

**ACCREDITATION FOLLOW-UP REPORT
FALL 2013**

*Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges*



**Antelope Valley College
3041 West Avenue K
Lancaster, California 93536**

I. CERTIFICATION OF THE FOLLOW-UP REPORT

To: Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC)

From: Antelope Valley College

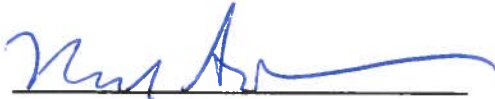
This follow-up report provides a summary of institutional responses to recommendations cited in the WASC-ACCJC February 11, 2013, letter in response to the college's October 15, 2013, follow-up report. This report also provides a summary of the progress made in the institution's own self-identified plans and a forecast to the future.

We certify that preparation of this report included opportunities for participation by the campus community and that the midterm report accurately reflects the nature of this institution in relation to the issues addressed.



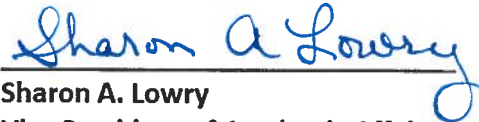
**Mr. Edward Knudson
Superintendent/President
Antelope Valley College**

8/13/2013
Date



**Michael Adams
President, Board of Trustees**

8/12/2013
Date



**Sharon A. Lowry
Vice President of Academic Affairs
Accreditation Liaison Officer**

8/13/2013
Date



**Maria Clinton
Academic Senate President**

8/13/2013
Date



Pamela Ford
Classified Union President



Date




Christopher Dundee
ASO President



Date



Tina Leisner McDermott
Faculty Accreditation Coordinator



Date

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Evidence is marked by endnotes and hyperlinked within the text of the report; it is also listed in the Appendix section.

III. STATEMENT ON REPORT PREPARATION

Antelope Valley College (hereinafter referred to as AVC or the college) received the letter dated January 31, 2011 from the Accrediting Commission for Community and Junior Colleges stating that the college's August 10, 2010, self-study report was accepted with the requirement that a follow-up report be completed. The Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer agreed to continue to serve as co-chair, and the replacement Faculty Accreditation Coordinator was recruited. A work-group committee was formed with the following members: Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer; Faculty Accreditation Coordinator; Dean of Institutional Effectiveness, Research, and Planning; Research Analyst of Institutional Effectiveness, Research, and Planning; Faculty Co-Chair of the Student Learning Outcomes Committee, and Faculty Co-Chair of the Program Review Committee. The President of the Strategic Planning Budget Council, Dean of Health Sciences, Dean of Technical Education, Director of Information Technology Services, Faculty Co-Chair of Distance and Technology Education Committee, Reference/Electronic Resources Librarian, Director of Business Services, and the SPBC Co-Chair/Academic Senate President were also consulted and made contributions to the report. The report was submitted to the ACCJC in August 2012.

On February 11, 2013, the ACCJC requested an additional Follow-Up Report in conjunction with the Midterm Report due October 15, 2013, to include a visit to the college in October 2013.

The Accreditation Steering Committee from the prior self-study continued to serve with a tripartite structure for each standard: one dean/director tri-chair; one faculty tri-chair; one classified tri-chair, along with members representing faculty, staff, and the student body. The new and vacant positions were recruited and filled.

- A timeline was developed to complete the follow-up report.
- Communications were sent out and meetings took place with individuals on campus to gather information pertinent to each recommendation.
- The draft report was sent out frequently by email to the steering committee and relevant individuals by the accreditation coordinator for input and comments.
- Meetings with the Accreditation Steering Committee were held on a regular basis to resolve outstanding issues and finalize the draft of the report.
- Presentations were given to the Academic Senate on the progress of the report on a monthly basis.
- Presentations were given to the Board of Trustees on the progress of the report on a monthly basis.

