



Faculty Professional Development Committee Agenda	March 13, 2019 L-201 2:15 - 3:45 p.m.
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Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member
- Dr. Irit Gat, Administrative Council Member
- Dr. Ken Shafer, Faculty Member
- Jane Bowers, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- L. Denise Walker, Faculty Member – Susan Snyder, Proxy
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- John Wanko, Faculty Union Rep
- Dr. De’Nean Coleman-Carew, Faculty Member
- Dr. Jeffery Cooper, Faculty Member
- Dr. Barbara Fredette, Faculty Member
- Tiesha Klundt, Faculty Member
- Michelle Hernandez, Confidential Management/Supervisory/Administrators
- Rochelle Guardado, Adjunct Faculty Representative
- Monica Carreon, Classified Representative
- ASO Member – VACANT

Guests: Heidi Williams, Proxy for Kristine Oliveira

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	
III. Approval of Agenda	All	
IV. Approval of Minutes	Kristine Oliveira	A. February 13, 2017 Meeting B. February 27, 2019 Meeting



V. Discussion Items	Kristine Oliveira	A. Review FPD Proposals and FLC Proposals B. Discussion of Spring Opening Day Evaluation C. Student Performances as Standard 2 D. Instructional Exchange Program Draft Proposal E. Standard 1 Umbrella for Student Equity Events F. Standard 1 Umbrella for Division-sponsored Events <ul style="list-style-type: none">• Rona to send files to Kristine for Shared folder G. Standards Hours Structure H. FPD Credit for Proxies
VI. Action Items	Kristine Oliveira	
VII. Information Items		
VIII. Adjournment		
Next Meeting Date: March 27, 2019		



Faculty Professional Development Committee Minutes	March 13, 2019 L-201 2:15 - 3:45 p.m.
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Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member - *ABSENT*
- Dr. Irit Gat, Administrative Council Member - *ABSENT*
- Dr. Ken Shafer, Faculty Member - *ABSENT*
- Jane Bowers, Faculty Member - *ABSENT*
- Dr. Rona Brynin, Faculty Member - *ABSENT*
- Dr. Zia Nisani, Faculty Member
- L. Denise Walker, Faculty Member – Susan Snyder, Proxy
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- Nate Dillon, Faculty Union Rep
- Dr. De’Nean Coleman-Carew, Faculty Member
- Dr. Jeffery Cooper, Faculty Member - *John Wanko, Proxy*
- Dr. Barbara Fredette, Faculty Member
- Tiesha Klundt, Faculty Member
- Michelle Hernandez, Confidential Management/Supervisory/Administrators - *ABSENT*
- Rochelle Guardado, Adjunct Faculty Representative
- Monica Carreon, Classified Representative
- ASO Member – VACANT

Guests: Tim Sturm (wasn’t sure if he was a proxy or guest)

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	
III. Approval of Agenda	All	Approved
IV. Approval of Minutes	Kristine Oliveira	A. February 13, 2019 Pass. B. February 27, 2019 Meeting Pass with amends.

Approved: Faculty Professional Development Committee Meeting of March 27, 2019

<p>V. Discussion Items</p>	<p>Kristine Oliveira</p>	<p>A. Sabbatical Committee 1) Proposal – Christine Mugnolo Approved last meeting, pending admin co-chair double-check cost page. Kristine will follow-up with Duane. 2) Report from Lisa Karlstein Put on FPDC page w/Tina & Sherri’s reports. Admin: where can we publish this? Discussed finding a venue.</p> <p>B. Student Performances as Standard 2 (maybe tag it to a classroom/club) Nate & Rashall.</p> <p>C. Discussion of Spring Opening Day evaluation Continue to put pt wksp on Want coffee reception before opening session.</p> <p>D. Review FPD Proposals Homework for revision suggestions. Add Susan Snyder & John Wanko to FPD email list.</p> <p>E. FLC Proposals Mark: paired down FLC membership from this year, continue w/narrative. Kristine: Guided Pathways Social Network Analysis in order to understand obstacles in student paths. FLC Low Numbers: Help for faculty who are interested: tutorials or annotated form, samples from previous FLCs, link to other college’s FLC video presentations. FLC proposal form: eliminate redundancies.</p> <p>F. Instructional Exchange Program Draft Proposal Mark will open up the reflection piece and tie it to Guided Pathways for the next meeting.</p> <p>G. Standard 1 Umbrella for Student Equity Events All members review for homework; bring back revision suggestions.</p> <p>H. Standard 1 Umbrella for Division-sponsored Events See email attachment from Rona.</p> <p>I. Standards Hours Structure – <i>TABLED</i></p> <p>J. FPD Credit for Proxies - <i>TABLED</i></p>

		<p>K. 2018-19 Subcommittee goals, ongoing and new – <i>TABLED</i></p> <p>L. Including programs with samples into FPD Handbook 2019-10</p> <p>Mentioned briefly that we might consider pulling in all program information with samples into the handbook instead of asking faculty to navigate the FPDC website.</p>
VI. Action Items	Kristine Oliveira	<p>A. Sabbatical Committee</p> <p>1) Proposal – Christine Mugnolo</p> <p>No need to vote since the committee previously approved the revisions. Waiting on Duane’s verification that the cost calculation is correct.</p> <p>2) Report from Lisa Karlstein</p> <p>Approve the report and pass it on to the Academic Senate. Motion passes.</p> <p>B. FPD Proposals – <i>TABLED TO NEXT WEEK</i></p> <p>C. FLC Proposals – <i>TABLED TO NEXT WEEK</i></p> <p>D. Student Performances as Standard 2 – <i>TABLED TO NEXT WEEK</i></p> <p>E. Instructional Exchange Program Draft Proposal – <i>TABLED TO NEXT WEEK</i></p> <p>F. Standard 1 Umbrella for Student Equity Events – <i>TABLED TO NEXT WEEK</i></p> <p>G. Standard 1 Umbrella for Division-sponsored events – <i>TABLED TO NEXT WEEK</i></p> <p>H. Standards Hours Structure – <i>TABLED TO NEXT WEEK</i></p> <p>I. FPD Credit for Proxies – <i>TABLED TO NEXT WEEK</i></p> <p>J. Including programs with samples into FPD Handbook 2019-20</p>
VII. Information Items		<p>A. Guided Pathways Implementation Guidelines – NOVA Report</p> <p>B. CSUN MBA recommendations for AVC Guided Pathways</p> <p>C. Center for Teaching and Learning (CTL) Program Overview, updated</p> <p>D. Email from President Knudson re: A.S. Coordinator duties in relation to FPD Committee</p>
VIII. Adjournment		
Next Meeting Date: March 27, 2019		

Kristine - Copy of FPD Proposal Form 2019-20 (Responses)

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
1	Standard 2	AVC Performing Arts Showcase	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Performing Arts Department presents works from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No		
2	Standard 2	AVC Rock Band Fall Concert	No	Gary Heaton-Smith	Gary Heaton-Smith	2	Black Box Theatre	The AVC Rock Band presents popular tunes selected by participating students. This is a wonderful opportunity to experience new (and familiar) sounds while meeting and bonding with fellow colleagues. Join us for an evening of high energy musical performances as we 'rock' our way through fall.		No		
3	Standard 2	AVC Test Flight Fall Concert	No	Gary Heaton-Smith	Gary Heaton-Smith	2		The AVC Commercial Music Ensemble, Test Flight, presents popular tunes from the 20th and 21st centuries. This is a wonderful opportunity to experience new (and familiar) sounds while meeting and bonding with fellow colleagues. Join us for an evening of high energy musical performances as we 'rock' our way through fall.		No		
4	Standard 2	Fall 2019 Students Who Hit Stuff: A Night of Percussion	No	Gary Heaton-Smith	Gary Heaton-Smith	1	PAT	Percussionists of AVC presents works from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience the exciting sounds of percussion while meeting and bonding with fellow colleagues.		No		
5	Standard 2	AVC Symphonic Band: "As a Wind from the North"	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Symphonic Band and friends presents Robert Sheldon's iconic work "As a Wind from the North" in addition to other repertoire from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No		
6	Standard 2	AVC Symphonic Band: "And Hope Led Them Home"	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Symphonic Band and friends present Patrick Roszell and Justin Williams' iconic work "And Hope Led Them Home" in addition to other repertoire from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No		
7	Standard 2	AVC Symphonic Band: "Early Light"	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Symphonic Band and friends presents Carolyn Bremer's iconic work "Early" in addition to other repertoire from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No		

Kristine - Copy of FPD Proposal Form 2019-20 (Responses)

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
8	Standard 2	Spring 2020 Students Who Hit Stuff: A Night of Percussion	No	Gary Heaton-Smith	Gary Heaton-Smith	1	PAT	Percussionists of AVC present works from diverse cultures, time periods, and in various styles. This is a wonderful opportunity to experience the exciting and new sounds of percussion while meeting and bonding with fellow colleagues.		No		
9	Standard 2	AVC Rock Band Spring Concert	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Rock Band presents popular tunes selected by participating students. This is a wonderful opportunity to experience new (and familiar) sounds while meeting and bonding with fellow colleagues. Join us for an evening of high energy musical performances as we 'rock' our way through spring.		No		
10	Standard 2	AVC Test Flight Spring Concert	No	Gary Heaton-Smith	Gary Heaton-Smith	2	PAT	The AVC Commercial Music Ensemble, Test Flight, presents popular tunes from the 20th and 21st centuries. This is a wonderful opportunity to experience new (and familiar) sounds while meeting and bonding with fellow colleagues. Join us for an evening of high energy musical performances as we 'rock' our way through spring.		No		
11	Standard 1	OER Initiative—Using Online, No-Cost Textbooks	No	C. Hood, R. Jennings, M. Jaffe	C. Hood	8/16 is back to school or 3 hours normal	SSV 151	Community college instructors across the state and across the disciplines are exploring online educational resources (OER), usually in the form of free, downloadable textbooks. Rachel Jennings will share her findings from a sabbatical, while Charles Hood, the Academic Senate's liaison to OERI, will update us on the latest trends and resources. (He was perhaps the most skeptical adopter of all.) OER materials do work; Dr. Jaffe will share his experiences using them for in-person classrooms, while Hood and Mitchell will talk about them in online courses.		No		
12	Standard 2	What Great Art Teaches Us About How to be Great Teachers	No	C. Hood and S. Tafarella	C. Hood	3 hours ((note there are two events))	off campus	Art is never just decorative: from Christian values to radical new ways to invent the self, art often is highly (yet silently) didactic. Charles Hood and Santi Tafarella will return to the Norton Simon Museum, sharing the ways that art can teach us how to teach better and more efficiently. Last year's trip was over-booked so have two dates, fall and spring. Due to museum policies, we can only take 15 people each visit, and so if you bring your family, they can meet you there but can't be part of the formal event. Sign-up and ride-share info will be announced in late August.		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
13	Standard 2	Coddling of the American Mind	No	C. Hood	C. Hood	3	SSV 151	Are students being encouraged to be afraid of ideas? As a society, we seem to have a hard time figuring out how to talk about controversial topics without threatening to sue the pants off each other. From trigger warnings to outright censorship, this has a chilling effect on free inquiry and critical thinking. Our event takes as starting point an article published in The Atlantic and will move on to examine the threats and possibilities we all face today. This is an open forum event, not a lecture, as we talk through where the boundaries are now and where we want them to be in the future. Copies of the article will be available ahead of time.		No		
14	Standard 1	Cell Phones and Polaroids in the Classroom: Creative Tricks for Kinesthetic Learning	No	C. Hood	C. Hood	3	SSV 151	Our phones are our cameras now, yet our cameras can be educational tools. This hands-on workshop will show ways that in- and out-of-class pictures can be used to reinforce lessons about everything from basic grammar to the periodic table of elements. Polaroids too are now back from the dead, and analog photos have a great value as well. Bring your cell phone and your curiosity, and be prepared to come away with new ideas for innovative teaching.		No		
15	Standard 2	Shall We Dance? West Coast Swing	Yes	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	PA114	<p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>West Coast Swing (WCS) is characterized by an elastic look that results from extension-compression technique of partner connection. The dance allows for both partners to improvise steps while dancing together. WCS has become very popular in southern California in the past several years.</p> <p>This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Bring water and be ready to sweat.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
16	Standard 2	Shall We Dance? Bachata	Yes	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	PA114	<p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>Bachata originated in the Dominican Republic; it is characterized by a specific hip accent, which lovers may dance it very sexy. In southern California, it is a popular club dance as well as Salsa.</p> <p>This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Bring water and be ready to sweat.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No		
17	Standard 2	Shall We Dance? Waltz	Yes	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	PA 114	<p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>Waltz - the queen of the ballroom dance has one of the most beautiful dance forms. We will start with the correct timing and lead you through the beauty of the pair dance world. Is anyone in your family getting married? This is the perfect opportunity.</p> <p>This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Bring water and be ready to sweat.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
18	Standard 1	ADN Faculty Meeting	Yes	Dr. Casey Scudmore	Dr. Casey Scudmore	2	UH194	The faculty of the ADN program in conjunction with students and adjuncts will meet to discuss instructional techniques that contribute to classroom success, the need for policy formation, and program events contribution not only to student success but future educational efforts post graduation.	We plan to meet once monthly in fall and spring.	No		
19	Standard 1	The Active Classroom	No	Dr. Casey Scudmore	Dr. Casey Scudmore	2	UH building	This presentation will teach fun, engaging methods that can be utilized in classrooms to increase student active participation in learning. Some methods will be technology based while others will be simple to use non-technological methods.		No		
20	Standard 1	Orientation for Adjunct Associate Degree Nursing Faculty	Yes	Dr. Casey Scudmore	Dr. Casey Scudmore	4	UH201	This event is for orienting and mentoring adjunct faculty in the nursing department. Topics that will be included are an overview of the curriculum, CORs, SLOs, PLOs, grading clinical worksheet using a rubric, Kaplan Integrated Testing Program and NCLEX-RN® Review, an online learning resource, simulation and the skills lab, student and faculty handbooks, evaluation of students, professional development obligations, access to myavc and Canvas, and the logistics on how we work including everything from parking to paychecks.	This presentation should run in Fall and Spring on both dates listed.	No		
21	Standard 2	Raising Social Awareness through the law scholar program	No	Rosa Fuller, Bahareh Beheshti, Towana Catley, Carlos Pinho + Alberto Mendoza	Rosa B. Fuller	2 hours	SSV 151	Learn about the nature and purpose of the pre-law program on campus, known as Law Scholars from the interdisciplinary faculty who direct the program on campus. Hear a description of the required curriculum, service hours, how it fits in with graduation and transfer goals and how you can plug in. Understand how this program can help raise awareness on social justice topics. Hear from AVC transfer students who have gone through the program and are now at a four year campus, or at a law school. Get ideas on social justice topics that can be introduced in your classroom.		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
22	Standard 2	Traditional Music and Dance of Ireland	Yes	Aurora Burd and Peter McLoughlin	Aurora Burd	2	Choir Room (FA3-162)	Learn about the rich musical tradition of Ireland just in time for St. Patrick's Day! Presenters will perform on fiddle, wooden flute, and tin whistle and discuss the heritage and cultural background related to the music. Continuation of last year's event -- this year will focus on repertoire and style differences related to different regions of Ireland.	I've discussed event with Dr. Newby & checked with Music Dept about date/location. Event should be in evening but I expect to have class TR nights so FSA would be best for this recital/discussion.	No	0	n/a
23	Standard 1	Office for Students with Disabilities: A collaboration with faculty	No	John Wanko, Tamira Palmetto-Despain, Louis Lucero, Harry Pleer, Ken Sawicki, Ann Loi	John Wanko	1 hour 20 minutes	SSV 151	This presentation will provide an overview of the accommodations commonly provided for students with disabilities as well as the forms and procedures used to facilitate collaboration between the OSD, students and instructors to maximize student success. Common functional limitations that students experience will be discussed. The laws that mandate accommodation will also be reviewed. Additionally, there will be demonstration of some of the assistive technologies provided through OSD and an opportunity for faculty to try out the technology.	Request a room with several tables upon which assistive technology devices can be placed. We would also like 10 minutes during the Fall Opening Day morning session to introduce OSD faculty and staff	No		
24	Standard 1	Meet the BIT/CARE Team	Yes	Dr. Jill Zimmerman + BIT/CARE Team	Jennifer Winn	2	Student Lounge	Introducing the BIT/CARE Team and their role on campus to provide support to faculty and staff and their planned approach to addressing behavioral concerns on campus for those in need before crisis emerge.	N/A	No	N/A	N/A
25	Standard 1	KOGNITO Training	Yes	Dr. Jill Zimmerman	Jennifer Winn	2	Student Lounge	Hands-on Kognito Training consists of training simulations to help provide individuals with knowledge and identify steps you should take in certain situations that may be of concern.	N/A	No	N/A	N/A

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
26	Standard 2	Alfonso Cuarón's Roma and Indigenous People in Latin American Film	No	Dr. Ariel Zatarain Tumbaga	Ariel Zatarain Tumbaga	2	A room with a large screen/project or is preferable.	"Alfonso Cuarón's Roma & Native People in Latin American Film" presents the importance of film Roma (2018) by exploring the representation of Native people in Latin American film, and Mexican film specifically. We will explore and discuss international cinematic conventions established by filmmakers like Sergei Eisenstein and Robert Flaherty, in which indigenous people are the subjects, albeit not the producers, of Native depictions on film. We will also learn about the conventional "movie Indian" speech, demeanor, and the complications of "Red face"/"Brown face" in countries whose populations are indigenous mestizo, that is racially mixed. While Roma offers a humanized, sympathetic portrayal of an indigenous woman played by a Native Mixtec actress Yalitza Aparicio, many critics feel that Cuarón's film continues the pattern of nonindigenous Latin American representations of indigenous people at the movies.		No		
27	Standard 2	Ecocize: Thinking about Exercise and the Environment	No	Bill Vaughn, Brian Palagallo, Santi Tafarella, Ashley Smith, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	3	Uhazy Hall 201	How (and whether) one exercises has environmental impacts fascinating to explore, and with numerous pedagogical implications. In this presentation, the AVC Environmental Group, an advisory group to the Academic Senate, will reflect on ecocize—the interactions between exercise and the environment. We'll explore everything from the neurological impacts exercise has on the brain, to standing desks, to gyms that generate electricity from indoor bicycles. We'll raise questions such as these: how does exercise or the lack of exercise impact learning, eating habits, discipline, and the environment? Are there green ways to exercise? How might exercise trigger wide ranging system effects, both within an organism and without? What teachable moments can come from thinking about exercise in the light of ecological awareness?		No	NA	NA

