



**ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGET COUNCIL (SPBC) AGENDA
October 1st, 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. **August 27th, 2014 (attachment)**
5. **REPORTS (5 minutes)**
 - a. **Budget and Finance Sub-Committee: Ms. Diana Keelan**
 - 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**
7. **DISCUSSION ITEMS**
 - a. **College Wide Planning Retreat- Dr. Meeta Goel & Dr. Ed Beyer**
 - b. **Process for Requisitioning of Classified positions-Ms. Pam Ford**
8. **INFORMATIONAL ITEM**
 - a. **Two Counseling Positions (Categorical Grant Funded): SSSP Funding, Sal + Benes= \$104,824.10 per position totaling \$209,648.20 (High estimate using Master’s & Step 10)- Ms. Diana Keelan**
 - b. **Two Education Advisor Positions (Categorical Grant Funded): SSSP Funding, Sal + Benes= \$72,721.73 per position totaling \$145,443.46 –Ms. Diana Keelan (The Total SSSP Budget Impact Estimate for Items a & b = \$355,901.66)**
 - c. **IT Report- Mr. Rick Shaw**
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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(DRAFT)



ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGET COUNCIL (SPBC) MINUTES
August 27, 2014
2:30-4:00 p.m. – Library (L201)

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 2:40pm.

2. OPENING COMMENTS FROM THE CO-CHAIRS

Dr. Ed Beyer made a comment that the current AP2510 (SPBC) posted on the web site is as follows:

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 resource, 1 vocational, 1 adjunct)
8. Classified Representatives (5)
9. Confidential/Management/Supervisory Representative (1)
10. Deans 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
16. Classified Union Representative

Dr. Beyer also commented that the formal structure of the group as a SPBC will become the Strategic Planning Committee.

Budget Committee: There has been significant discussion about the make-up of the Budget Committee, and it's revolving around whether or not Union Representation could or should be on the committee has a voting member. He read the voting members 1) as proposed, and 2) the Ex-Officio members who will be non-voting members. It read as follows:

1) As proposed: Executive Director of Business Services and Senate President as Co-chaired (technically they don't vote unless there is a tie), ASO Rep (1), Classified Reps (2), CMS Reps (2), Deans of Academic Affairs and Student Services, Enrollment Management Committee Rep (2), and Faculty Reps (2). There was a strong desire to include Union representation on the list. Dr. Beyer informed the group that Mr. Knudson is going to contact the Chancellor's office and ACCJC about a conflict of interest they had between bargaining units and shared governance. They will wait to hear from the Chancellor's/ACCJC offices before placing Union representation on the committee. If it's not a problem adding a Union rep as a voting member, the president proposed taking the 2 classified reps and making it 1 classified & 1 union, and taking the 2 faculty reps and making it 1 classified & 1 union.

2) Ex-Officios Representatives: Facilities, HR, Dean of IERP, IT, Outcome Committee Rep, Program Review, Student Success, VP of Human Resources

Dr. Beyer and Dr. Goel informed the group that all of the positions on the SPBC have expired.

3. OPEN COMMENTS FROM THE PUBLIC

Dr. Zimmerman commented that the memberships of the committee are all representatives groups on campus. Everyone continues to meet because they have not been replaced. They need to be replaced by their constituencies groups.

4. APPROVAL OF MINUTES

a. June 18, 2014 (attachment)

A motion was made and seconded to approve the minutes of July 30, 2014 with correction of typos. Motion passed with no discussion, 10 Favor; 0 Opposed; 4 Abstentions.

5. **REPORTS**

- a. **Budget and Finance Sub-Committee: Diana Keelen** – No Report
- b. **Facilities Subgroup: Doug Jensen** - No report
- c. **Human Resources Subgroup: Mark Bryant** –No Report
- d. **Communications Subgroup: Liz Diachun** – No Report
- e. **Educational Master Plan: Dr. Meeta Goel**

Dr. Goel gave an update on the progress to date on the EMP and looking forward to 2014-15 and 2015-16 at how they can be tweeted. A lot of data will be shared at the College-Wide Planning Day on September 26, 2014.

6. **ACTION ITEMS**

- a. **Recommendations for Recruitment of a CMS Senior Athletic Trainer, 100% budget impact, \$51,368. Budget & Finance Sub-Committee did not recommend: 4 no, 3 yes, 0 Abstained.**

Mark Bryant reported that the Budget & Finance Sub-Committee did not recommend this position. Kim Fite asked for clarity on the reporting structure for this position, in which Mark Bryant explained. The motion to approve the recommendation for recruitment of a CMS Senior Athletic Trainer at 100%: 12 in favor, 2 Opposed, 0 Abstention the motion passed to approve the recommendation. Both recommendations will be forwarded to the President.