- A presentation was given at the fall 2012 and spring 2013 Welcome Back Day for faculty and staff on the status of the report.
- The accreditation co-chairs met with the College Coordinating Council on March 6, 2013 to give an update on the progress of the report.
- The accreditation co-chairs met with the Mutual Agreement Council on June 5, 2013 to give an update on the progress of the report.
- The report was reviewed by the Executive Committee of the Academic Senate on June 26, 2013.
- The Superintendent/President and Executive Vice President of Academic Affairs and Student Services were given a draft copy for review on June 20, 2013.
- On July 10, 2013, a draft of the report was posted on the AVC website, and an e-mail was sent to notify the campus that the report was available for review and feedback.
- The campus was given five weeks to review and provide feedback.
- Before submission to the Accrediting Commission for Community and Junior Colleges, the follow-up report was presented to the Board of Trustees on July 8, 2013, as an informational item and on August 12, 2013, for final approval.
- On June 27, 2013, the follow-up report was posted on the college's public web site.
- At the fall 2013 Welcome Back Day, the final report was presented to faculty, staff, and students. At one of the workshops, AVC's progress and response to the recommendations was discussed.

Mr. Edward Knudson
 Superintendent/President Antelope Valley College

Date

IV. ACCREDITATION STEERING COMMITTEE MEMBERSHIP

Sharon A. Lowry, Vice President, Academic Affairs,
Accreditation Liaison Officer

Tina Leisner McDermott, Instructor, Communication Studies,
Faculty Accreditation Coordinator

Dr. Nancy Bednar, Instructor, Political
Science

Melanie Parker, Instructor, Child
Development/Early Childhood Education

Dr. Ronald Chapman, Instructor, Sociology

Michael Pesses, Instructor, Geography

Terry Cleveland, Director, Risk Management
and Environmental Health

Gwenette Preston, Clerical Assistant II,
Enrollment Services

Maria Clinton, Associate Professor,
Aeronautics, Academic Senate President

Richard Shaw, Director, Information
Technology Services

Dr. Karen Cowell, Dean, Health Sciences and
Technical Education

Steve Standerfer, Director, Public and
Governmental Relations

Dr. Joseph Esdin, Professor, Biological
Sciences

Ann Steinberg, Director, Job Placement

Kim Fite, Administrative Assistant, Student
Development

LaDonna Trimble, Dean, Enrollment Services
and Counseling and Matriculation

Pamela Ford, Program Coordinator,
CalWORKs, President, AVCFCE

Scott Tuss, Programmer Analyst, Information
Technology Services

Sandra Govin, Associated Student
Organization Representative

Dr. Leslie "Les" Uhazy, Dean, Math, Science
and Engineering

Dr. Susan Lowry, Professor, English,
President, AVCFT

Maria Valenzuela, Library Technician

Dr. Louis "Tom" O'Neil, Dean Business,
Computer Studies, and Economic
Development and Social and Behavioral
Sciences

Betty Wienke, Board of Trustees Member

Aeron Zentner, Research Technician,
Institutional Effectiveness, Research and
Planning

Gloria Kastner, Committee Assistant,
Senior Administrative Assistant, Vice President of Academic Affairs

V. RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION

RECOMMENDATION # 1 (a-d)

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of SLOs and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards, that the college:

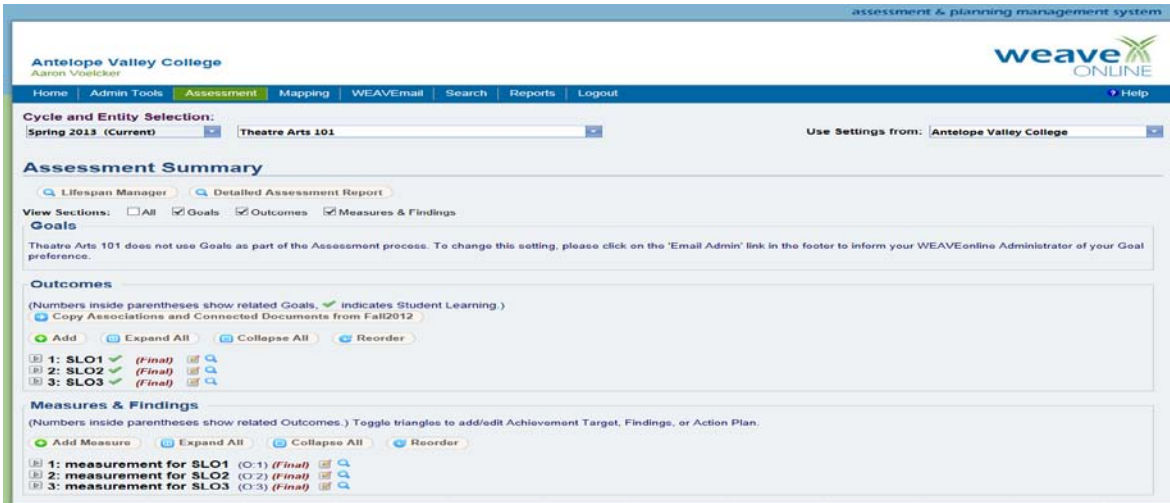
RECOMMENDATION #1 a

Develop a method to monitor progress made when implementing activities identified in the program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).

The basis of the cycle of evaluation at Antelope Valley College is the ground-up movement of institutional data and student learning outcomes (SLOs) and their usage throughout the planning and decision making process. Strengthening the use of quantitative and qualitative data, SLO assessment has been implemented at the college in an ongoing and systematic manner using the [data management system WEAVEOnline¹](#). This has helped to promote the use of qualitative and quantitative data.

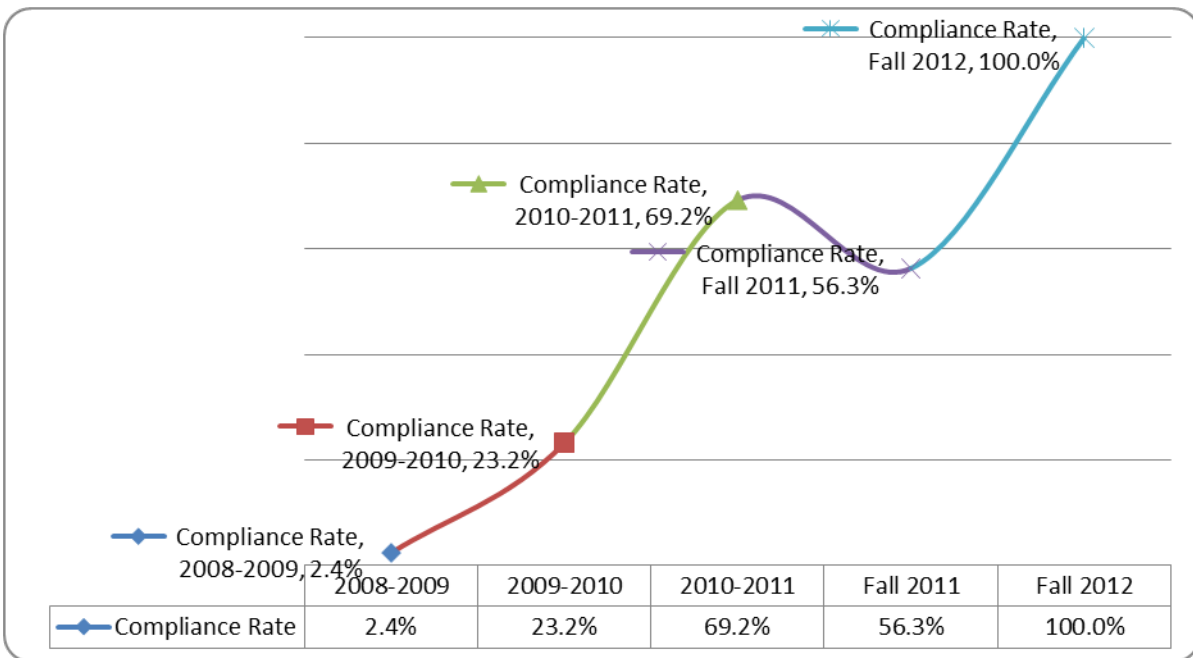
The procedure utilized to document and monitor progress with SLOS that are tied to Institutional goals involves a four-step process that begins with the input of SLOs.