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
28	Standard 2	Slow Seeing, Slow Food, Slow Living: Ecology, Education, and the Arts of Linger	No	Bill Vaughn, Brian Palagallo, Scott Covell, Santi Tafarella, Rachel Jennings, Ashley Smith, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	3	Uhazy Hall 201	In the fourth chapter of Walden, Thoreau wrote, "I love a broad margin to my life. Sometimes, in a summer morning, having taken my accustomed bath, I sat in my sunny doorway from sunrise till noon." Is this sort of quiet lingering even thinkable for professors and students in the distracted, cellphone obsessed, hard-driving, and fast consuming 21st century? In this presentation, the AVC Environmental Group, an advisory group to the Academic Senate, will explore, via Powerpoints and small and large group activities, arts of lingering, and how we might practice them with our students. From journal writing and nature sketching to looking closely at a painting, we'll reflect on how to slow down and see; on education as a practice of quieting the mind, thinking carefully, and noticing.		No	NA	NA
29	Standard 2	Pack It In, Pack It Out: Energy, Waste Minimizing, Recycling, and Global Citizenship	No	Bill Vaughn, Brian Palagallo, Scott Covell, Santi Tafarella, Ashley Smith, Andrew Mashhour, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	3	Uhazy Hall rm 201	Demographers expect global population to reach ten billion people by 2050, and the college's third Institutional Learning Objective (ILO) is the promotion of global citizenship. In this presentation, the AVC Environmental Group, an advisory group to the Academic Senate, will reflect on ways the college might support our third ILO via professor and administrator role modelling of ecologically sustainable habits and practices. What might it mean, for example, to bring the camping ethos of "pack it in, pack it out" to the college campus itself? Do we really need vending machines at AVC? How might we turn old shirts into reusable bags? We'll explore issues surrounding waste streams, resource sharing, and teachable moments via Powerpoints, videos, and small and large group discussions and activities.		No	NA	NA
30	Standard 2	What's Your Foodprint?: Thinking about Carbon Footprints, Methane Footprints, Water Footprints, and Other Eco-Footprints	No	Bill Vaughn, Brian Palagallo, Santi Tafarella, Ashley Smith, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	3	Uhazy Hall 201	The AVC Environmental Group, an advisory group to the Academic Senate, will spend the evening reflecting on the concept of the "eco-footprint." From carbon offsets to "flightprints," noticing, and even calculating, one's impact on the environment can function as a teachable moment—but what, exactly, does it teach? Is this a useful pedagogical tool? This will be a non-didactic, critical reflection on a complicated subject. It will include Powerpoint presentations as well as small and large group discussions.		No	NA	NA

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
31	Standard 2	Is AVC a Mindful Eating Campus?	No	Bill Vaughn, Brian Palagallo, Santi Tafarella, Ashley Smith, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	3	Uhazy Hall 201	In this presentation, the AVC Environmental Group, an advisory group to the Academic Senate, will explore the food culture functioning around AVC's campus in light of the college's third ILO (global citizenship). How can we do better in using the campus for teachable moments surrounding food issues and the environment? This discussion will include Powerpoints and reflection in both large and small groups.		No	NA	NA
32	Standard 2	AVC's Second Annual Environmental Summit 2020	Yes	Bill Vaughn, Brian Palagallo, Santi Tafarella, Matt Rainbow, Ashley Smith, Mike Hutchison, Andrew Simpson, and other members of the AVC Environmental Group, an advisory group to the Academic Senate	Santi Tafarella	5	Uhazy Hall 201 or The Performing Arts Center	This half day mini-conference will reflect on sustainability in relation to water, energy, food, wellness, materials, waste, community, social justice, pedagogy, and aesthetics. It will be hosted by members of the AVC Environmental Group, an advisory group to the Academic Senate, and will consist of panel discussions and dynamic, featured speakers.	We anticipate growth surrounding this event, and thus request, if possible, the Performing Arts Center for this activity. If this is not possible, then Uhazy Hall 201 is acceptable.	No	NA	NA
33	Standard 2	Traditional Music and Dance of Ireland	Yes	Aurora Burd	Aurora Burd	2	Choir Room (FA3-162)	Learn about the rich musical tradition of Ireland just in time for St. Patrick's Day! Presenters will perform on fiddle, wooden flute, and tin whistle and discuss the heritage and cultural background related to the music. Continuation of last year's event -- this year will focus on repertoire and style differences related to different regions of Ireland.	I've discussed event with Dr. Newby & checked with Music Dept about date/location. Event should be in evening but I expect to have class TR nights so FSa would be best for this recital/discussion.	No	0	n/a

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
34	Standard 2	Flowers: Dress for Sex	No	Patricia M. Palavecino	Patricia M. Palavecino	2 hours	Uhazy Building	<p>"The flower is the poetry of reproduction. It is an example of the eternal seductiveness of life". Jean Giraudoux</p> <p>The angiosperms or flowering plants are the most successful and diverse group of plants on earth with around 260,000 living species at present. Its distinctive feature, the FLOWER, takes on a very crucial role for their survival; the function of reproduction. Flowers produce and give away the male gametes, guide them to the female gametes, protect their male and female tissues, and protect the future seeds as they develop. Flowers control plant reproduction and the balance between in and out-breeding; but they are immobile. So, pollination comes to the picture. This is a key mutualistic process between two different organisms that exercise the most basic type of exchange; sex for food. This presentation will explore examples of how flowers encourage animal visitors.</p>	projector for PowerPoint presentation	No		
35	Standard 2	Don't Believe Your Eyes: The Science of Visual Illusions	No	David Lewis, PhD	David Lewis, PhD	1		<p>Psychology has studied perception from the very beginning. Often, focusing on how a system fails can be the most effective way to learn how it works. In this seminar a series of visual illusions will be presented, along with findings from psychophysical research conducted to explain them. Audience participation is encouraged, but not required. Additionally, some of the illusions are audiovisual, meaning that those that are deaf or hard-of-hearing will not be deceived.</p>		No		
36	Standard 1	skills usa covention	No	skills usa	loreano florez	48 hrs	san bernardino convention center	student and instructor motivation in trades		Yes	1258.5	travel and food
37	Standard 2	skills club meeting	No	student body	lorano florez	20	skills club meeting	skills club menter		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
38	Standard 2	Six Legs Are Better: A Cultural History of Entomology	No	Zia Nisani	Zia Nisani	2	UH 103, 105, 109 or ssv 151	Insects long have not only fascinated biologist but also linguists, human sociologists, and even cyberneticians. At the end of the nineteenth century, insects seemed to be admirable models for human life and were praised for their work ethic, communitarianism, and apparent empathy. At the same time, some insects such as ants came to symbolize one of modernity's deepest fears: the loss of selfhood. Researchers viewed the ant colony as an unthinking mass, easily ruled and slavishly organized. In this presentations, the audience will be taken on a journey exploring insects and the role they play in the world and how this hidden realm impacts us.	none	No		
39	Standard 1	Using case studies in Biology classes	Yes	Zia Nisani	Zia Nisani	2	Any room in UH	Case studies have a long history in business, law, and medical education. Their use in science education, however, is relatively recent. Cases can be used not only to teach scientific concepts and content, but also process skills and critical thinking. And since many of the best cases are based on contemporary, and often contentious, science problems that students encounter in the news, the use of cases in the classroom makes science relevant. In this presentation we will explore the benefits of case studies in classroom and participate in a hands-on activity utilizing a case study in biology.		No		
40	Standard 2	Scorpions and their venom	No	Zia Nisani	Zia Nisani	2	Any UH room or SSV	Scorpions have been subject of both fascination and scorn by humanity. Revealed in some culture and yet hated by others. In this presentation we will explore the fascinating world of scorpions from a point of view of someone that has dedicated 10 years of their life studying these creatures. We will take a journey looking at their biology and influence on folklore. Live and/or preserved scorpions might be present at this presentation.		No		
41	Standard 2	Food borne illness; Epidemiology, common causes, and prevention	No	Dr. Bassam Salameh	me	2 hours	HS201	This will be a presentation on the definition of food borne illness, Epidemiology, causes, effects, common misconceptions, and prevention methods. Discussion to include travelers' diarrhea, and some case presentations on how these illnesses have affected populations in the US and elsewhere. The latest CDC information and outbreaks will be a topic of discussion. Common causes, treatments, and prevention will discussed.	Computer and projector and internet connection.	No	none	NA

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
42	Standard 2	Infectious Disease Update	No	Dr. Bassam Salameh	me	2 hours	UH201	This presentation will include the latest updates on information from the CDC and WHO on the latest outbreaks of infectious disease affecting our community and travelers abroad. What diseases should we be worried about, how can they affect us and how can we prevent them. The discussion will include the latest data on the Epidemiology and history of selected infectious diseases, to include measles, Ebola hemorrhagic fever, Zika viral infections, and others. It is suggested that folks who wish to attend this and have questions can submit these questions for discussion as time permits. The latest information will be presented based on numbers from the CDC and WHO.		No	none	NA
43	Standard 2	One night with Venus and a lifetime with mercury; A history of The Great Pox, Syphilis	No	Dr. Bassam Salameh	me	2	UH201	This presentation will include a discussion of the disease known as Syphilis, history, causes, Epidemiology, treatments, misconceptions, and prevention through behavioral modifications as a vaccine is not available. This disease known throughout history as the scourge of nations has made a comeback in this country and the state of California where we are seeing billboards in high risk areas warning people of the disease affecting everyone including the unborn. The discussion will include the latest numbers from the CDC and possible causes for the comeback of this disease. I may have a guest speaker via Skype who is an expert on the topic.	PLEASE try to schedule this on Valentine Day February 14th, 2020 if possible, would make the topic more relevant to the occasion.	No	NONE	NA
44	Standard 2	The Epidemiology of Sexually Transmitted Diseases	No	Dr. Bassam Salameh	me	2	UH201	This presentation will include a very factual discussion of Sexually Transmitted Diseases affecting our population, especially individuals in our student population age bracket. The most common diseases will be identified and discussed from a historical and Epidemiological aspect, treatments, prevention through behavioral modification and disease awareness. Focus will be on Gonorrhea and Chlamydia with the more recent developments on antimicrobial resistance.	If this can be scheduled for Valentine Day, that would be great.	No	None	NA
45	Standard 2	AIDS Update: History, Epidemiology, and current treatments and possible cure?	No	Dr. Bassam Salameh	me	2	UH201	This presentation will include the latest information from the CDC and WHO regarding Epidemiology, history, latest developments in treatments and possible cure. Why is it that some people never develop AIDS and what makes them resistant. There appears to be a leveling of a downward trend in new cases of HIV in the US since 2016; does this mean HIV is making a comeback?		No	none	NA

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
46	Standard 1	Read to Succeed Event and Discussion Forum	No	Morenike Adebayo-Ige, Danielle McCabe, Linda Parker, Karen Heinzman	Morenike Adebayo-Ige	2 hours	ME 114	Read to Succeed is a campus wide initiative to get students, instructors, staff members and administrators to read and discuss the same book. The positive learning community formed through reading collaboratively results in a number of academic skills such as acquisition of knowledge, improved concentration, stronger reasoning/critical thinking, expansion of one's world view and stress reduction. These opportunities provide potential for relationship building and mentoring opportunities, as well as the sharing of narratives. As it moves into its third year, we would like to extend professional development credit to active participants who attend, participate and/or facilitate RtS events and utilize the boundaries of the classroom with innovative support activities.	We would like to add in more dates for Spring 2020, especially the three hour finale event.	Yes	Funding is provided by Student Equity	Books, supplies, promotional materials, stipends for visiting authors/presenters.
47	Standard 1	Apocalypse Now: Evidence That Humans Are Crashing the Earth's Ecosystem Services	No	Matthew Rainbow	Matthew Rainbow	3	UH 201	Human beings, empowered by the profligate use of fossil fuels, have precipitated a planet-wide mass extinction event. We are destroying, through habitat destruction, pollution, and global warming, the natural biological systems that provide us with the oxygen we breathe, the clean water we desire to drink, and the food we must eat. We will examine the scientific evidence that this is not just environmentalist alarmism but is actually happening now, and we will discuss what humans must do to save ourselves.	Need to be in UH 201	No		
48	Standard 2	How a Plant-Based Diet Can Save Your Live and Save the Planet	No	Matthew Rainbow	Matthew Rainbow	3	UH 201	The evidence that plant-based diets can stop and reverse heart disease, diabetes, cancer, and a host of other illnesses is now overwhelming. We will look at this evidence in terms of biochemistry and cell biology. We will also explain how going to a plant-based diet is also by far the most powerful thing an individual can do to help save the health of the planet. At the end we will make suggestions for how to actually convert from an animal-product-consuming diet involving meat, dairy and eggs, to a plant-based diet, and enjoy doing it.	I need to give this in UH 201	No		
49	Standard 1	Understanding the Molecular Cell Biology of Cancer	Yes	Matthew Rainbow	Matthew Rainbow	3	UH 201	Molecular biologists understand well what causes cancer. We will explain the twelve things that have to happen to create a truly deadly cancer, how the probability of those twelve things happening is rather low, how many doctors overreact to cancer with fatal results, and how the human immune system can often defeat cancer if it is not compromised by poor diet, obesity, inordinate amounts of stress, cytotoxic chemotherapy or radiation.	I need to present this in UH 201	No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
50	Standard 2	The Gospel of Mark and the Origins of Christianity	No	Matthew Rainbow	Matthew Rainbow	3	UH 201	It can be and has been argued that the Gospel of Mark, probably written just after the destruction of Jerusalem by the Romans in 70 AD, is the single most important literary work ever written. This is because it was the first biographically oriented document concerning Yeshua of Nazareth, single-handedly creating the incomparable image of "Jesus Christ the son of God" which all three subsequent gospels Matthew, Luke and John were directly patterned after, and anchoring the story of Jesus for the first time in history.	I need to present this in UH 201	No		
51	Standard 2	Communication Studies Day	No	Communication Studies Faculty	Richie Neil Hao	3 hours	SSV 151	Communication Studies Day introduces AVC students and community to the AA-T degree in Communication Studies and its endless professional opportunities through degree informational session, guest speaker, and student showcase event.	Depending on the availability of the guest speaker, we may have to move the event to Oct. 17th. I'll let you know as soon as possible if that's the case. I would like to request an interpreter.	Yes	1,500	Guest speaker's honorarium, travel-related expenses (airfare, lodging, mileage, etc.), meals, promotional materials to advertise the event, fees associated with room reservation and equipment (if applicable), interpreter, and refreshments.

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
52	Standard 2	Gone with the Wind: The Good, the Bad and the Very Ugly	No	Scott F. Covell, Katherine Mitchell, Charles Hood, Karen Lubick, Jeffrie Ahmad	scott covell	3	LH 201, SSV 151	This year marks the 80th anniversary of "Gone with the Wind." The classic Hollywood movie, based on the controversial novel written in 1936 by Margaret Mitchell, is directed by Victor Fleming, starring Clark Gable and Vivien Leigh. Major theaters around the country are promoting their showing of this "fabulous film masterpiece" that is still adored by millions. However, recent criticism has focused on several major problems with this romantic fantasy of antebellum Southern life, such as its absurd benevolent portrayal of slavery. This presentation will feature discussion of iconic cinematic moments, the role of the women in the film--with emphasis on "Mammie," an examination of a more accurate and superior account of slave life in Olaudah Equiano's 1789 classic autobiography, a tour of the new Whitney plantation museum in Louisiana, and a discussion of the role of best sellers like "Gone with the Wind" in American cultural history.		No		
53	Standard 2	The Woodstock Music Festival: 50 Years Later	No	Scott F. Covell, David Lewis (Film Studies), Noah Stepro	scott covell	3	LH 201, SSV 151	Woodstock, NY, 1969. "People of all ages and colors came together in the fields of Max Yasgur's farm," says legendary folk performer, Richie Havens; and as Edgar Winter adds: "all these people united in such a unique way." They came by the thousands to watch many of the best bands and performers of the time: from Jimi Hendrix to The Who; from Santana to Joan Baez and Crosby, Stills and Nash. In this presentation we will examine some of the amazing moments of the festival, as depicted in the film, directed by Michael Wadleigh (known for its revolutionary filming techniques, and examine highlights of the festival and the film from a cinematic, musical, historical, and pedagogical perspective, exploring why it was such a unique and important event in American cultural history.		No		
54	Standard 1	Open Forum on Institutional Diversity	No	Mark Hoffer and others	Mark Hoffer	2	SSV 151	Building on the last open forum on race and diversity from Spring Opening Day 2019, this Standard 1 event allows the campus to continue discussions and the sharing of perspectives and instructional techniques related to diversity. This ongoing forum structure is intended to foster a campus atmosphere of critical reflection, self-awareness, and collegiality, and lead to the transformation and evolution of curricular, administrative, and institutional practice.	None	No	N/A	N/A

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
55	Standard 2	Ghostland I: Cultural Narratives and Historical Ghosts of America	No	Jeffrie Ahmad, Mark Hoffer, Kathryn Mitchell	Mark Hoffer	3	SSV 151	Part I of this three-part FPD event shares more of the work of last year's faculty learning community (FLC) on narrative. This first installment draws from Colin Dickey's "Ghostland: An American History in Haunted Places" and its consideration of such topics as Thomas Jefferson, Manifest Destiny, and the Salem Witch Trials. What made these figures and movements particularly "American," and how do their storylines relate to contemporary American phenomena such as #MeToo, Black Lives Matter, and the election of Donald Trump? Join us for an interdisciplinary, thought-provoking event!	None	No	N/A	N/A
56	Standard 2	Ghostland III: Haunted Narratives in American Literature, Film, and Popular Culture	No	Scott Covell, Brian Palagallo, John Toth, William Vaughn	Mark Hoffer	3	SSV 151	Part III of this three-part FPD event showcases more of the work of last year's faculty learning community (FLC) on narrative. This third part takes its inspiration from Colin Dickey's "Ghostland: An American History in Haunted Places" and his look at narrators and narratives ranging from Nathaniel Hawthorne and Shirley Jackson to "The Shining," "Poltergeist," and the "American Horror Story" TV series. Join the panel for an insightful, interdisciplinary consideration of the ways America artistically confronts--and avoids--its most haunted and haunting aspects.	None	No	N/A	N/A
57	Standard 2	Ghostland II: The Underground Waves of Underwater Sound	No	Tino Garcia; Vejea Jennings	Tino Garcia	2	SSV 151	What do the chronicles of America's haunted places and the underground sounds of hip-hop share? Both are haunted by, and awash in, the reappearing-yet-disappearing ghosts of slavery. This presentation is Part II of a three-part series that grows out of last year's faculty learning community on narrative that is rooted in Colin Dickey's Ghostland: An American History in Haunted Places. We will examine how the sounds and lyrical narratives of hip-hop, in harmony with African-American literature, break down, re-sound, re-versify, and reckon with America's haunting past.		No		
58	Standard 1	Shakespeare's Music - Now and Then	No	Eugenie Trow, Rachel Jennings, Cindy Littlefield, Gary Heaton-Smith	Eugenie Trow	2	PAT or FA2 130	The great jazz musician Duke Ellington wrote "Such Sweet Thunder," inspired by Shakespeare and his characters. Elizabeth I wrote music that Shakespeare heard in his lifetime. Explore how music inspires and is inspired by him with Music Instructor Gary Heaton-Smith, English professor Dr. Rachel Jennings, Choreographer Cindy Littlefield, and Theatre/Math professor Eugenie Trow. [1]		No		