- b. **Recommendation for Recruitment of a CMS Development Officer, 50% Foundation funded. Budget & Finance Sub-Committee recommended with consensus.**

Mark Bryant reported that this position is currently at 50%, and the proposal would be to increase to 100%. Pamela Ford asked if this is a new position. Mark Bryant response was no, this recommendation is to change the position from 50% to 100%. Pamela Ford recommended changing the word "Recruitment" to "increase." A motion was made and seconded to amend the motion to read "Recommendation for Increase of a CMS Development Officer from 50% to 100%. Motion passed with 14 in favor, 0 Opposed, 0 Abstentions. Also, a motion was made and seconded to approve the recommendation for recruitment of a CMS Development Officer: Motions passed with 13 in favor, 0 Opposed, 1 Abstention.

- c. **AVC Mission Review – Dr. Meeta Goel**

Dr. Goel reported that as of August 2014, the Mission statement was forwarded for change by AP&P, and the Academic Senate. After review (a tweeted version that is on the AVC business cards), Administrative Council recommended their changes (handout is attached). A motion was made and seconded to amend the second mission statement by removing the wording, "an institution of higher education." The committee discussed the motion in more detail. A second motion was made and seconded to add "accreditation." The motion failed. A third motion was made and seconded to strike the clause "an institution of higher education." A fourth motion was made and seconded to add "Community" in the mission statement. The group discussed this motion further. The committee went back to the original motion, which was to remove the wording, "an institution of higher education." The motion was discussed again, and Dr. Goel explained that the next step is taking it to the Campus Retreat on September 26, 2014. Dr. Beyer read AP 1200 information on the Mission Statement, and the group had more discussion. Dr. Beyer read BP 1200 info on mission statement was read by Dr. Ed Beyer. LaDonna stated that she thinks that the President want it to be discuss in a larger group discussion, and plan to see it at the AVC Campus Planning Retreat on September 26th. The group continued with more discussion. A motion was made and seconded to table the discussion.

7. **DISCUSSION ITEMS**

- a. **2014 – 2015 Draft Adopted Budget – Diana Keelen**

Diana Keelen discussed with the group the 2013-2014 estimated expenditure changes to 2014-2014 adopted budget, and the 2014-2015 adopted budget summary.

- b. **AVC 2014-2015 Reporting Cycle – Dr. Meeta Goal**

Dr. Goel asked the group to look over the reporting cycle, and to please send her your changes. She informed the group that she left off the employee survey, and want to add but will discuss with Mark.

8. **INFORMATIONAL ITEMS**

- a. **Status of Budget Requests – Diana Keelen**

Diana Keelen informed the group that they are learning a lot from the budget requests process. The Budget & Planning Committee will bring back more information, and recommendations to the SPBC.

- a. **IT Report-Rick Shaw**

No Report.

9. SPBC ADMINISTRATIVE BUSINESS

a. 2013 – 2014 SPBC Meetings

Dr. Goel discussed with the group the dates for future SPBC meetings. The group decided that the next meeting will be scheduled for August 20th, if needed.

August 6, 2014	November 19, 2014	February 18, 2015	May 20, 2015
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September 17, 2014 (Meeting Cancelled)	December 17, 2014	March 18, 2015	June 17, 2015
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October 15, 2014	January 21, 2015	April 15, 2015	July 15, 2015
November 5, 2014	February 4, 2015	May 6, 2015	

10. OPEN FORUM

11. ADJOURNMENT

The meeting was adjourned at 4:05p.m.

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

Subject: Budget & Finance Agenda Items for SPBC

From: Diana <dkeelen@avc.edu>

Date: 9/25/2014 9:42 AM

To: "Dr. Meeta Goel" <mgoel@avc.edu>, Ed Beyer <ebeyer@avc.edu>

Meeta,

The agenda items for SPBC are as follows:

Information Items:

- 2 Counseling Positions (Categorically grant funded)-SSSP Funding,
Sal+Benes=\$104,824.10 per position totaling \$209,648.20 (High estimate using
Master's & Step 10)

- 2 Education Advisor Positions (Categorically grant funded)-SSSP Funding,
Sal+Benes=\$72,721.73 per position totaling \$145,443.46

Total SSSP Budget Impact Estimate = \$355,901.66

Respectfully,

Diana

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PART I

page 3 : **Advancing Student Success in the California Community Colleges**

- Introduction
- Overview of Recommendations
- 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

page 7 : **Recommendation 1**

Increase College and Career Readiness

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

page 31 : **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

page 44 : **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 regulation.

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, Statutes, and Title 5 regulations to fund and implement the new Student Support Initiative as outlined above.