15
24	2014-2015 First Principle Apportionment Issued (P1)	Fri 2/20/15	Fri 2/20/15
25	Executive Council Reviews SPBC Recommendations	Mon 2/23/15	Mon 2/23/15
26	Tentative Budget Development	Mon 2/23/15	Wed 5/13/15
27	Tentative Budget Presented to Budget and Finance	Wed 5/13/15	Wed 5/13/15
28	Governor's 2014-2015 May Revision	Fri 5/15/15	Fri 5/15/15
29	Tentative Budget Presented to SPBC	Wed 5/20/15	Wed 5/20/15
30	Budget sent to President's Office	Thu 5/28/15	Thu 5/28/15
31	Board of Trustees Approves Tentative Budget	Mon 6/8/15	Mon 6/8/15
32	Memos to Requestors issued for Resource Allocation Disposition	Tue 6/16/15	Tue 6/16/15
33	2014-2015 Second Principle Apportionment Issued (P2)	Thu 6/25/15	Thu 6/25/15
34	State Budget Enacted	Wed 7/1/15	Wed 7/1/15
35	2015-2016 Advanced Apportionment Issued (AD)	Wed 7/15/15	Wed 7/15/15
36	2015-2016 Chancellor's Office Budget Workshop	Wed 7/29/15	Fri 7/31/15
37	**Adopted Budget Development**	**Mon 8/3/15**	**Mon 9/14/15**
38	2014-2015 Unaudited Actuals Available	Mon 8/3/15	Mon 8/3/15
39	Draft Adopted Budget sent to Budget & Finance	Wed 8/12/15	Wed 8/12/15
40	Draft Adopted Budget sent to SPBC	Wed 8/19/15	Wed 8/19/15
41	Final Adopted Budget sent to President's Office	Wed 8/26/15	Thu 8/27/15
42	Board of Trustees Adopts the Budget	Mon 9/14/15	Mon 9/14/15