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
59	Standard 2	AVSOMC Season Premier	No	Dr. David Newby	Dr. David Newby	2	Performing Arts Theatre	Pianist Thomas Binkley Arne joins the Antelope Valley Symphony to perform Ravel's Concerto for the Left Hand. Other repertoire TBA for the AVSO, which contracts professional orchestra musicians to mentor AVC's student orchestra musicians.		No	None	N/A
60	Standard 2	AVSOMC Seasonal Classics	No	Dr. David Newby	Dr. David Newby	2	Performing Arts Theatre	The Antelope Valley Master Chorale and student soloists join the Antelope Valley Symphony Orchestra to perform classical masterworks inspired by the holiday season.		No	None	N/A
61	Standard 2	AVSOMC Virtuoso Soloists	No	Dr. David Newby	Dr. David Newby	3	Performing Arts Theatre	Winners of the AVSOMC concerto competitions and the AVC Student-Aria Competition perform solos with the Antelope Valley Symphony Orchestra at 8 p.m. Winners of the AVSOMC Bach Competition perform a 7 p.m. pre-concert recital.		No	None	N/A
62	Standard 2	AVSOMC Presents Carmina Burana	No	Dr. David Newby	Dr. David Newby	2	Performing Arts Theatre	The Antelope Valley Master Chorale and Cottonwood Children's Choir join the Antelope Valley Symphony Orchestra perform Carl Orff's "Carmina burana." Based on medieval student poetry and songs, Orff's masterwork celebrates youth, love, satire, and fortune's changing tides.		No	None	N/A
63	Standard 2	AVSOMC 2020 Gail Newby Concerto Competition, Piano	No	Dr. David Newby	Dr. David Newby	3	Performing Arts Theatre	Participants attend the AVSOMC's 2020 Gail Newby Concerto Competition, Piano as audience members. Pianists 26 years old or younger perform concerto movements. One performer will be awarded a scholarship and will perform with orchestra on AVSOMC's March 21, 2020 concert. Participants may attend all or only part of this event, subject to the constraints of audience decorum.		No	None	N/A
64	Standard 2	AVSOMC 2020 Gail Newby Concerto Competition, Instrumental [2]	No	Dr. David Newby	Dr. David Newby	3	Performing Arts Theatre	Participants attend the AVSOMC's 2020 Gail Newby Concerto Competition, Instrumental as audience members. Pianists 26 years old or younger perform concerto movements. One performer will be awarded a scholarship and will perform with orchestra on AVSOMC's March 21, 2020 concert. Participants may attend all or only part of this event, subject to the constraints of audience decorum.		No	None	N/A
65	Standard 2	Dr. Richard Carrier on the Historicity of Jesus	No	David Newby, Matthew Rainbow, Matthew Jaffe, Kenneth Shafer	David Newby	2	FA3-162	Dr. Richard Carrier will present a lecture that challenges the assumption that Jesus was an historical figure. A question-answer session moderated by the contributors will follow. Carrier is a noted historian and the author of many books and numerous articles online and in print. His avid readers span the world from Hong Kong to Poland. With a Ph.D. in ancient history from Columbia University, he specializes in the modern philosophy of naturalism, humanism, and feminism, and the origins of Christianity.	Other presenters may be added.	Yes	\$500	\$300 for speaking fee, \$151 for lodging and \$49 for food

	Standard	Event Title	Repeat?	Presenter/s	Coordinator	Length	Location	Event Description	Info or Request	Funding?	Amount	Rationale
66	Standard 1	Everybody On Your Feet	No	Cidny Littlefield, Eugenie Trow, Dr. Darcy Wiewall	Eugenie Trow	2	PAT	To help students figure out the relationships between the things that they are studying, how do we get them on their feet to become these objects? Once we learn this procedure, can we use it to work out problems that we have not yet solved? Join Anthropologist Dr. Darcy Wiewall, choreographer Cindy Littlefield and Theatre Arts/Math instructor Genie Trow as they venture into the world where movement inspires understanding.		No		
67	Standard 2	An Evening With the Department of Geosciences	No	Aurora Burd, Paul Stahmann, Mike Pesses	Mike Pesses	3	UH 201	Has anyone ever been to the center of the Earth? Is the climate permanently broken? What's the difference between a geologist and a geographer? AVC's Department of Geosciences has grown, which means we should probably share what we are up to these days. We will spend the evening explaining the full range of what 'geoscience' actually means, covering everything from what is happening inside the Earth to up above in the atmosphere. Our faculty will spend time on their own areas of expertise as well as explain what non-academic geoscientists do. And, as an added bonus, all attendees will have a much better chance of surviving the next big earthquake...		No		
68	Standard 2	8th Annual Anthropology Expo and Open House, Day Session	No	Dr. Darcy L. Wiewall	Dr. Darcy Wiewall	4	UH 201	The Anthropology Expo and Open House is comprised of a day and an evening component. The day component will introduce the audience to the discipline of Anthropology and focus on what students can do with a degree/career in Anthropology. During this segment we will have professional anthropologists discussing what they have done with their degree/career in Anthropology. In addition, current and/or alumni students will be presenting on their current research projects. The presentation will be followed by a student panel comprised of former AVC students discussing their experiences in Anthropology Departments at UC 's and CSU's. Participants can attend one or both components of the event.		Yes		
69	Standard 2	Eight Annual Anthropology Expo and Open House, Evening Session	No	Dr. Darcy L. Wiewall	Dr. Darcy Wiewall	3	UH 201& UH 223	The Anthropology Expo and Open House is comprised of a day and an evening component. The evening component will feature an open house reception and a keynote talk by a leading anthropologist on their current research. The theme for the event and the evening speaker will be announced. Participants can attend one or both components of the event.		Yes	\$200	Stipend for Keynote Speaker

	Facilitator name	Mark Hoffer	Kristine Oliveira
	Contact phone	x 6755	x 6240
1	FLC type:	Topic-based	Topic-based
2	Proposed size of the Community (select all that apply)	6 - 8 members	6 - 8 members, 9 - 12 members, 13 - 15 members
3	Primary goal of the FLC (what do you want to accomplish?)	To empower instructors to use narratives and narrative analysis in the teaching of critical thinking and in the reflection on institutional practice	Using network analysis, conduct a community action research project in order to uncover AVC processes from the perspectives of students.
4	Anticipated resources needed	None	PC laptop computer with memory and processing speed to run statistical analysis; social network analysis (SNA) software; Asana Enterprise subscription with 5 seats; individual CITI training in Human Subjects Research (HSR).
5	Identify how the FLC aligns with the District's Institutional Learning Outcomes (select all that apply)	Demonstrates analytical reading and writing skills, including research, quantitative and qualitative evaluation and synthesis., Demonstrates listening and speaking skills that result in focused and coherent communications., Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills., Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment., Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions., Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.	Demonstrates listening and speaking skills that result in focused and coherent communications., Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills., Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts., Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions., Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.
6	Identify how the FLC aligns with the Chancellor's Office Activity Categories (select one that is the best fit)	Activities related to the improvement of teaching.	Activities related to the development of innovations in institutional and administrative techniques and program effectiveness.

7	<p>Please identify 2 - 3 Learning Outcomes for FLC participants (describe or list measurable and essential mastered content knowledge that will be acquired as a result of successful participation in the FLC, as determined by the Facilitator)</p>	<p>1) Understand ways that narrative forms can be used to enhance the teaching of critical thinking 2) Align classroom practice with increased awareness of, and impact on, institutional and cultural practice</p>	<p>1) Novice-level understanding of Guided Pathways' philosophy and goals 2) Training in ethnographic methods for gathering social network data</p>
8	<p>How will the content of the FLC be determined?</p>	<p>Determined by Facilitator</p>	<p>Determined by FLC members early in the FLC meeting cycle</p>
9	<p>Focus of the FLC or grounding text</p>	<p>The focus of this FLC is expressed in its working title: "What Light Can Learn from Dark: Understanding Narratives of Fear in Educational and Institutional Settings." The grounding text will be Stephen Asma's "On Monsters: An Unnatural History of Our Worst Fears," which offers numerous examples of, and insights into, the ways narratives embody, promote, deflect, and challenge cultural and interpersonal fears.</p>	<p>"Show Me the Way: Recommendations for Antelope Valley College's Guided Pathways Implementation" (Anderson et al, 2018)</p>

<p>10</p>	<p>Content covered in FLC includes (250 - 350 words)</p>	<p>This Faculty Learning Community will feature collaborative, individual, research-supported, presentational, and self-reflective content, with the following core concepts in mind:</p> <p>The idea that writing narratives is self-empowering, a way for students (and others) to revisit and reflect on their own experiences and thought processes.</p> <p>The idea that reading narratives increases a student's literacy, familiarity with language use and choices, cognitive connections, and empathy with others.</p> <p>The idea that narrative is a malleable, adaptable form (manifested in literary fiction, song lyrics, film, photo montages, etc.) that allows students to practice both textual and cultural analysis.</p> <p>The idea that in recognizing the ways that narratives inform and shape cultural assumptions and ideologies, we can help students (and instructors) "read" and better understand history, politics, media, and social and institutional practices.</p> <p>To this end, FLC members will share and discuss their current curricular practices, assess why they use them, and plan to modify current practices. They will create sample syllabi, assignments, and/or lists of suggested instructional readings. They will also submit proposals for AVC's Faculty Professional Development program or other academic venues, as a larger effort to strategize ways to include other faculty and disciplines and to impact higher learning. In addition, FLC members will collect data /outcomes / findings from preliminary classroom applications and reflect on their work, sharing these insights with their FLC colleagues and others in academia.</p>	<p>Members will be oriented into the program, learning the basic philosophy and structure of Guided Pathways, the purpose of community action research, and an overview of social network analysis (SNA). Then, members will select SNA methods and organize themselves into research roles with the support and guidance of Institutional Research. Throughout the data collection phase, members will observe the AVC processes that students engage in order to move through their educational paths. The data will be analyzed as a social network, illuminating points of contact and ties, making recommendations to the Guided Pathways committee to encourage clarification and to strengthen communication so that students are supported more effectively through their academic journeys at AVC. In May 2020, the FLC will present their findings at the Faculty Professional Milestones symposium. Members will also complete individual Human Subjects Research (HSR) training through the CITI Program.</p>
<p>11</p>	<p>Types of FLC members (for example, faculty, classified staff, manager, consultants, targeted Divisions; include all that apply)</p>	<p>Faculty</p>	<p>The majority of members of this FLC will be from the faculty, but others from the classified, management, and student groups may be brought in as partners or consultants. Joe Baumann (Director, IERP) will act as the co-facilitator of the FLC.</p>

12	APPLICATION PROCESS: What will you ask potential participants to submit as an application, and how will you make decisions about selecting from among potential applications?	Members have been pre-selected based on their foundational work in last year's FLC, "Story Ark: Using Narrative to Elevate Teaching Practice and Build Academic Community."	I will ask for interested faculty through broad all faculty email, and then I will present my FLC on Fall Opening Day in order to get sign-ups on the spot. The cross-functional FLC members must be available for orientation and quarterly meetings to check process and progress.
13	Plan for involving non-faculty FLC participants (if applicable)	N/A	Non-faculty participants will be consulted for their knowledge of internal college processes; should non-faculty members be interested in helping to collect data, they will be considered for work outstanding in the research project.
14	Roles of non-faculty FLC participants (if applicable)	N/A	Joe Baumann of the IERP and I will develop the research proposal in consultation with the Guided Pathways committee. Baumann will oversee the research process while I manage the research team.
15	How will you communicate with FLC members (select all that apply)?	Email, Phone, In-person meetings	Email, Phone, Google Drive and Asana project management, in-person meetings
16	What is your plan if schedules don't mesh?	All members should be available during the off-weeks from a divisional meeting time slot.	The facilitators will group members, based on general availability by day of the week and schedule availability (morning, afternoon, evening)
17	What are expectations of members' participation, and how will you communicate those expectations to your FLC?	All FLC members will take an active role in discussions, self-reflection, and group assessments, as well as any research, assignment drafting, and presentations. Activities will be discussed and agreed upon at the start of the FLC.	Expectations: the ethical collection of data from human subjects; contribute at least 20 hours in orientation, data collection, report to the cross-functional team of the GPS, develop and deliver its findings to the community at Faculty Professional Milestones.
18	How will you keep track of the participants' 20-hour FLC obligation?	Participants will sign in at meetings and keep personal logs of their time commitments.	Faculty will self-report their completed hours to the research project coordinator / FLC facilitator

19	Which kinds of projects do you anticipate being carried out by FLC members, and how will you support the FLC members as they design their projects?	Projects could involve self-assessments, academic research, and presentations to others. The collaborative dynamic, intellectual rigor, and transformative ethos of the FLC will support participants in their endeavors.	Faculty members will collect ethnographic data on the processes that students follow in order to move through the support network of AVC. There will only be a single design since it is a community action research project, and that design will be developed by Joe Baumann and me. Members will be supported through IRB training for the ethical collection of ethnographic data.
20	Which activities will you ask participants to engage in (select all that apply)?	Participants will work on individually selected projects and contribute to the main FLC project, monthly issues of "fire (Faculty Inquiry, Reflection, Engagement)"	Community Action Research
21	Do you have goals or expectations for members to eventually present their projects on campus or at a conference?	Yes	Yes
22	What are your initial thoughts on ways to assess whether you are achieving the goals of your Learning Community?	Self-reflective writing and group discussions allow the FLC more immediate assessment, while revisions to classroom techniques can lead to additional opportunities for assessment. Now that "fire" has been shared with AVC faculty, an extra layer of assessment is possible through the gathering of campus feedback and the sharing of learning outcomes with more faculty.	The research proposal will include benchmarks that will be monitored through project management software, like Asana, and the data will be analyzed and communicated in a group presentation.

	Facilitator name	Mark Hoffer	Kristine Oliveira
	Contact phone	x 6755	x 6240
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4	Anticipated resources needed	None	PC laptop computer with memory and processing speed to run statistical analysis; social network analysis (SNA) software; Asana Enterprise subscription with 5 seats; individual CITI training in Human Subjects Research (HSR).
5	Identify how the FLC aligns with the District's Institutional Learning Outcomes (select all that apply)	Demonstrates analytical reading and writing skills, including research, quantitative and qualitative evaluation and synthesis., Demonstrates listening and speaking skills that result in focused and coherent communications., Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills., Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment., Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions., Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.	Demonstrates listening and speaking skills that result in focused and coherent communications., Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills., Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts., Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions., Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.
6	Identify how the FLC aligns with the Chancellor's Office Activity Categories (select one that is the best fit)	Activities related to the improvement of teaching.	Activities related to the development of innovations in institutional and administrative techniques and program effectiveness.

7	<p>Please identify 2 - 3 Learning Outcomes for FLC participants (describe or list measurable and essential mastered content knowledge that will be acquired as a result of successful participation in the FLC, as determined by the Facilitator)</p>	<p>1) Understand ways that narrative forms can be used to enhance the teaching of critical thinking 2) Align classroom practice with increased awareness of, and impact on, institutional and cultural practice</p>	<p>1) Novice-level understanding of Guided Pathways' philosophy and goals 2) Training in ethnographic methods for gathering social network data</p>
8	<p>How will the content of the FLC be determined?</p>	<p>Determined by Facilitator</p>	<p>Determined by FLC members early in the FLC meeting cycle</p>
9	<p>Focus of the FLC or grounding text</p>	<p>The focus of this FLC is expressed in its working title: "What Light Can Learn from Dark: Understanding Narratives of Fear in Educational and Institutional Settings." The grounding text will be Stephen Asma's "On Monsters: An Unnatural History of Our Worst Fears," which offers numerous examples of, and insights into, the ways narratives embody, promote, deflect, and challenge cultural and interpersonal fears.</p>	<p>"Show Me the Way: Recommendations for Antelope Valley College's Guided Pathways Implementation" (Anderson et al, 2018)</p>

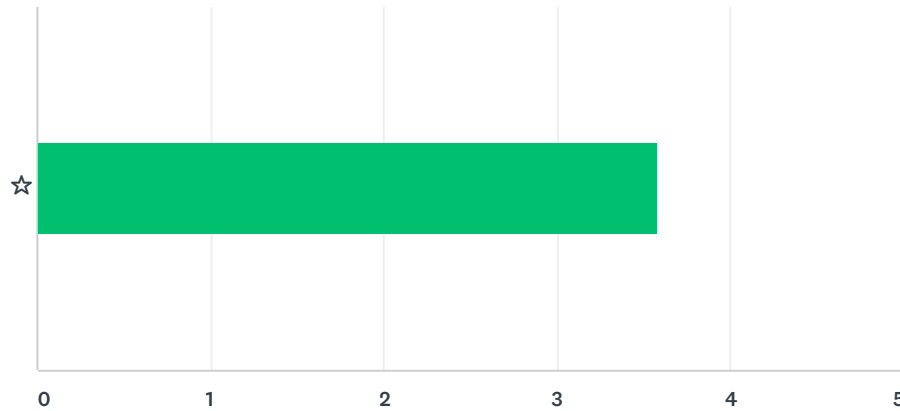
<p>10</p>	<p>Content covered in FLC includes (250 - 350 words)</p>	<p>This Faculty Learning Community will feature collaborative, individual, research-supported, presentational, and self-reflective content, with the following core concepts in mind:</p> <p>The idea that writing narratives is self-empowering, a way for students (and others) to revisit and reflect on their own experiences and thought processes.</p> <p>The idea that reading narratives increases a student's literacy, familiarity with language use and choices, cognitive connections, and empathy with others.</p> <p>The idea that narrative is a malleable, adaptable form (manifested in literary fiction, song lyrics, film, photo montages, etc.) that allows students to practice both textual and cultural analysis.</p> <p>The idea that in recognizing the ways that narratives inform and shape cultural assumptions and ideologies, we can help students (and instructors) "read" and better understand history, politics, media, and social and institutional practices.</p> <p>To this end, FLC members will share and discuss their current curricular practices, assess why they use them, and plan to modify current practices. They will create sample syllabi, assignments, and/or lists of suggested instructional readings. They will also submit proposals for AVC's Faculty Professional Development program or other academic venues, as a larger effort to strategize ways to include other faculty and disciplines and to impact higher learning. In addition, FLC members will collect data /outcomes / findings from preliminary classroom applications and reflect on their work, sharing these insights with their FLC colleagues and others in academia.</p>	<p>Members will be oriented into the program, learning the basic philosophy and structure of Guided Pathways, the purpose of community action research, and an overview of social network analysis (SNA). Then, members will select SNA methods and organize themselves into research roles with the support and guidance of Institutional Research. Throughout the data collection phase, members will observe the AVC processes that students engage in order to move through their educational paths. The data will be analyzed as a social network, illuminating points of contact and ties, making recommendations to the Guided Pathways committee to encourage clarification and to strengthen communication so that students are supported more effectively through their academic journeys at AVC. In May 2020, the FLC will present their findings at the Faculty Professional Milestones symposium. Members will also complete individual Human Subjects Research (HSR) training through the CITI Program.</p>
<p>11</p>	<p>Types of FLC members (for example, faculty, classified staff, manager, consultants, targeted Divisions; include all that apply)</p>	<p>Faculty</p>	<p>The majority of members of this FLC will be from the faculty, but others from the classified, management, and student groups may be brought in as partners or consultants. Joe Baumann (Director, IERP) will act as the co-facilitator of the FLC.</p>

12	APPLICATION PROCESS: What will you ask potential participants to submit as an application, and how will you make decisions about selecting from among potential applications?	Members have been pre-selected based on their foundational work in last year's FLC, "Story Ark: Using Narrative to Elevate Teaching Practice and Build Academic Community."	I will ask for interested faculty through broad all faculty email, and then I will present my FLC on Fall Opening Day in order to get sign-ups on the spot. The cross-functional FLC members must be available for orientation and quarterly meetings to check process and progress.
13	Plan for involving non-faculty FLC participants (if applicable)	N/A	Non-faculty participants will be consulted for their knowledge of internal college processes; should non-faculty members be interested in helping to collect data, they will be considered for work outstanding in the research project.
14	Roles of non-faculty FLC participants (if applicable)	N/A	Joe Baumann of the IERP and I will develop the research proposal in consultation with the Guided Pathways committee. Baumann will oversee the research process while I manage the research team.
15	How will you communicate with FLC members (select all that apply)?	Email, Phone, In-person meetings	Email, Phone, Google Drive and Asana project management, in-person meetings
16	What is your plan if schedules don't mesh?	All members should be available during the off-weeks from a divisional meeting time slot.	The facilitators will group members, based on general availability by day of the week and schedule availability (morning, afternoon, evening)
17	What are expectations of members' participation, and how will you communicate those expectations to your FLC?	All FLC members will take an active role in discussions, self-reflection, and group assessments, as well as any research, assignment drafting, and presentations. Activities will be discussed and agreed upon at the start of the FLC.	Expectations: the ethical collection of data from human subjects; contribute at least 20 hours in orientation, data collection, report to the cross-functional team of the GPS, develop and deliver its findings to the community at Faculty Professional Milestones.
18	How will you keep track of the participants' 20-hour FLC obligation?	Participants will sign in at meetings and keep personal logs of their time commitments.	Faculty will self-report their completed hours to the research project coordinator / FLC facilitator

19	Which kinds of projects do you anticipate being carried out by FLC members, and how will you support the FLC members as they design their projects?	Projects could involve self-assessments, academic research, and presentations to others. The collaborative dynamic, intellectual rigor, and transformative ethos of the FLC will support participants in their endeavors.	Faculty members will collect ethnographic data on the processes that students follow in order to move through the support network of AVC. There will only be a single design since it is a community action research project, and that design will be developed by Joe Baumann and me. Members will be supported through IRB training for the ethical collection of ethnographic data.
20	Which activities will you ask participants to engage in (select all that apply)?	Participants will work on individually selected projects and contribute to the main FLC project, monthly issues of "fire (Faculty Inquiry, Reflection, Engagement)"	Community Action Research
21	Do you have goals or expectations for members to eventually present their projects on campus or at a conference?	Yes	Yes
22	What are your initial thoughts on ways to assess whether you are achieving the goals of your Learning Community?	Self-reflective writing and group discussions allow the FLC more immediate assessment, while revisions to classroom techniques can lead to additional opportunities for assessment. Now that "fire" has been shared with AVC faculty, an extra layer of assessment is possible through the gathering of campus feedback and the sharing of learning outcomes with more faculty.	The research proposal will include benchmarks that will be monitored through project management software, like Asana, and the data will be analyzed and communicated in a group presentation.

Q1 Please rate the General Session (8:00 am – 11:00 am) (with Five Stars being the highest):

Answered: 45 Skipped: 6



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	4.44% 2	15.56% 7	15.56% 7	46.67% 21	17.78% 8	45	3.58

Q2 Comments on the General Session:

Answered: 31 Skipped: 20

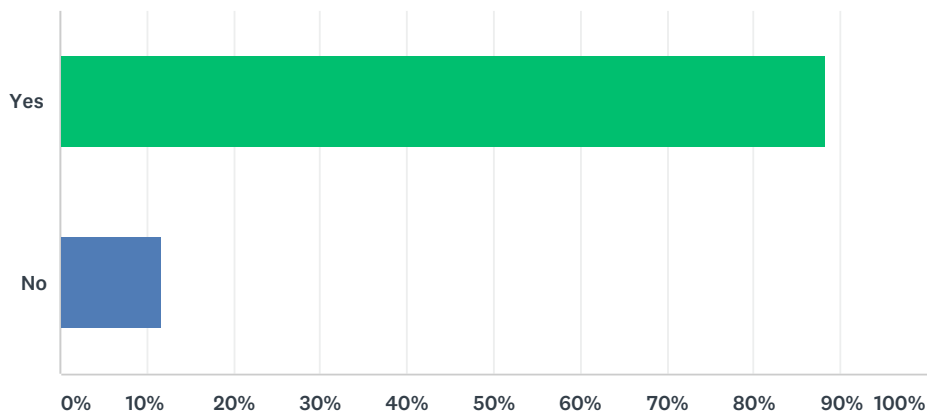
#	RESPONSES	DATE
1	Well paced and an appropriate break in the middle.	2/16/2019 2:28 PM
2	It was very informative! For instance about different proposals for our calendar modification. The testimony of that male student on how AVC positively impacted his life.	2/16/2019 6:51 AM
3	Most of the speakers were pretty good about staying on or ahead of schedule.	2/13/2019 2:05 PM
4	I enjoyed the whole General Session	2/13/2019 2:05 PM
5	Very good this semester. Thank you for scheduling a break during the morning session!	2/13/2019 1:35 PM
6	This semester's general session was a bit dry but informative at times.	2/13/2019 11:09 AM
7	Informative	2/13/2019 10:26 AM
8	None.	2/13/2019 9:47 AM
9	The Shakespeare segment was not good.	2/13/2019 8:38 AM
10	I enjoyed the whole thing. As an adjunct, we are out of the loop, so Opening Day is very important for me.	2/11/2019 11:42 AM
11	Great information and updates.	2/11/2019 10:39 AM
12	Session on retirement provided some confusing information. Had to do research on my own and talk to CalSTRS directly. CalSTRS representative did not show up for the event.	2/10/2019 8:55 AM
13	I really liked hearing from the student about the impact that faculty have on his life.	2/5/2019 2:20 PM
14	No real new info.	2/4/2019 8:40 AM
15	A lot of information; moved at a good pace.	2/4/2019 6:16 AM

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16	Pretty boring. Diana Keelen uses font too small to read every single time. She needs to step up her game. Seriously	2/3/2019 7:33 PM
17	Portions of this session were useful but many portions were not helpful, poorly planned, or ran too long.	2/2/2019 8:29 PM
18	Why are you going to pass out three documents of a proposal calendar and it does not match what is being presented by the presenters. That was very confusing and felt unprepared.	2/2/2019 5:19 PM
19	It was valuable: informative, also very touchy.	2/2/2019 9:16 AM
20	Dr. Vines should never be allowed to host another one and the calendar portion was a waste of time with inaccurate data. Diana Keelen should never be allowed to use PowerPoint for her presentations.	2/2/2019 8:28 AM
21	Good information provided. Student presentation was a bit hard to hear...	2/2/2019 7:42 AM
22	Interesting, especially construction updates, Academic Calendar change, AB705, and Budget	2/2/2019 3:41 AM
23	a little early but good and short.	2/1/2019 7:05 PM
24	It was good but nothing new was presented.	2/1/2019 6:07 PM
25	Nothing of substance; academic calendar change unilaterally presented, with little opportunity for questions or comments; Diana Keelencs PowerPoints we're too small to read so not helpful.	2/1/2019 5:13 PM
26	Thanks for everything you guys presented in the general session. It was second to none.	2/1/2019 4:37 PM
27	Genie Trow on Shakespeare was ill-rehearsed, un-funny, and irrelevant. You insulted us by inviting her. Diane K and the finances powerpoint once again was in font size (and pace) too small to read and too disorganized to follow. Guided pathways was confused and confusing: WHAT is it and how does it work? Christos V didn't have time to make a PowerPoint, so his data too could not be followed. The whole thing felt like amateur hour.	2/1/2019 3:20 PM
28	Informative but sometimes a bit repetitive.	2/1/2019 3:05 PM
29	Some presenters need to learn PowerPoint.	2/1/2019 2:25 PM
30	Presenters commented they were notified at the last minute and couldn't prepare.	2/1/2019 2:07 PM
31	Ask faculty to bring something sweet	2/1/2019 12:39 PM

Q3 Have you attended afternoon sessions?

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	88.24%	45
No	11.76%	6
TOTAL		51

Q12 How will the information from any of these sessions help you contribute to the fostering of greater student engagement and learning at AVC? Please provide specific examples.

Answered: 24 Skipped: 27

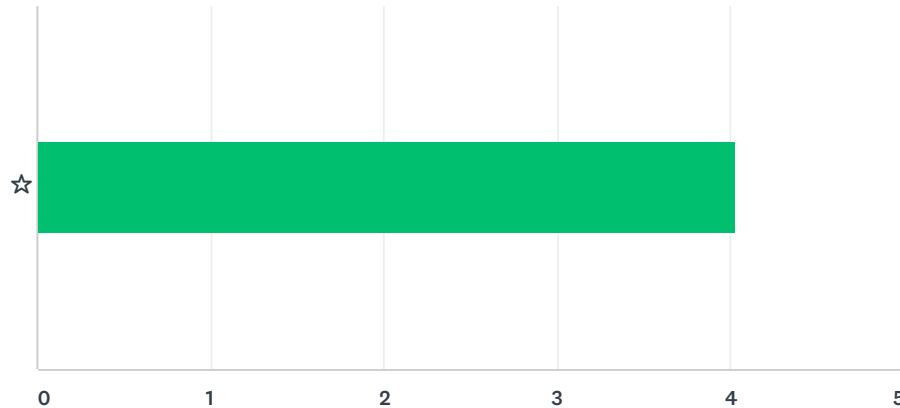
#	RESPONSES	DATE
1	Faculty dedication to our students is worth it!	2/16/2019 7:02 AM
2	The specific idea i like was the adjunct seniority rights. As a former adjunct I never knew about the adjunct right and seniority. In the Deaf studies we have several new adjunct that need this information . I will pass this information to our adjunct of Deaf studies.	2/14/2019 5:16 PM
3	I don't know yet!	2/13/2019 2:12 PM
4	Being able to explain placement of students in classes for English and Math.	2/13/2019 12:20 PM
5	Cant think of any.	2/13/2019 11:26 AM
6	Knowing and clarifying rules	2/13/2019 11:12 AM
7	Knowing the way that the college functions, as well as from being communicated the different ways that faculty think and apply their methods to their respective classes they teach.	2/13/2019 10:01 AM
8	The academic freedom session will help me confident in how I present information and interest with students. The AB 705 session remains to be seen as this is a new standard that it being implemented.	2/13/2019 8:47 AM
9	n/a	2/11/2019 11:45 AM
10	The first session is a preparation for our retirement. It gives us a guidance of the time we can spend teaching that works best for the individual person.	2/11/2019 10:46 AM
11	I am going to ask the FPDC to consider having a standing Opening Day workshop that is geared to PT faculty in particular.	2/5/2019 2:27 PM
12	Aware of the variety of supplemental programs to mention to students to help them succeed in learning for their classes.	2/4/2019 8:15 AM
13	It taught how to better engage students.	2/3/2019 12:27 PM
14	Ability to effectively perform my job without running afoul of legal/logistical issues related to academic freedom.	2/2/2019 8:35 PM
15	It will be some changes in my teaching techniques and strategies.	2/2/2019 9:22 AM
16	The information from the union session did less to promote student engagement and only heightened my concern and distrust for the actions of administration.	2/2/2019 8:38 AM
17	Because of the info presented regarding the elimination of required basic skills classes, I am going to use an assessment tool at the start of my classes to get an idea of students who may need special help with writing or formulating ideas.	2/2/2019 7:52 AM
18	I can help students with preparing for the upcoming changes as a result of AB705	2/2/2019 3:48 AM
19	No comment	2/1/2019 7:08 PM
20	Nothing from the day was targeted to teaching.	2/1/2019 5:18 PM
21	It will definitely help me to pay particular attention to my students when they are not doing well at school and wants to drop. The advices I give them helps them focus and pay attention to their studies.	2/1/2019 4:50 PM
22	Both sessions verified that we do not live in "interest-based" bargaining kind of climate and that admin does not actually value us as employees. The best thing I could tell a current student is "never apply to work here."	2/1/2019 3:26 PM

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23	Through raised awareness I will be on the lookout for new opportunities both with students and in collaboration with colleagues for greater student success/engagement.	2/1/2019 3:12 PM
24	The academic freedom was very informative and applicable	2/1/2019 2:13 PM

Q13 Overall, how would you rate the Spring 2019 Opening Day Program? (with Five being the highest)

Answered: 39 Skipped: 12



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	2.56%	5.13%	20.51%	30.77%	41.03%	39	4.03
	1	2	8	12	16		

Q14 Please list something specific you would like to see be a part of future Opening Days:

Answered: 30 Skipped: 21

#	RESPONSES	DATE
1	Nothing to suggest at this time	2/16/2019 7:02 AM
2	I would like to see more entertainment during the opening day such as music or band, dance performance.	2/14/2019 5:16 PM
3	The same as in this year!	2/13/2019 2:12 PM
4	Canvas integration workshops (I think there were already at least one Canvas workshop) Relations between the college and industry in the area.	2/13/2019 2:11 PM
5	Ergonomics information and overall wellness for Faculty(ie. Stress management and healthy living)	2/13/2019 12:20 PM
6	Cant think of any	2/13/2019 11:26 AM
7	Sessions that are more informative to teaching	2/13/2019 11:12 AM
8	N/A	2/13/2019 10:01 AM
9	Some sort of hands on experience	2/13/2019 9:43 AM
10	Anything taught by Zia Nisani I will attend. Also Christos Valiatis was fantastic. I did not know much of what he shared.	2/13/2019 8:47 AM
11	n/a	2/11/2019 11:45 AM

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12	As in the past...would be interesting to have workshops in specific subject areas...literature, history, science, etc	2/7/2019 9:21 AM
13	PT faculty workshop designated for all opening days.	2/5/2019 2:27 PM
14	Working with administrators and within the educational system-tips, best practices, case studies, accomplishments and how to's.	2/4/2019 10:36 AM
15	Keep the student stories.	2/4/2019 8:41 AM
16	more retirement planning,	2/3/2019 12:27 PM
17	Discussion of Title IX/sexual harassment/#metoo during general session. Discussion of demographics/statistics of our students!	2/2/2019 8:35 PM
18	More information on Adjuncts reality on campus. There are all these amazing opportunities being presented, but feels very geared toward FT/Tenure Faculty.	2/2/2019 5:20 PM
19	More specific examples which will make clearer.	2/2/2019 9:22 AM
20	A double-session of a hands-on workshop might be useful. Also, some sort of handout or recording so we can see what occurred in other concurrent session.	2/2/2019 8:38 AM
21	As an adjunct, I missed the last several opening days with the performance pieces...I would like to see the drum group that I have heard so much about.	2/2/2019 7:52 AM
22	Coffee and donuts or snacks and start at 830 mor 9 am.	2/1/2019 7:08 PM
23	It was great as is.	2/1/2019 6:11 PM
24	Less time on needless info presented in general session. More retirement workshops with CALSTRS.	2/1/2019 5:18 PM
25	More adjuncts participating in the opening day activities.	2/1/2019 4:50 PM
26	Presenters need to rehearse. (Seriously.) PowerPoints need to be room-tested for legibility. (Seriously.) Do NOT try to supply entertainment. We have tv for that when we get home.	2/1/2019 3:26 PM
27	Increased engagement - audience participation/interaction	2/1/2019 3:12 PM
28	I was not well — had to leave after General Session.	2/1/2019 2:26 PM
29	Engagement of students. Canvas applications by Greg Krynen Creation of powerpoint all the whistles and bells	2/1/2019 2:13 PM
30	Throw a surprise party for Rick Shaw's services at the college. Bring something totally unexpected to give to him. Like a computer from 1805.	2/1/2019 12:39 PM

Q15 Please provide any additional feedback:

Answered: 23 Skipped: 28

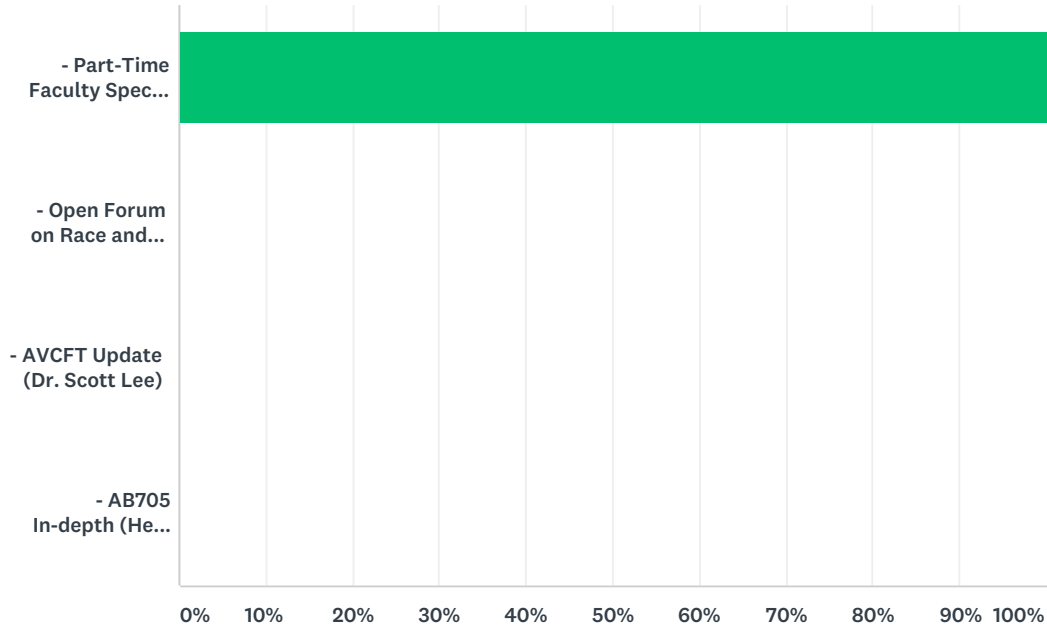
#	RESPONSES	DATE
1	Overall it was very positive! Thanks for your work!	2/16/2019 7:02 AM
2	More expression of thank for the adj. faculty!	2/13/2019 2:12 PM
3	I am glad for the opportunity to get some FLEX time before the semester starts.	2/13/2019 2:11 PM
4	n/a	2/13/2019 12:20 PM
5	There was a sense of disorganization for the entire day (not the specific workshops).	2/13/2019 11:09 AM
6	A recommendation: Have a union update for both afternoon sessions.	2/13/2019 10:01 AM
7	The list of afternoon breakouts was very limited, really nothing appealed to me, but....	2/13/2019 9:48 AM
8	This was the best overall opening day I have attended in 20 years of working at AVC	2/13/2019 8:47 AM
9	n/a	2/11/2019 11:45 AM
10	Everything was well organized and had great content.	2/11/2019 10:46 AM

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11	Bring back the coffee!	2/5/2019 2:27 PM
12	thank you!	2/4/2019 10:36 AM
13	Thanks FPDC for a great opening day; it was hard to choose from the second session workshops as there were several I wanted to attend. Would be great to have these repeated as FPD events so we can attend sessions we missed.	2/4/2019 6:21 AM
14	AB 705 is complicated but I really need official guidance from AP&P regarding what to do with pre-reqs (e.g. because Math 102 is getting renumbered to Math 090, do I need to submit a COR revision to change the name of this pre-req to Math 102, and if Math 102 was previously required for UC/CSU transferability, is this changing as a result of AB 705)?	2/2/2019 8:35 PM
15	Thank you. Great job!	2/2/2019 9:22 AM
16	Was not a good presentation (confusing, not cohesive, not theatrical) by the theater department...I think it needs help.	2/2/2019 7:52 AM
17	If the President is going to present things that are a hot item, like the calendar issue, having both sides of the table presented would be more professional and respected.	2/1/2019 5:18 PM
18	I thank Antelope Valley College President, Vice Presidents, Deans, Chairmen of all departments, Union President, members of his executive board & academic senate members. Thanks to our adjunct reps as well. May God protect each and every one of them.	2/1/2019 4:50 PM
19	If the college president wants to be perceived as an effective leader, it starts by clear articulation and audience engagement. Putting a VP of Student Services in charge of this event does not do that.	2/1/2019 3:26 PM
20	Thank you!	2/1/2019 3:12 PM
21	None	2/1/2019 2:26 PM
22	I think its important for full and part time staff to get information together. If there seems to be limited space then broadcast to another room simultaneously.	2/1/2019 2:13 PM
23	Thank goodness it was about helping our students. That's why we're here.	2/1/2019 12:39 PM

Q8 Select the Faculty Workshop Session II you attended from 1:30 pm-3:00 pm:

Answered: 10 Skipped: 0

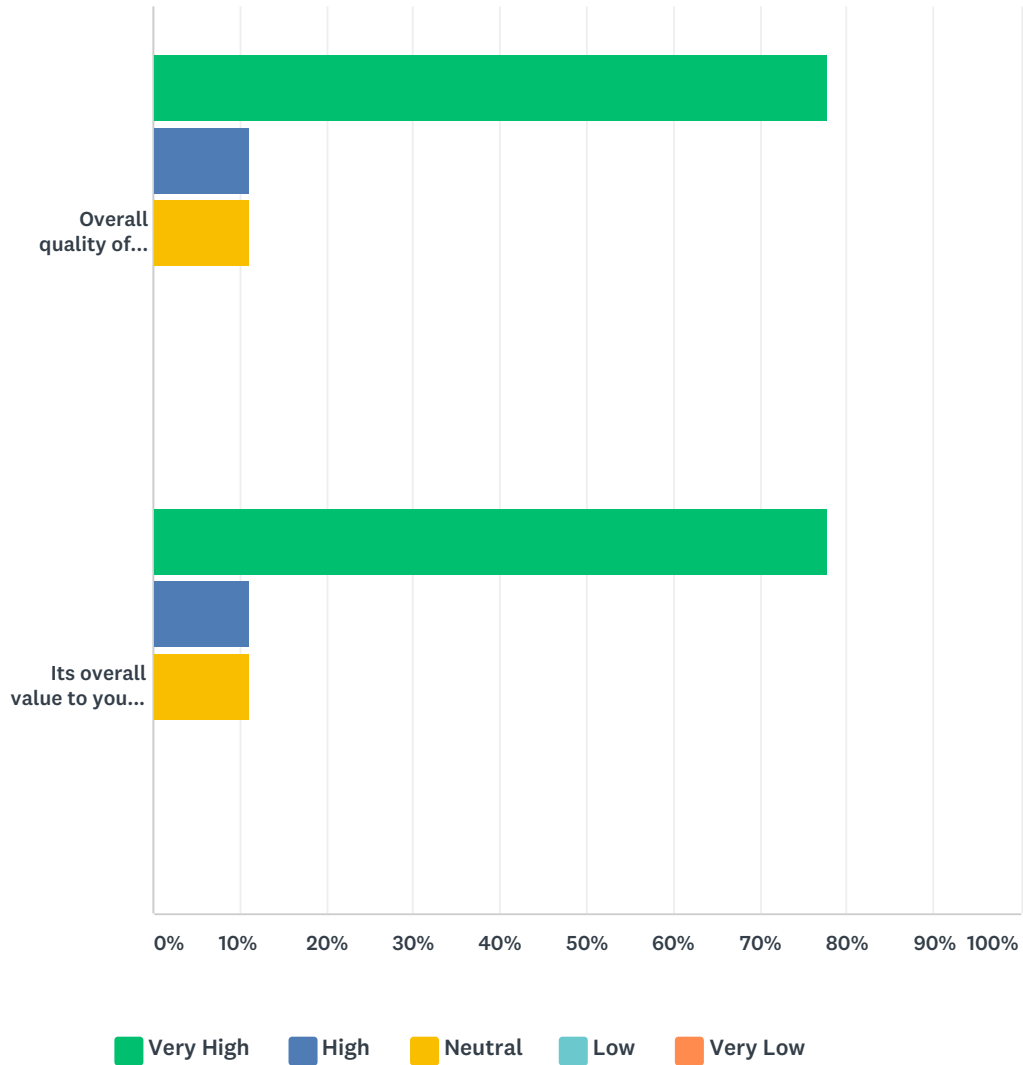


ANSWER CHOICES	RESPONSES
- Part-Time Faculty Special Workshop: Senate, Union and Faculty Professional Development (Nathan Dillon, Rochelle Guardado, Alberto Medoza, Kristine Oliveira, Lawrence Veres)	100.00% 10
- Open Forum on Race and Diversity (Mark Hoffer, Kathryn Mitchell, Vejea Jennings, Tino Garcia)	0.00% 0
- AVCFT Update (Dr. Scott Lee)	0.00% 0
- AB705 In-depth (Heidi Williams, James Dorn, Jane Bowers)	0.00% 0
TOTAL	10

Q9 Please rate the Faculty Workshop Session II:

Answered: 9 Skipped: 1

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	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session II:	77.78%	11.11%	11.11%	0.00%	0.00%	9
	7	1	1	0	0	
Its overall value to your professional development:	77.78%	11.11%	11.11%	0.00%	0.00%	9
	7	1	1	0	0	

Q10 What specific idea or information from the Faculty Workshop Session II you attended will you apply?

Answered: 9 Skipped: 1

#	RESPONSES	DATE
1	great general information needed for adjuncts	2/16/2019 2:30 PM
2	What kind of flex activity I can report for flex credit for instance	2/16/2019 7:02 AM
3	All the ideas!	2/13/2019 2:12 PM
4	The information gather from the FPD portion of the workshop.	2/13/2019 10:01 AM
5	All of it.	2/11/2019 11:45 AM
6	Be specific about reaching out to PT faculty for the afternoon sessions in fall 2020	2/5/2019 2:27 PM

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7	This is the first workshop I have taken in 17 years that I felt really spoke to me, my situation, and my concerns, as an adjunct instructor.	2/2/2019 7:52 AM
8	The issue of seniority and schedule of classes.	2/1/2019 4:50 PM
9	FPD rollover information.	2/1/2019 3:12 PM

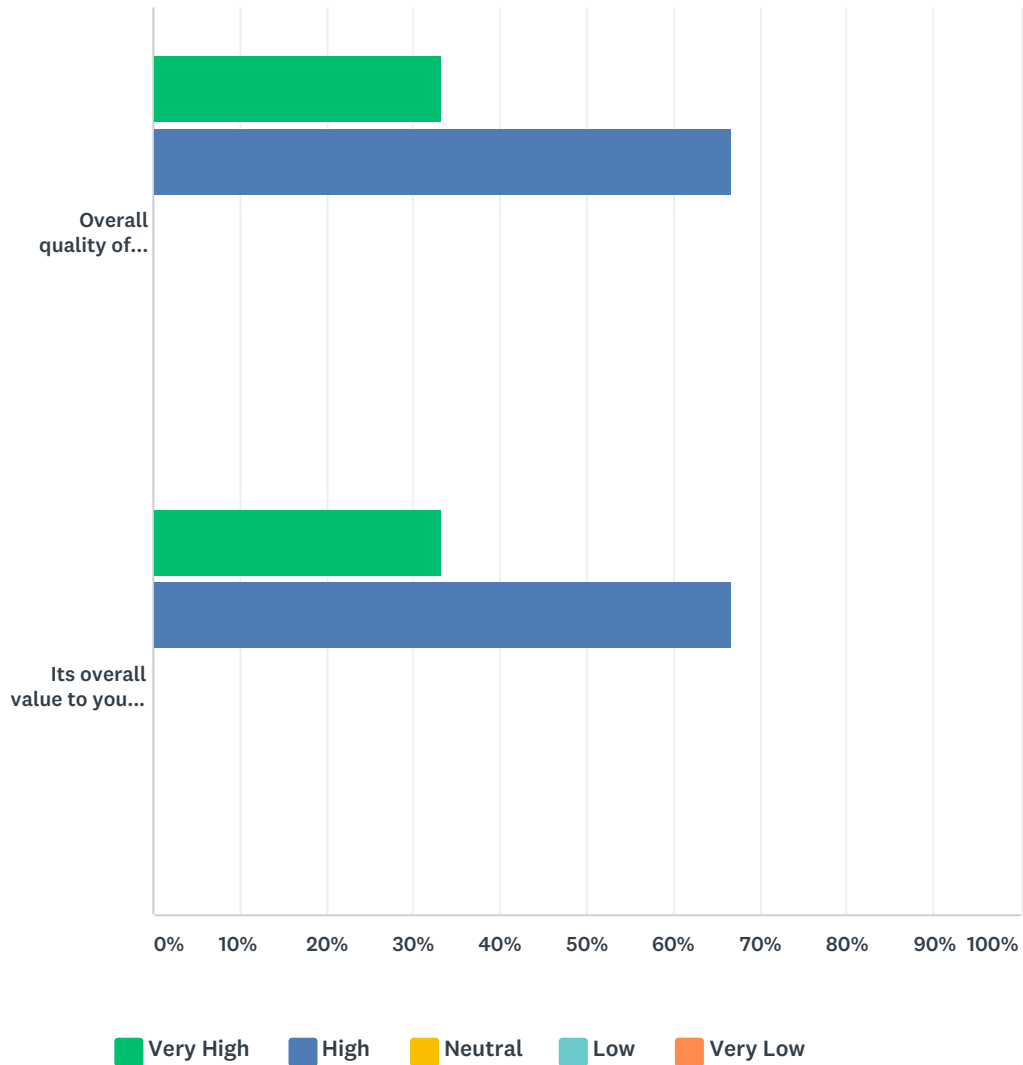
Q11 Comments on the Faculty Workshop Session II you attended:

Answered: 8 Skipped: 2

#	RESPONSES	DATE
1	Feel grateful toward all the fellow adjuncts who worked for the college and for defending our rights	2/16/2019 7:02 AM
2	All of them presented excellently!	2/13/2019 2:12 PM
3	Recommendation: A presentation from each respective person who is representing the different academic committees, union, and so on, followed by a Q&A.	2/13/2019 10:01 AM
4	Well-planned and presented.	2/11/2019 11:45 AM
5	Thank you for putting this workshop together, Rochelle	2/5/2019 2:27 PM
6	I appreciate so much the special workshop for Adjunct instructors...it was pertinent and specific information for adjuncts...we are often left out of the loop and do not always understand how things work, decisions made, etc.	2/2/2019 7:52 AM
7	Thanks for allowing me to serve my students, they make me very happy.	2/1/2019 4:50 PM
8	It was alright. One speaker was rather self-focused which I didn't particularly care for & the others covered good behind-the-scenes info that was good for Adjuncts to know.	2/1/2019 3:12 PM

Q5 Please rate Faculty Workshop Session I:

Answered: 3 Skipped: 0



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session I:	33.33%	66.67%	0.00%	0.00%	0.00%	3
	1	2	0	0	0	
Its overall value to your professional development:	33.33%	66.67%	0.00%	0.00%	0.00%	3
	1	2	0	0	0	

Q6 What specific idea or information from the Faculty Workshop Session I you attended will you apply?

Answered: 3 Skipped: 0

#	RESPONSES	DATE
1	canvas use for tests and quizzes	2/13/2019 10:32 AM
2	Developing a syllabus in Canvas.	2/2/2019 8:31 AM

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3

Answered my questions on grades in canvas and setting prerequisites.

2/2/2019 3:45 AM

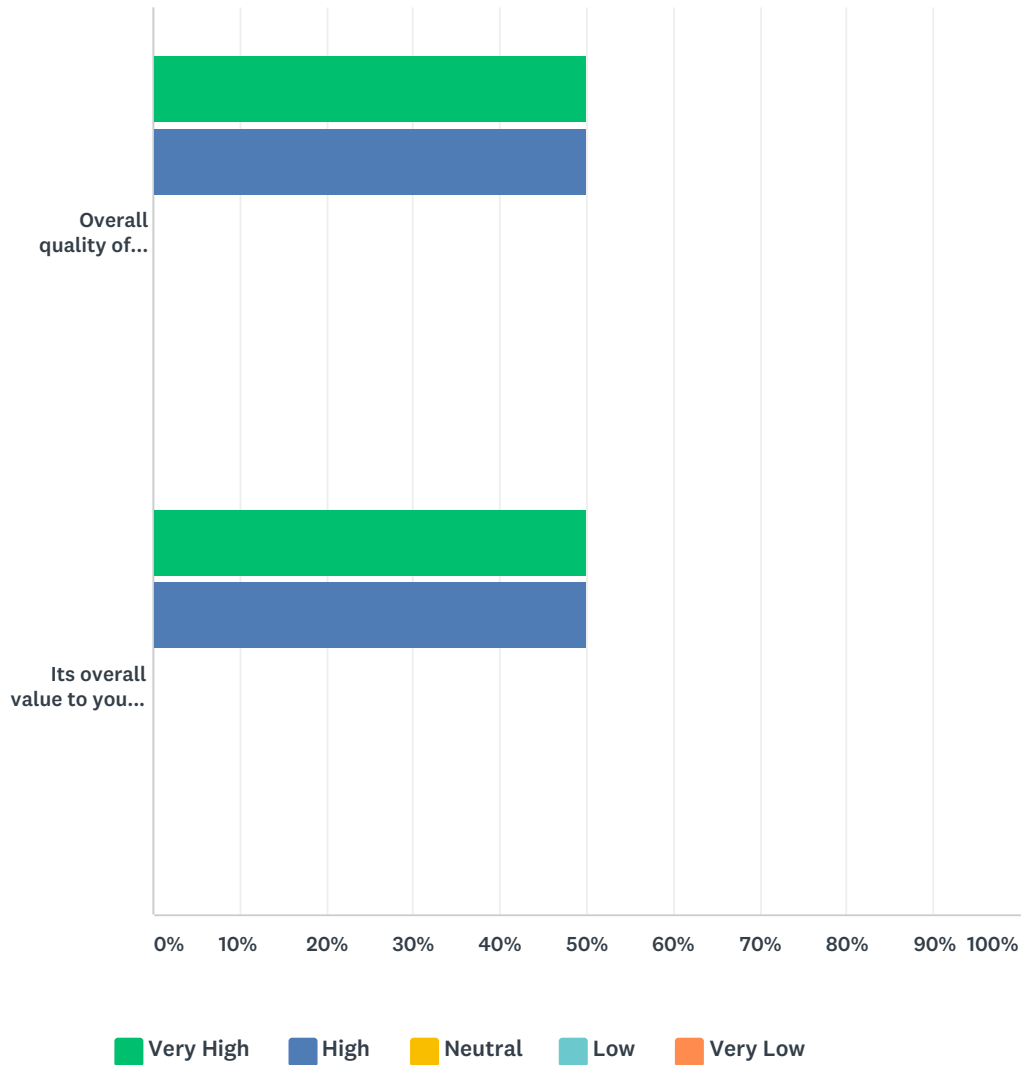
Q7 Comments on the Faculty Workshop Session I you attended:

Answered: 3 Skipped: 0

#	RESPONSES	DATE
1	good presentation	2/13/2019 10:32 AM
2	It's very rude and disruptive to have faculty walk in halfway through the workshop and expect to be caught up on the material so far.	2/2/2019 8:31 AM
3	Well done by Dr. Beyer	2/2/2019 3:45 AM

Q5 Please rate Faculty Workshop Session I:

Answered: 4 Skipped: 0



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session I:	50.00%	50.00%	0.00%	0.00%	0.00%	4
	2	2	0	0	0	
Its overall value to your professional development:	50.00%	50.00%	0.00%	0.00%	0.00%	4
	2	2	0	0	0	

Q6 What specific idea or information from the Faculty Workshop Session I you attended will you apply?

Answered: 3 Skipped: 1

#	RESPONSES	DATE
1	Presenting in FPD can be a way that I shape my professional persona.	2/5/2019 2:24 PM
2	Questions were answered well on how to do a FLEX	2/1/2019 7:06 PM

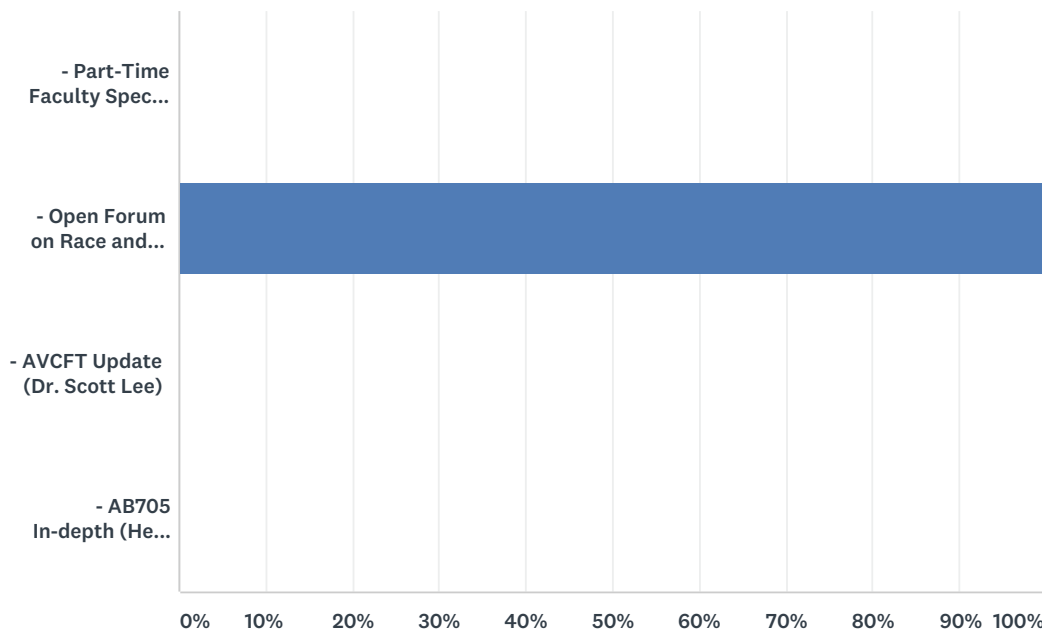
Q7 Comments on the Faculty Workshop Session I you attended:

Answered: 3 Skipped: 1

#	RESPONSES	DATE
1	Opening Day idea: Coffee and networking 8-8:30a	2/5/2019 2:24 PM
2	Good, clear information.	2/1/2019 7:06 PM
3	I enjoyed it & learned a few things.	2/1/2019 3:07 PM

Q8 Select the Faculty Workshop Session II you attended from 1:30 pm-3:00 pm:

Answered: 7 Skipped: 0

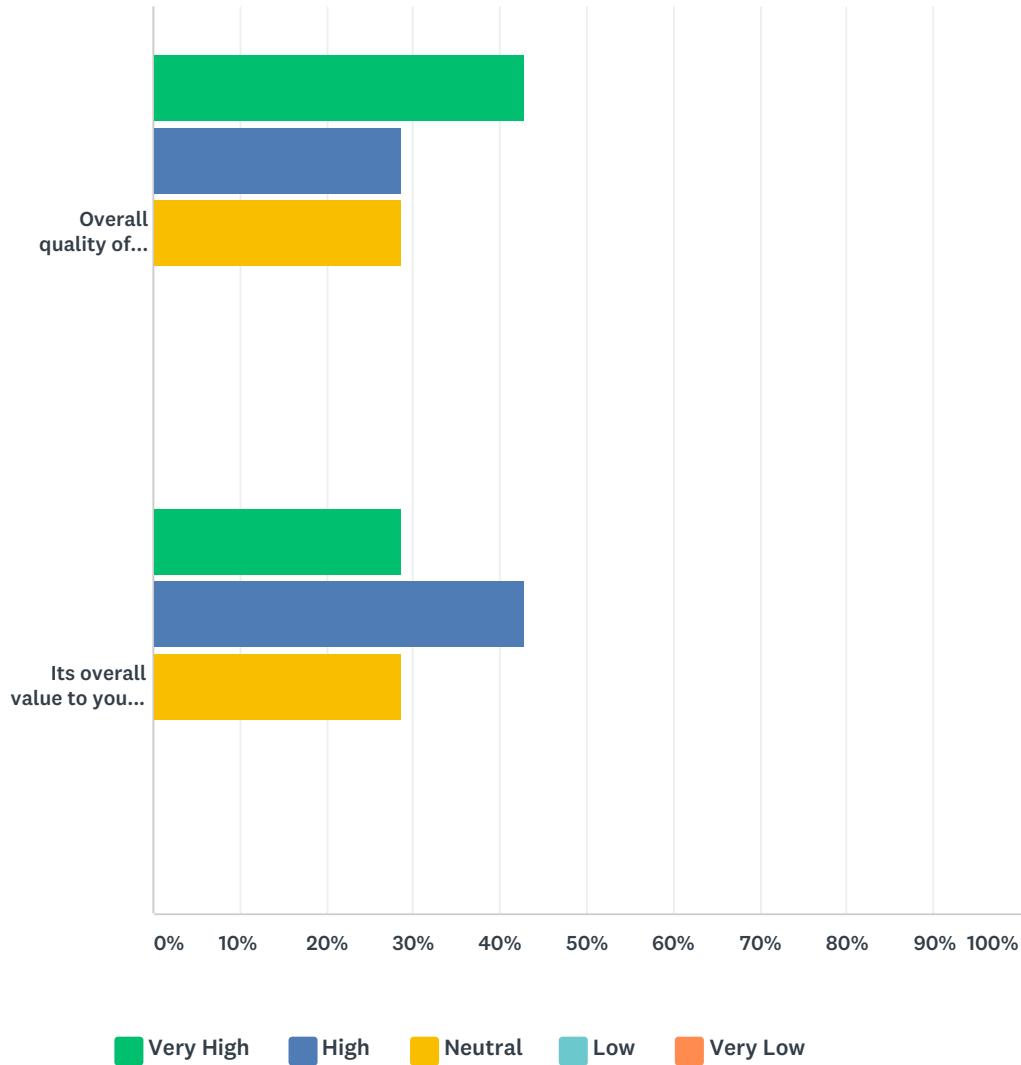


ANSWER CHOICES	RESPONSES
- Part-Time Faculty Special Workshop: Senate, Union and Faculty Professional Development (Nathan Dillon, Rochelle Guardado, Alberto Medoza, Kristine Oliveira, Lawrence Veres)	0.00% 0
- Open Forum on Race and Diversity (Mark Hoffer, Kathryn Mitchell, Vejea Jennings, Tino Garcia)	100.00% 7
- AVCFT Update (Dr. Scott Lee)	0.00% 0
- AB705 In-depth (Heidi Williams, James Dorn, Jane Bowers)	0.00% 0
TOTAL	7

Q9 Please rate the Faculty Workshop Session II:

Answered: 7 Skipped: 0

Spring 2019 Opening Day Evaluation



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session II:	42.86% 3	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7
Its overall value to your professional development:	28.57% 2	42.86% 3	28.57% 2	0.00% 0	0.00% 0	7

Q10 What specific idea or information from the Faculty Workshop Session II you attended will you apply?

Answered: 2 Skipped: 5

#	RESPONSES	DATE
1	Some different approaches to beginning classes.	2/3/2019 12:27 PM
2	How to get students comfortable on first day. How to recognize my own biases and address them.	2/1/2019 6:11 PM

Q11 Comments on the Faculty Workshop Session II you attended:

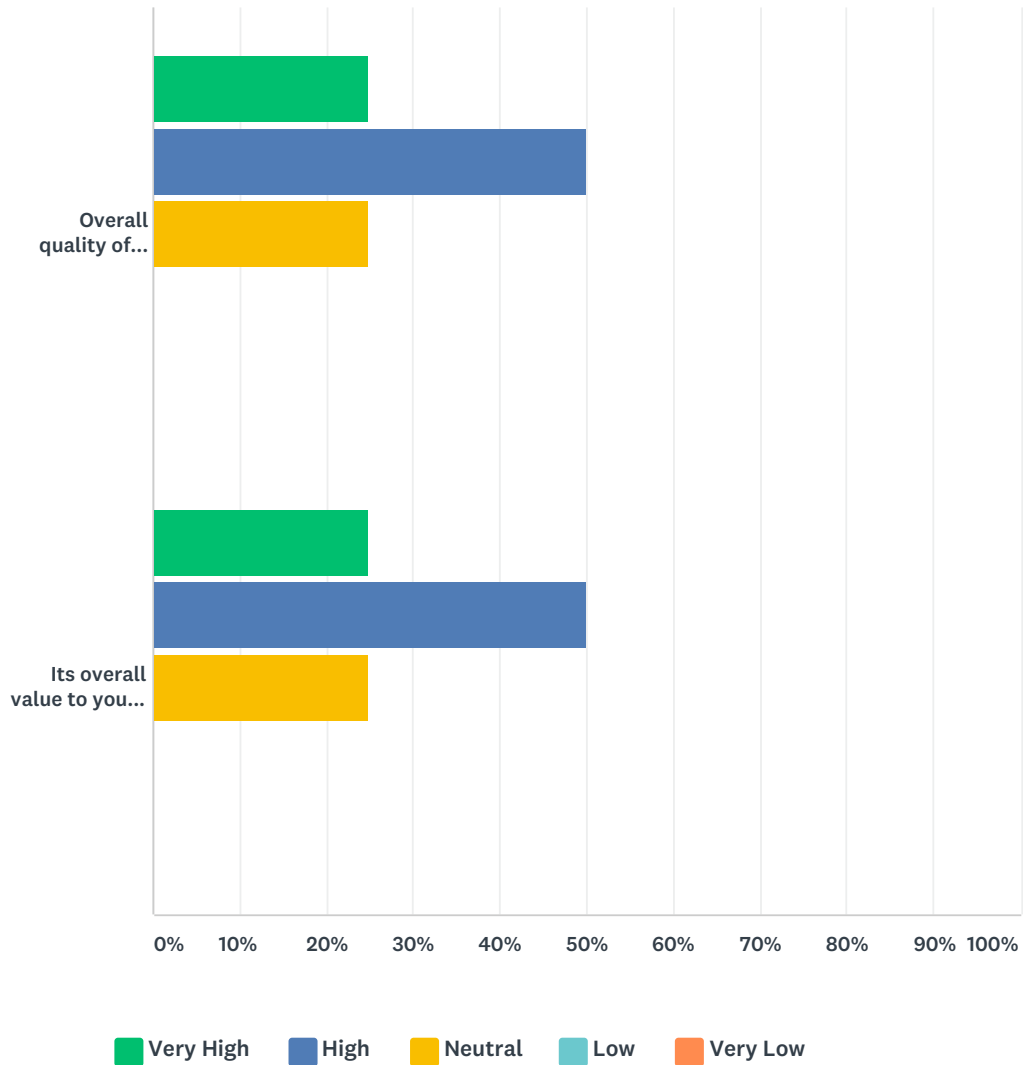
Answered: 6 Skipped: 1

Spring 2019 Opening Day Evaluation

#	RESPONSES	DATE
1	Very informative, broad and balanced discussions. Excellent!	2/10/2019 8:57 AM
2	I was hoping for a less neutral discussion which included social justice matters in the classroom, but the workshop seemed very hesitant to address issues beyond diversity and inclusion. Even including equity would make for a more valuable discussion, and incorporating social justice would be valuable for pursuing actual change.	2/4/2019 10:36 AM
3	i WISH WE HAD MORE TIME.	2/3/2019 12:27 PM
4	Very professionally presentation with so great discussions.	2/1/2019 6:11 PM
5	Good, well presented.	2/1/2019 4:49 PM
6	Goid discussion	2/1/2019 2:06 PM

Q5 Please rate Faculty Workshop Session I:

Answered: 4 Skipped: 1



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session I:	25.00% 1	50.00% 2	25.00% 1	0.00% 0	0.00% 0	4
Its overall value to your professional development:	25.00% 1	50.00% 2	25.00% 1	0.00% 0	0.00% 0	4

Q6 What specific idea or information from the Faculty Workshop Session I you attended will you apply?

Answered: 4 Skipped: 1

#	RESPONSES	DATE
1	I am hoping to develop an honors class.	2/13/2019 2:07 PM
2	Allow more interactive learning during class.	2/13/2019 1:36 PM

Spring 2019 Opening Day Evaluation

3	General rules about honors options and creating them	2/13/2019 11:11 AM
4	The information provided from the faculty that attended; especially with respect to the ideas given in assignments that are given in honors-based classes.	2/13/2019 9:50 AM

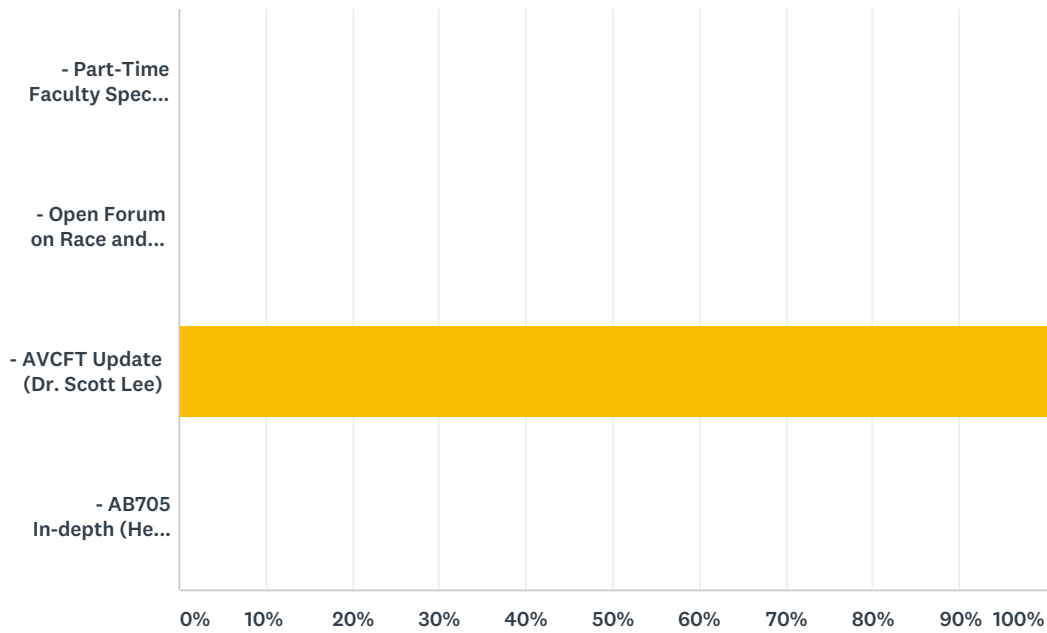
Q7 Comments on the Faculty Workshop Session I you attended:

Answered: 4 Skipped: 1

#	RESPONSES	DATE
1	It was a discussion and we were given a case scenario.	2/13/2019 2:07 PM
2	I received many good ideas from the presenters.	2/13/2019 1:36 PM
3	Would have liked more clarification on rules and how to develop the options rather than a discussion format that was presented.	2/13/2019 11:11 AM
4	Both Tamira and Vejea did a great job in facilitating the workshop. Both the information presented, and the participation exercises done with the other members of faculty was something that we all learned from and appreciated.	2/13/2019 9:50 AM

Q8 Select the Faculty Workshop Session II you attended from 1:30 pm-3:00 pm:

Answered: 11 Skipped: 0

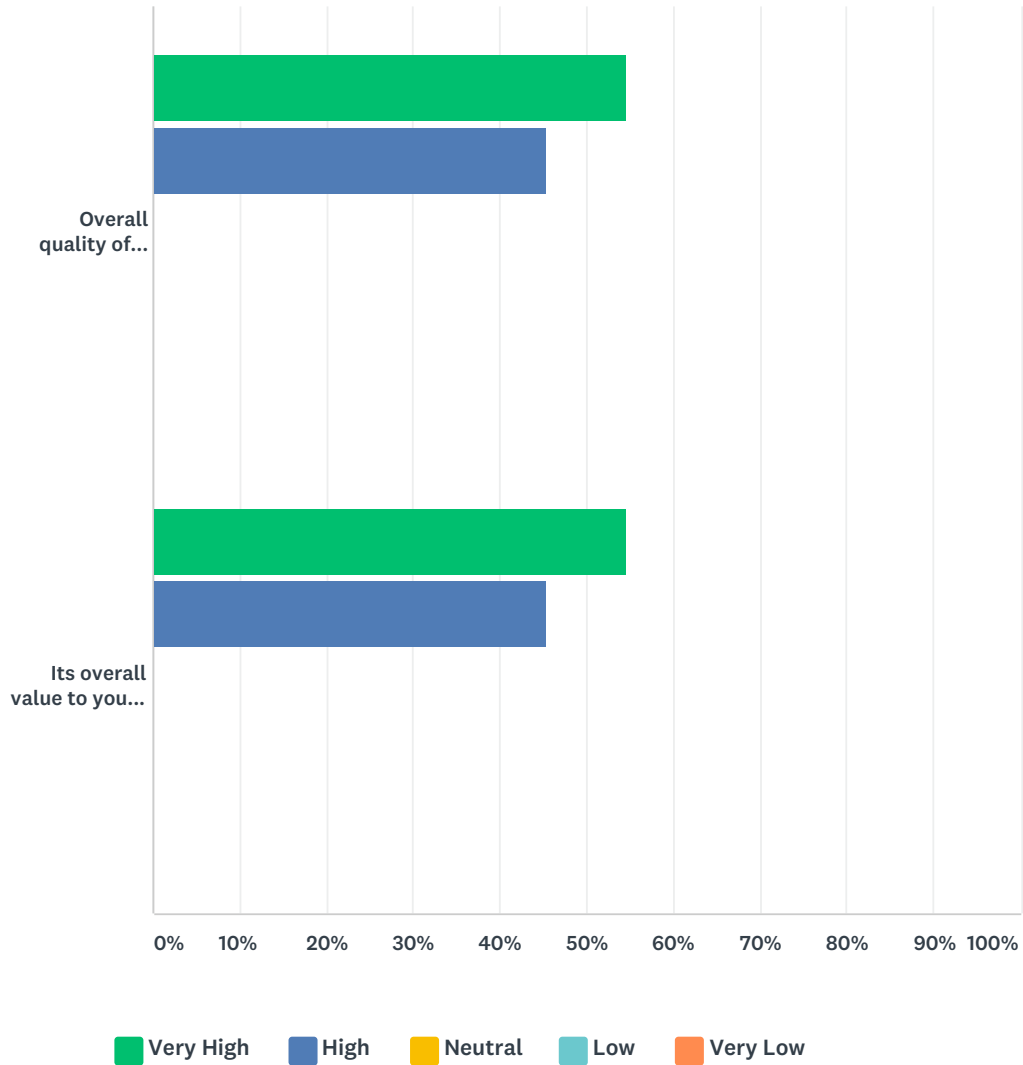


ANSWER CHOICES	RESPONSES
- Part-Time Faculty Special Workshop: Senate, Union and Faculty Professional Development (Nathan Dillon, Rochelle Guardado, Alberto Medoza, Kristine Oliveira, Lawrence Veres)	0.00% 0
- Open Forum on Race and Diversity (Mark Hoffer, Kathryn Mitchell, Vejea Jennings, Tino Garcia)	0.00% 0
- AVCFT Update (Dr. Scott Lee)	100.00% 11
- AB705 In-depth (Heidi Williams, James Dorn, Jane Bowers)	0.00% 0
TOTAL	11

Q9 Please rate the Faculty Workshop Session II:

Answered: 11 Skipped: 0

Spring 2019 Opening Day Evaluation



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session II:	54.55%	45.45%	0.00%	0.00%	0.00%	11
	6	5	0	0	0	
Its overall value to your professional development:	54.55%	45.45%	0.00%	0.00%	0.00%	11
	6	5	0	0	0	

Q10 What specific idea or information from the Faculty Workshop Session II you attended will you apply?

Answered: 10 Skipped: 1

#	RESPONSES	DATE
1	Stay informed!	2/13/2019 1:38 PM
2	None.	2/13/2019 11:26 AM
3	Paying more attention to union news	2/13/2019 11:12 AM
4	Scott and the group gave up great updates on the negotiations and expectations.	2/11/2019 10:46 AM
5	Very important information on status of Union negotiations and also faculty & staff benefits proposed or current...	2/7/2019 9:21 AM

Spring 2019 Opening Day Evaluation

6	Having a better understanding of all the issues, both monetary and non-monetary, involved in our current contract negotiations.	2/4/2019 6:21 AM
7	Negotiations update was helpful.	2/2/2019 8:35 PM
8	Paying close attention to the ratification of the contract.	2/2/2019 8:38 AM
9	Scott and the panel we're very informative, lots of needed info, presented very well.	2/1/2019 5:18 PM
10	Ideas about how office hours enhance student success.	2/1/2019 3:26 PM

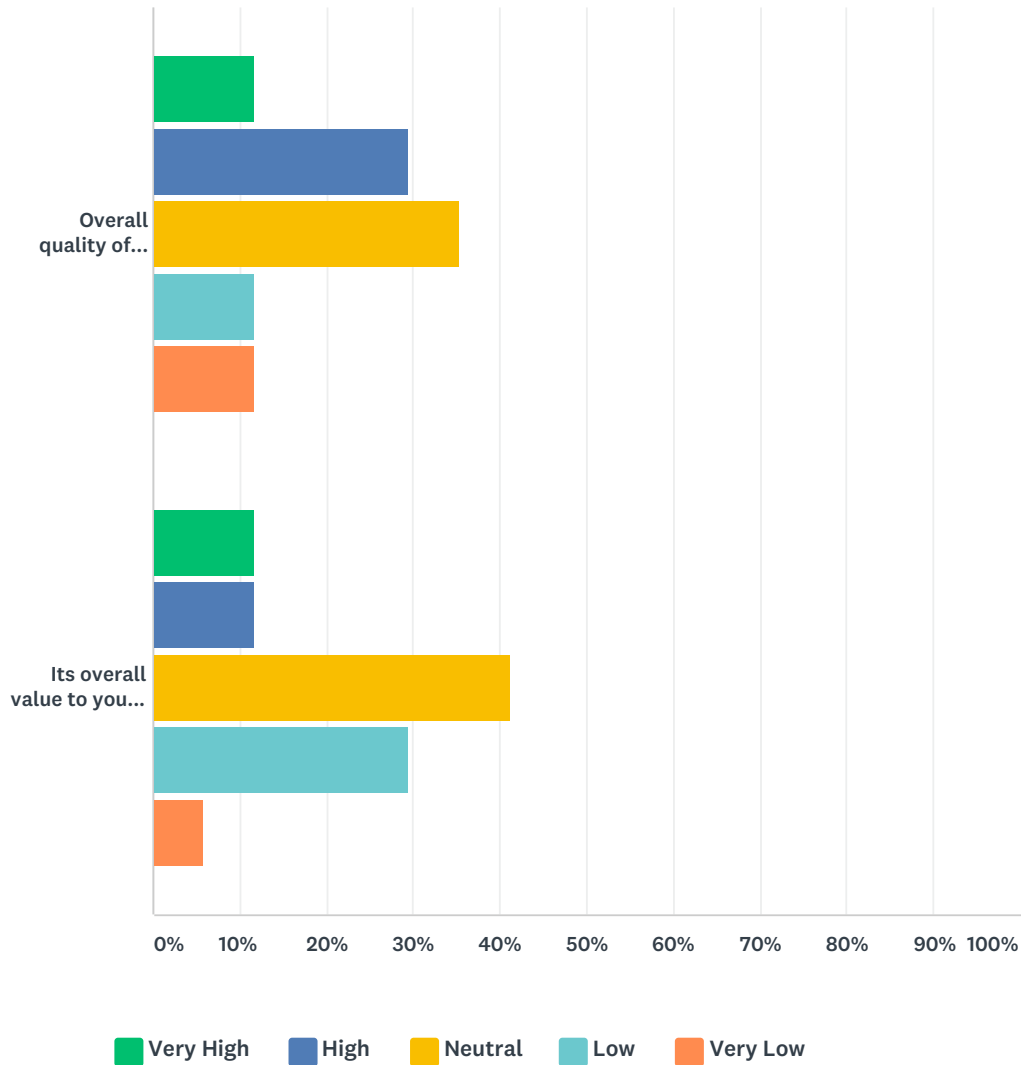
Q11 Comments on the Faculty Workshop Session II you attended:

Answered: 9 Skipped: 2

#	RESPONSES	DATE
1	This was a very important information session.	2/13/2019 1:38 PM
2	Informative but specifics were not available.	2/13/2019 11:26 AM
3	Very informative	2/13/2019 11:12 AM
4	All three were very knowledgeable and were capable of answering all the questions that were asked.	2/11/2019 10:46 AM
5	Very well presented...factual	2/7/2019 9:21 AM
6	Location was not very good; could not always see the presenters and it was difficult to hear sometimes.	2/4/2019 6:21 AM
7	The use of UH-181 for the union update was a very acoustically and illuminating disaster.	2/2/2019 8:38 AM
8	See above	2/1/2019 5:18 PM
9	Our load sheets are not legal or fair, and I heard this too in Session 1, on retirement --- haphazard is the best way to characterize them.	2/1/2019 3:26 PM

Q5 Please rate Faculty Workshop Session I:

Answered: 18 Skipped: 1



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session I:	11.76%	29.41%	35.29%	11.76%	11.76%	17
	2	5	6	2	2	
Its overall value to your professional development:	11.76%	11.76%	41.18%	29.41%	5.88%	17
	2	2	7	5	1	

Q6 What specific idea or information from the Faculty Workshop Session I you attended will you apply?

Answered: 13 Skipped: 6

#	RESPONSES	DATE
1	When I can retire.	2/13/2019 11:24 AM
2	Checking all facts out with Calstrs	2/13/2019 10:27 AM

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3	All of it.	2/11/2019 11:44 AM
4	The info given was great and she was able to answer almost all the questions with the knowledge she had.	2/11/2019 10:43 AM
5	Somewhat informative....but a CalStrs rep was supposed to be there...that did not arrive. Would have been much better if he/she had come...I think more what group was looking for...	2/7/2019 9:13 AM
6	Schedule a monthly meeting with CalSTRS.	2/4/2019 8:11 AM
7	not much	2/3/2019 12:24 PM
8	I know what procedure to follow when I want to retire.	2/2/2019 7:43 AM
9	Good general info re retirement but many questions that needed the presence of CALSTRS.	2/1/2019 5:15 PM
10	The ability to apply unused sick leave.	2/1/2019 4:48 PM
11	How to change cash benefits to defined benefit.	2/1/2019 4:40 PM
12	We all need to manage our sick leave accounts differently, since on retirement, FT lose their overload hours.	2/1/2019 3:22 PM
13	Very important information about retirement.	2/1/2019 1:19 PM

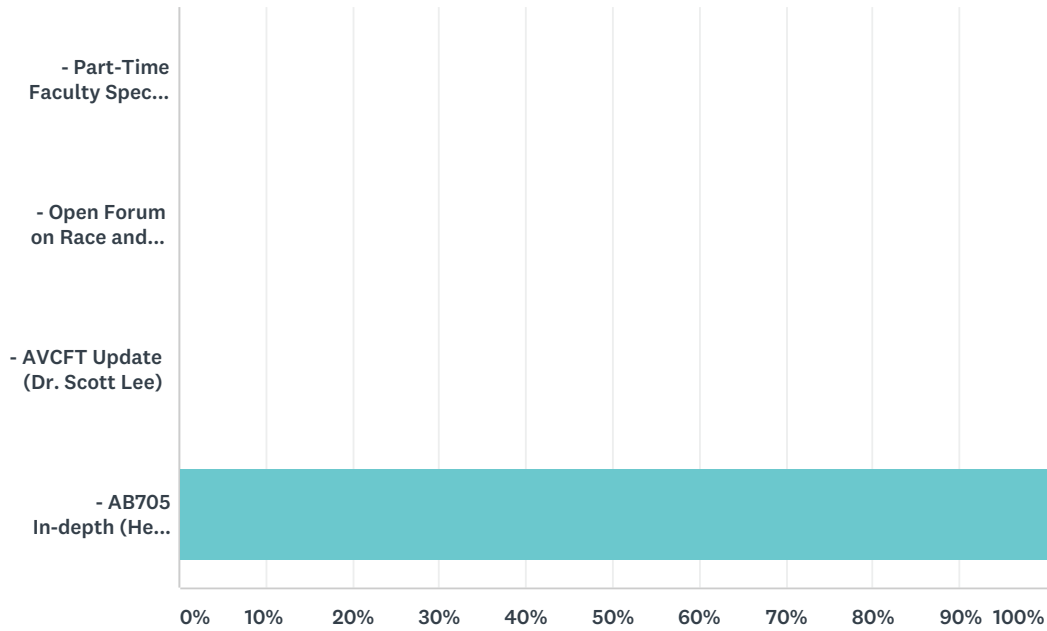
Q7 Comments on the Faculty Workshop Session I you attended:

Answered: 15 Skipped: 4

#	RESPONSES	DATE
1	Overall good presentation. I enjoy learning the concept of how to invest for my retirement . Would like a little bit more information and percentage of how to invest for retirement .	2/14/2019 5:13 PM
2	The CALSTRS speaker did not attend. The session was not as informative as it could have been.	2/13/2019 11:24 AM
3	The HR rep did the best she could but could not answer all the Faculty members questions. I believe a Cal Strs Rep was supposed to be there but cancelled.	2/13/2019 10:27 AM
4	CSTRS person was a no-show, and Vicki Remp did a great job of filling in.	2/11/2019 11:44 AM
5	The only downplay of the session was that a representative of CalSTRS was to be present and no one attended. Many of us were left with unanswered questions due to the lack of attendance.	2/11/2019 10:43 AM
6	Confusing. CalSTRS Rep did not show. More unanswered questions than expected.	2/10/2019 8:56 AM
7	CalSTRS representative wasn't there and greatly limited the info that was presented.	2/4/2019 8:11 AM
8	This workshop was y choice because i was clueless about retirement. I am worse now	2/3/2019 12:24 PM
9	STRS person was absent, but was still an informative session.	2/2/2019 7:43 AM
10	See above	2/1/2019 5:15 PM
11	It was unfortunate that the representative from CalSTRS did not show up.	2/1/2019 4:48 PM
12	They were very educational and I enjoyed it.	2/1/2019 4:40 PM
13	STRS never showed and Vicky did her best but is not a professionally trained public speaker nor can she speak on behalf of the District for interpreting contract. Overflow crowd and each of us had specific questions that Vicky could not answer. Just a big mess, really.	2/1/2019 3:22 PM
14	Missing the CALSTIRS rep	2/1/2019 2:00 PM
15	The STRS person did not show so the answers were generic and vague.	2/1/2019 1:19 PM

Q8 Select the Faculty Workshop Session II you attended from 1:30 pm-3:00 pm:

Answered: 8 Skipped: 0

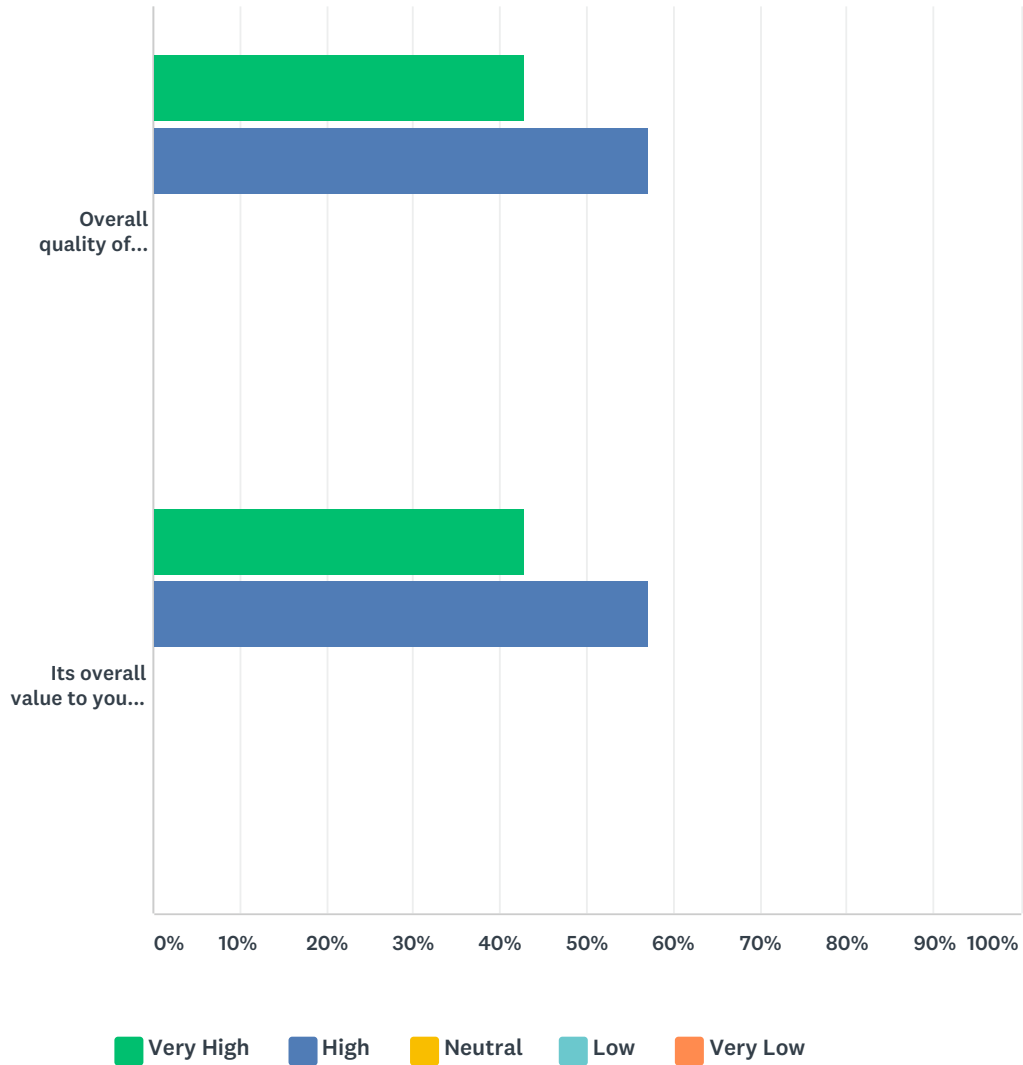


ANSWER CHOICES	RESPONSES
- Part-Time Faculty Special Workshop: Senate, Union and Faculty Professional Development (Nathan Dillon, Rochelle Guardado, Alberto Medoza, Kristine Oliveira, Lawrence Veres)	0.00% 0
- Open Forum on Race and Diversity (Mark Hoffer, Kathryn Mitchell, Vejea Jennings, Tino Garcia)	0.00% 0
- AVCFT Update (Dr. Scott Lee)	0.00% 0
- AB705 In-depth (Heidi Williams, James Dorn, Jane Bowers)	100.00% 8
TOTAL	8

Q9 Please rate the Faculty Workshop Session II:

Answered: 7 Skipped: 1

Spring 2019 Opening Day Evaluation



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session II:	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	7
Its overall value to your professional development:	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	7

Q10 What specific idea or information from the Faculty Workshop Session II you attended will you apply?

Answered: 7 Skipped: 1

#	RESPONSES	DATE
1	I will be able to be more prepared for what's coming from the effects of AB 705 and its fallout.	2/13/2019 2:11 PM
2	Why AB705 came into play and more detail on the Instructional Faculties vision on how this will all play out.	2/13/2019 12:20 PM
3	This was helpful information, but seeing the new requirements implemented will answer questions.	2/13/2019 8:47 AM
4	Greater understanding of the range of ability of students I help with research.	2/4/2019 8:15 AM
5	I will some changes in my syllabi regarding AB 705	2/2/2019 9:22 AM

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6	Prepare for big changes in class offerings.	2/2/2019 3:48 AM
7	Keep an eye out for the students of concern.	2/1/2019 7:08 PM

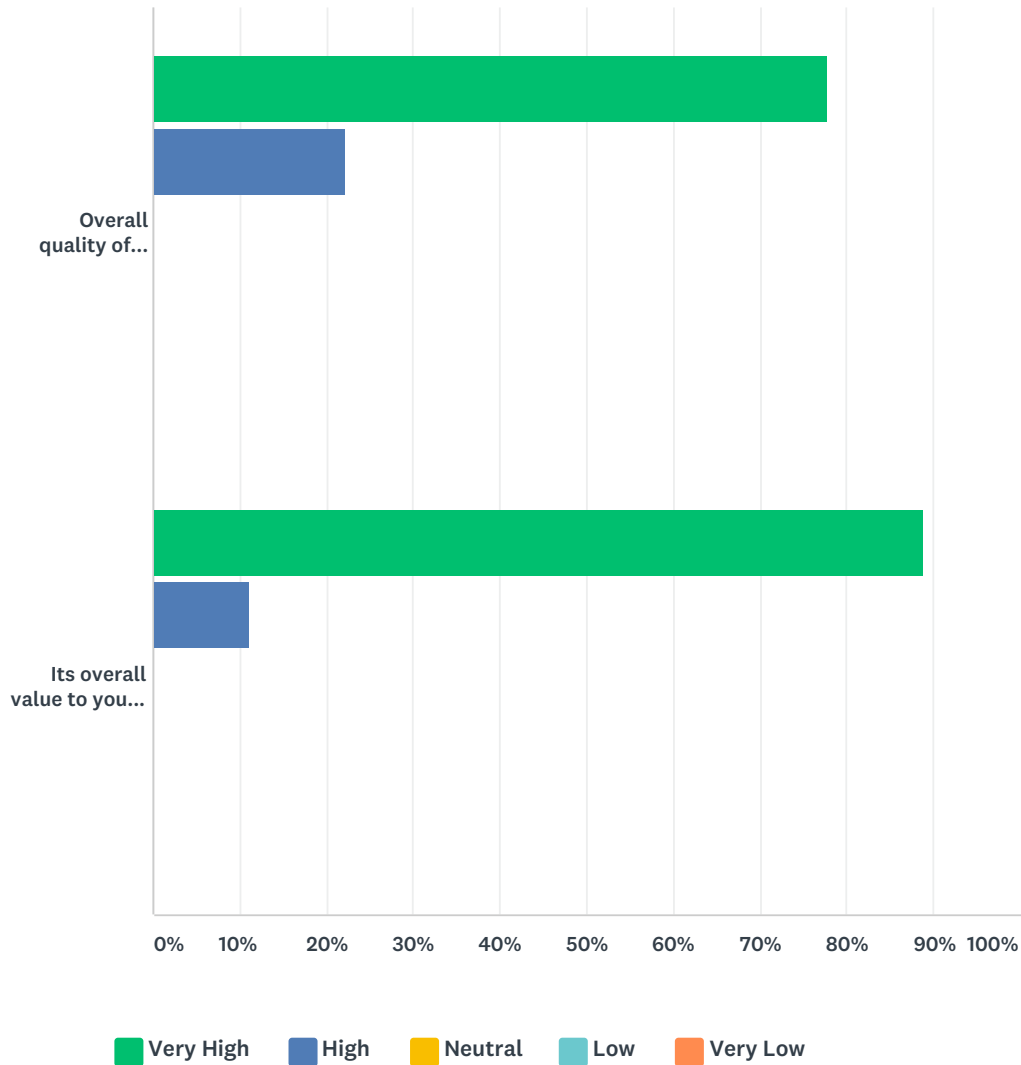
Q11 Comments on the Faculty Workshop Session II you attended:

Answered: 6 Skipped: 2

#	RESPONSES	DATE
1	The faculty seemed to know about the bill and what it's doing to the school system and the colleges.	2/13/2019 2:11 PM
2	Informative	2/13/2019 12:20 PM
3	Jane Bowers did not seem informed, had trouble communicating and was not clear. Heidi Williams and James adorn were fantastic. They were well informed, clear, intelligent and helpful.	2/13/2019 8:47 AM
4	Necessary information I got.	2/2/2019 9:22 AM
5	Excellent presentation of what is known now and of what is not know yet.	2/2/2019 3:48 AM
6	good info, shows how stupid the California educational system has become, and how ignorant the folks in Sacramento are sometimes.	2/1/2019 7:08 PM

Q5 Please rate Faculty Workshop Session I:

Answered: 9 Skipped: 2



	VERY HIGH	HIGH	NEUTRAL	LOW	VERY LOW	TOTAL
Overall quality of Session I:	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
Its overall value to your professional development:	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9

Q6 What specific idea or information from the Faculty Workshop Session I you attended will you apply?

Answered: 8 Skipped: 3

#	RESPONSES	DATE
1	Clearer understanding what academic freedom is.	2/16/2019 2:29 PM
2	Got a better understanding about the real meaning of academic freedom	2/16/2019 6:55 AM

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3	I don't understand the question! I would apply all the ideas learned in that session!	2/13/2019 2:09 PM
4	All of it! There quite a bit of it that I did not know.	2/13/2019 8:40 AM
5	I got a better understanding of all the facets involved in academic freedom and will continue to evaluate my teaching methods with the information I learned in mind.	2/4/2019 6:17 AM
6	What is acceptable expression of academic freedom versus.	2/2/2019 8:30 PM
7	Rules and regulations in the college.	2/2/2019 9:18 AM
8	The room he was assigned was booked for SOAR students so we had to locate another room.	2/1/2019 2:10 PM

Q7 Comments on the Faculty Workshop Session I you attended:

Answered: 9 Skipped: 2

#	RESPONSES	DATE
1	Very informative and very well presented	2/16/2019 6:55 AM
2	NA	2/13/2019 2:09 PM
3	Zia was fantastic. He is an excellent instructor. All the information was relevant to my teaching. There was a lot of information that I learned!	2/13/2019 8:40 AM
4	Great information that allows me to research and gain knowledge in more specific areas pertinent to my field.	2/4/2019 10:29 AM
5	Good interaction with the audience; Zia had a lot of very good information.	2/4/2019 6:17 AM
6	Fantastic workshop and very glad Dr. Nisani is a colleague!	2/2/2019 8:30 PM
7	Dr. Zia did a lot of research. Great presentation.	2/2/2019 9:18 AM
8	I was the presenter do o can't really vote on it. But I think it went great.	2/1/2019 6:08 PM
9	Dr. Nisani handled the situation very well that we could not have the assigned room. His presentation was retailored to the time and was very good in presentation and content.	2/1/2019 2:10 PM

Faculty-curated Student Performances for Standard 2 Credit

Faculty-curated student performances are events where students showcase course-related, performance-based works. The goal of the Faculty-curated Student Performances program for Standard 2 credit is to support students' contributions to the communities of learners at AVC, to encourage students' diverse learning experiences, to promote the intellectual and creative growth of our students as lifelong learners, and to foster an esprit de corps between faculty and students.

Program Learning Outcomes

1. Supports students in their growth as lifelong learners and community members.
2. Fosters collaboration between faculty and students, deepening students' commitment to their academic goals.
3. Increases community involvement within and across college stakeholders as well as connecting AVC with other academic and community groups beyond our college.

Program Guidelines

- Only events that are approved through the regular FPD events proposal period will be listed on the FPD Calendar.
- Faculty-curated student events must be officially communicated by the college, either through all-faculty or all-college email, the Marketing Office, or the AVC website.
 - AVC student performances that are not published on the AVC website or through the AVC Marketing Office may be claimed as Standard 3 FPD credit.
- The faculty curator is responsible for making the FPD sign-in sheet clearly available to participants at the event and for submitting the completed sign-in sheet to the Academic Senate Office. Participating faculty (including curators) must sign-in during the event.

The Faculty-curated Student Performances Program is committed to the mission of Antelope Valley College to provide quality institution and to promote the success of a diverse community of learners, in alignment with the college's [Institutional](#)

Learning Outcomes.

Institutional Learning Outcomes (ILOs)

3. Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

4. Career and Specialized Knowledge

- Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.

Guided Pathways Pillars

The Faculty-curated Student Performances for Standard 2 credit program encourages closer communication between students and faculty, which is critical to 3 of the 4 Pillars of Guided Pathways

- Pillar 2: Helping students choose and enter a pathway
- Pillar 3: Helping students stay on path
- Pillar 4: Ensuring students are learning

Chancellor's Office Activity Categories

- Activities related to the improvement of teaching.
- Activities related to retraining to meet changing institutional needs

STANDARD 2: College Colloquia, Committees, and Campus Activities

Promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines, support lifelong learning skills by examining culturally diverse perspectives in the arts, sciences, and humanities, and enhance the internal governance and operations of Antelope Valley College through a spirit of collaboration.



PLAN, INVEST, TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 26, 2018, 1:50 PM PDT

Antelope Valley College - Guided Pathways

Description

COLLEGE: Antelope Valley College
PLAN TIMEFRAME: Spring 2018-Summer 2019
READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact

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President, Academic Senate

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Academic Senate President
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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2018 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓			
2. Shared Metrics	✓			
3. Integrated Planning	✓			
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓			
5. Intersegmental Alignment		✓	✓	✓
6. Guided Major and Career Exploration		✓	✓	
7. Improved Basic Skills	✓			
8. Clear Program Requirements		✓	✓	✓
IMPLEMENTATION (9-14)				
9. Proactive and Integrated Student Supports	✓			
10. Integrated Technology Infrastructure			✓	✓
11. Strategic Professional Development		✓	✓	✓
12. Aligned Learning Outcomes			✓	✓
13. Assessing and Documenting Learning			✓	✓
14. Applied Learning Outcomes		✓	✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

NOVA: Invest & Plan for Student Success

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling In Progress

MAJOR ACTIVITIES: 1. Work on the development of input gathering instruments that will capture information from the constituent groups. 2. Integrate the data into current processes, plans, and/or goals. 3. Provide mechanisms to pull and share data on a regular basis.

EXISTING EFFORTS: Communicate updates regarding Guided Pathways at activities and events that may include, but are not limited to: All College Planning Retreat, Fall Opening Day, Adjunct Orientation, Student Focus Groups.

MAJOR OUTCOMES: 1. Baseline data established by Summer 2018. 2. Methodologies in place to increase constituent participation in data gathering, awareness, and decision making in Guided Pathways.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Scaling In Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling In Progress

MAJOR ACTIVITIES: 1. Monitor the system-level Simplified Metrics development progress. 2. Continue looking at Guided Pathways KPIs to align guided pathways metrics with Equity, SSSP, Basic Skills, and other data collected. 3. Continue reviewing key benchmarks and progress.

EXISTING EFFORTS: Select data and metrics from key initiatives on which to focus that will enhance Guided Pathways.

MAJOR OUTCOMES: 1. Established the process for alignment of the college's strategic plan with Guided Pathways initiatives. 2. Established the procedures for examining the progress on the benchmarks. 3. Review the strategic plan alignment with guided pathways.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling In Progress

MAJOR ACTIVITIES: 1. Identification of key stakeholders and begin early stage discussions regarding guided pathways. 2. Identification of suitable existing, campus initiatives and programs as well as the ways in which they can be leveraged to support an overarching Guided Pathways structure/method of planning and resource allocation.

EXISTING EFFORTS: 1. The goal is to involve the Strategic Planning Committee and college constituents to make Guided Pathways one of our Strategic Priorities that would help AVC provide up-to-date programs that are highly attractive to potential students. 2. Continue conducting comprehensive reviews of current program offerings in light of occupational forecasts related to sectors of job growth.

MAJOR OUTCOMES: 1. Increased awareness and engagement of key constituents. 2. Resource availability. 3. Discovered general/broad ways in which suitable existing initiatives and programs on campus can be leveraged to support a main overarching Guided Pathways framework of planning and resource allocation at AVC.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling In Progress

MAJOR ACTIVITIES: 1. Identification of key stakeholders and begin early stage discussions regarding Guided Pathways. 2. Form specific committees focused on Guided Pathways.

EXISTING EFFORTS: 1. Guided Pathways Committee is formed to initiate discussions. 2. Continue to utilize division and departmental structures. 3. Involve Strategic Planning Committee and college constituents to make Guided Pathways part of the strategic priorities.

MAJOR OUTCOMES: 1. The leaders that represent campus constituents have come together in discussions regarding Guided Pathways. 2. Established mechanisms of communicating regarding Guided Pathways. 3. Provide up-to-date programs that are highly attractive to potential students. 4. Conduct regular reviews of current program offerings in light of occupational forecasts.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling In Progress

MAJOR ACTIVITIES: 1. The use of high school performance for placement. 2. Co-requisite remediation, academic support, or shortening of developmental sequence[s]. 3. Curricular innovations including the creation of math pathways to align with students' field of study.

EXISTING EFFORTS: Discussions have begun and data are being reviewed.

MAJOR OUTCOMES: Implementation is expected in Summer 2018.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).
 This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Incorporate and enhance available student services programs that will help keep students engaged in the Guided Pathways program. 2. Strengthen counseling support that may include embedded counselors for divisions/departments/disciplines.

EXISTING EFFORTS: 1. Existing embedded counselor pilot. 2. FYE, Umaja, Orientation, Student Success Kickoff, Academic Summer Bridge, Senior Math Acceleration Program, Math Assessment Prep Academy etc.

MAJOR OUTCOMES: Conduct research studies that examine the relationship between student participation and engagement in co-curricular activities and academic success and completion.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Average number of credits attempted in year one	19.1484808
Average number of degree-applicable credits attempted in year one	15.28150207
College-level course success rate	0.735168

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Full-time students	813
Number of students	2781
Persisted from term one to term two	1989

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	222
Successfully completed transfer-level English in year one	827
Successfully completed transfer-level math in year one	315

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	251
Successfully earned 12+ college credits in first term	335
Successfully earned 15+ college credits in first term	78
Successfully earned 6+ college credits in first term	1137

Budget Totals

Total Budget

\$445,256

Code	Amount	Percent of Budget
Indirect Costs	\$18,210	4.08%
5000 - Other Operating Expenses and Services	\$50,000	11.23%
1000 - Instructional Salaries	\$145,000	32.57%
4000 - Supplies and Materials	\$75,000	16.84%
5000 - Other Operating Expenses and Services	\$25,000	5.61%
3000 - Employee Benefits	\$50,000	11.23%
2000 - Non-Instructional Salaries	\$82,046	18.43%
Antelope Valley College Total	\$445,256	100%

Efforts & Support

EFFORTS: In order to gain consensus on Multiple Measures, multi-discipline teams have been sent to state presentations and AP researchers have been brought on campus to present results from MM research. In the past year, work teams lead by the Math and English Departments have been developing placement processes that will include high school grades. These new processes will be in place for use in student placement in summer, 2019.
CHANCELLOR'S OFFICE SUPPORT: Develop and make accessible an electronic resource of ideas from other colleges so that we can see what others are doing and share best practices.

Certification

CHANCELLOR/PRESIDENT

Edward Knudson
eknudson@avc.edu

SEND REMINDER

Awaiting Submittal

PRESIDENT, ACADEMIC SENATE

Van Rider
Academic Senate President
vrider@avc.edu
6617226707

SEND REMINDER

Awaiting Submittal



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Show Me the Way:

Recommendations for Antelope Valley College's Guided Pathways Implementation

A report submitted in partial fulfillment of the requirements for
CSUN Nazarian Master of Business Administration Consulting Project

By:
Tom Anderson
Eva DiVenti
Cindy Garcia
Inna Kim

Chair
Deborah D. Heisley, Ph.D.

Faculty Advisor
Akanksha Bedi, Ph.D.

December 6, 2018
Fall 2018

Any opinions, findings and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of California State University, Northridge, the David Nazarian College of Business and Economics or the faculty thereof.

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Executive Summary

Antelope Valley College (AVC) is the recipient of \$1.8 million in funding as part of the State of California's Guided Pathways Award Program. The purpose of the grant is to assist the college with the implementation of the Guided Pathways framework, a higher education reform aimed at making college simpler to navigate for students and ultimately to increase the rate at which they graduate and enter the workforce with a degree. Our purpose is to provide AVC with informed recommendations for how they can implement the framework within five years with their allotted budget.

To formulate our recommendations, we begin with an examination of AVC's strategic position, for which we conducted PESTEL, Porter's Five Forces, and SWOT analyses. We also engaged in primary research with the following research questions in mind:

- RQ1. What major challenges does AVC face in clarifying the path for their students?
- RQ2. What major challenges do AVC students face in entering and staying on the path?
- RQ3. What are major obstacles to student success at AVC?
- RQ4. What do AVC students, faculty, and staff think of Guided Pathways?

To answer these questions, we conducted student focus groups and distributed survey questionnaires to students, instructional faculty, and employees belonging to the college's Student Services division.

The key findings from our primary research are as follows:

- Students are overconfident about their familiarity with their program requirements.
- Students find selecting their major and scheduling their courses challenging.
- Students are academically underprepared for college-level coursework.
- Students receive inconsistent recommendations from advisors, who typically lack specialization in their program of study.

- Students learn about campus resources haphazardly and do not find the college website helpful due to unavailable or poorly-placed links.
- Student Services personnel are more likely to be familiar with and feel positively about Guided Pathways than instructors.
- Students are excited and have positive feelings about Guided Pathways.

Our recommendations are based on the findings from this study, as well as data from the secondary research on the major pillars of the Guided Pathways framework and successful implementations of Guided Pathways at several pilot colleges:

- Refine transfer pathways and develop meta-majors for undecided students.
- Optimize class schedule around major pathways and expand distance education.
- Remedy student academic underpreparedness.
- Promote academic and career advising, and other underutilized student services.
- Promote and build awareness of Guided Pathways.
- Strengthen technological support structures.

To implement these recommendations, we propose the following initiatives, which should only cost AVC roughly 60% of their Guided Pathways budget:

- Provide stipends to faculty to encourage professional development, develop meta-majors and pathways curriculum, and/or serve as members of completion coaching communities for students.
- Rebrand full-time attendance and pilot a pathways program mapper visualization tool.
- Incorporate degree maps, meta-majors, and financial aid into high school outreach.
- Develop and mandate an interactive college orientation video and “Choosing a Major” workshop.
- License and pilot Starfish early alert system module.
- Integrate basic skills learning outcomes into gatekeeper courses.

- Implement eLumen at scale and mandate student learning outcome reporting.

We conclude that Guided Pathways will help AVC make strides toward achieving their institutional goals.

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Center for ~~Excellence~~ in Teaching and Learning

Program Overview

Goal

The Center for Excellence in Teaching and Learning coordinates forward thinking academic and cultural work of AVC campus-wide, supporting meaningful collaboration within and beyond our local institution in order to improve the quality of student learning. The Center is committed to the mission of Antelope Valley College to provide quality institution and to promote the success of a diverse community of learners, in alignment with the college's Institutional Learning Outcomes.

Program Learning Outcomes

- Supports AVC staff and students in their growth as professionals through integrated, strategic professional development.
- Encourages collaboration within and across college stakeholder groups in order to increase responsiveness to changing needs of our community and state.
- Increases community involvement within and across college stakeholders as well as connecting AVC with other academic and community groups beyond our college.

Institutional Learning Outcomes

- Communication
 - Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
 - Demonstrates listening and speaking skills that result in focused and coherent communications.

Guided Pathways alignment

Guided Pathways Proposal items:

Inquiry: 1. Cross Functional Inquiry

Inquiry: 3. Integrated Planning

Design: 4. Inclusive Decision-Making Structures

Implementation: 11. Strategic Professional Development

Guided Pathways Pillars:

1. Clarify the Path
2. Stay on the Path
4. Ensure Learning



Kristine Oliveira <koliveira@avc.edu>

Clarification of Duties

2 messages

Ed Knudson <eknudson@avc.edu>

Wed, Feb 20, 2019 at 5:54 PM

To: Van Rider <vrider@avc.edu>, Nancy Masters <nmasters@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Duane Rumsey <drumsey@avc.edu>

Cc: Patricia McClure <pmclure@avc.edu>

Good Evening,

To clarify a few things as questions continue to arise. Nancy's job description is to support the Senate, under the supervision of the college President. There are many duties assigned to the position, among them "other duties as assigned"...admittedly these are limited but it does exist.

It is not possible for the Senate Coordinator (Nancy) to attend all Senate Sub Committee meetings. She does however, have the capacity to conform meeting minutes and publish and distribute agendas and minutes. Also to assist with the distribution of materials, coordination of meeting calendars, and other support activities.

Senate officers and Sub Committee Chairs have reassigned time afforded them that is equivalent to 5-hours per week of committee work per 3-LHE reassigned. This equates to 80-hours of work per semester, per each 3-LHE of reassigned time. The reassigned time is compensable work. The subcommittees meet at least bi-weekly during the active, primary terms (Fall and Spring semesters).

Nancy will continue to be available to support the Senate as she has, and to support the sub committees as described above.

Thank you for your understanding and cooperation.

Ed

Ed Knudson
President
Antelope Valley College



 Kristine Oliveira <koliveira@avc.edu>

Thu, Feb 21, 2019 at 1:01 PM

To: Ed Knudson <eknudson@avc.edu>

Cc: Van Rider <vrider@avc.edu>, Nancy Masters <nmasters@avc.edu>, Duane Rumsey <drumsey@avc.edu>, Patricia McClure <pmclure@avc.edu>

Thank you, Ed, for taking time to offer clarification.

I am glad to see that we are on the same page about the role of the Academic Senate Coordinator areas of responsibilities, particularly as they relate to the FPD Committee. Last semester presented a challenge since the shift in the FPD Coordinator areas of responsibility, as part of the Academic Senate Coordinator role, were not clearly and succinctly communicated. I do respect that the Academic Senate Coordinator answers directly to you, the president of the college.

What is still unclear is how the subcommittee is to adjust to the change in the role of the faculty chair and the scope of the work that the subcommittee performs, such that there is an increase in the administrative tasks that the subcommittee is now responsible for. This semester, we are in the process of tabling a few goals in order to prioritize the decision-making process for determining how the subcommittee should move forward from here. Together, we will continue to problem-solve. Transparency is important to trust and productivity, and I am committed to faculty's professional development and to the health of our participatory governance processes.

--Kristine

[Quoted text hidden]

-

Kristine Oliveira
Faculty Professional Development Committee Chair
Asst. Professor of English
APL 221F

**Kristine Oliveira** <koliveira@avc.edu>

umbrella info you wanted

1 message

Rona Brynin <rbrynin@avc.edu>

Mon, Mar 4, 2019 at 2:31 PM

To: Kristine Oliveira <koliveira@avc.edu>

hi Kristine, you wanted me to email you about the info Kathryn Mitchell gave me last year about adding FPD workshops after we approved the schedule for the year. here is the info she gave me:

"Umbrella status is up to the FPDC, if the committee wants to offer it. The Chancellor's office requires a list of events, but the committee can list the events in a broad manner (i.e. training for nursing faculty specified for their division). The FPDC should make the requirements specific, such as training opportunities only for St 1. The key would be to ensure the added on events qualify for St 1 (they must be workshops or events that the participants are direct learners). "

so looks like it's not a problem for us to allow this.

Rona Brynin, M.S., D.C.
Nutrition Professor

HS142
661-722-6300 ext 6001

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2018-19 FPDC Goals

1. Ongoing projects

- a. Mentorships:
 - i. Year-long: Dr Ed Beyer mentoring Kristine Oliveira: Developing a workbook for faculty who are considering applying to doctoral programs
 - ii. Fall: Kristine Oliveira and Sawsan Farrukh: Survival guide for new teachers
- b. Faculty Learning Communities:
 - i. Tina McDermott: Social justice pedagogy
 - ii. Mark Hoffer: Power of narrative
 - iii. Dr Darcy Wiewall and Dr Zia Nisani: Center for Undergraduate Education
- c. Professional Milestones Symposium:
 - i. Addition of Last Lecture for retiring faculty
 - ii. Investigation into addition of a faculty-curated Student Symposium (Honors, research)
 - iii. Symposium runs like a conference with clear entrance and exit times for grouped presentations

2. Goals 2018-2019

- a. Update FPD Program Structure and Criteria
 - i. Investigation into required hours per Standard for the 60 total required for full-time faculty --Committee lead
 - ii. Develop criteria for Student Equity events as Standard 1: Kristine Oliveira
 - iii. Develop criteria for Division-sponsored Standard 1 events: Dr Zia Nisani
 - iv. Investigate student performance umbrella agreement: Nate Dillon
 - v. Investigate Committee policy regarding proxies for Senate committees: Dr Liette Bohler
- b. Formal Communications Strategy
 - i. Develop communications strategy with the office for Marketing and Public Information: Kristine Oliveira
 - ii. Ongoing summer work for coding and sorting of FPD events: Barbara Fredette and Dr Zia Nisani
- c. Update Systems Functions
 - i. Meaningful evaluation of the FPD program: Greg Krynen and Dr Ken Shafer
 - ii. Investigation into a 3-year process to update the FPD Contract system: Greg Krynen and Dr Ken Shafer