Step One: SLOs for all courses are assessed semi-annually in fall and spring semesters. Academic and nonacademic departments enter their assessment results in WEAVEonline:



The SLO committee, the Department of Institutional Effectiveness, Research, and Planning (DIERP), the Academic Senate, the Academic Policies and Procedures Committee, and the accreditation coordinator have continually collaborated to communicate extensive information, training, and workshops to assist faculty and staff in regular assessment activities that document their progress in WEAVEonline. The rate of participation for SLOs is now 100 percent of all active courses on the campus, an increase from 69.2 percent in 2010-2011, as presented in the WEAVEonline-generated chart below. The SLO process has become a regular and routine aspect of work practices and the campus culture.

Progression of Outcome Assessment Reporting



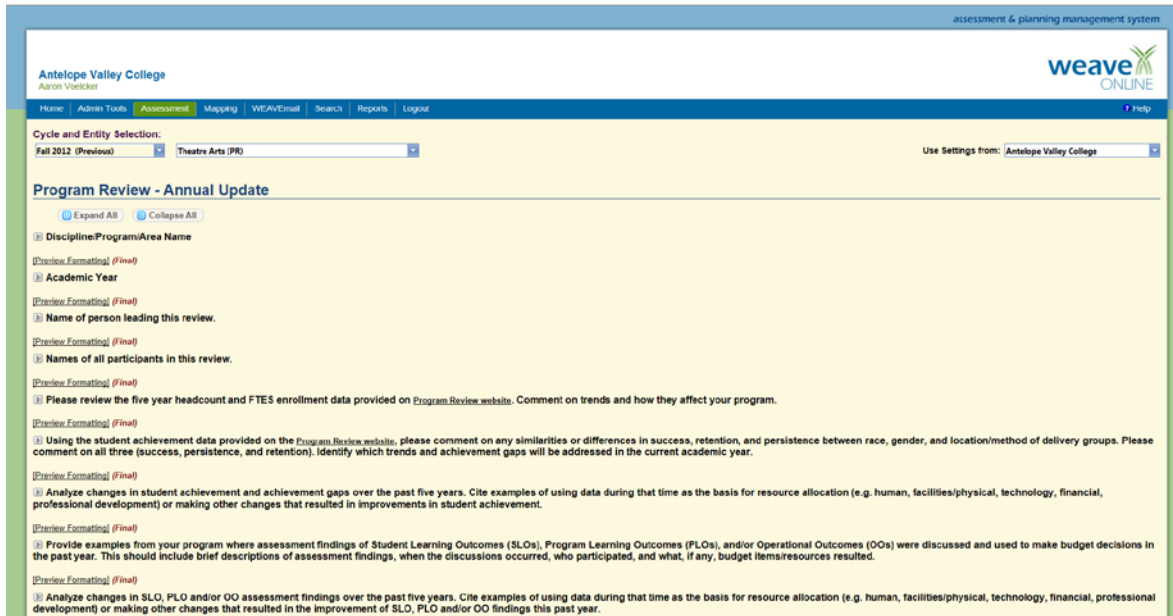
Step Two: Following outcomes assessment entry, action plans are developed at the beginning of the following semester. To continually improve institutional effectiveness in the use of SLOs, the SLO committee offered ten professional development workshops in 2012-2013 addressing topics such as valid data, linking action plans to campus planning, and best practices for using SLO data to improve student learning (calendar and description of events: [SLO FPD 2012-2013²](#)). These types of workshops will continue to be offered through professional development in the 2013-2014 academic year to guide faculty and staff in improving their management of outcomes data and planning activities. Action plans are discussed at the department level and entered into WEAVEonline at the beginning of the following semester. Time has been allotted to faculty on Welcome Back Day for spring and fall semesters to meet with colleagues, discuss assessment results, and create action plans ([Spring Welcome Back Day 2012 Agenda³](#); [Fall Welcome Back Day 2012 Agenda⁴](#)). In addition faculty meet during their own designated times or retreats to discuss outcomes results and action plans:

The screenshot displays the WEAVE ONLINE interface for Antelope Valley College. At the top, it shows the college name and the user 'Aaron Voelcker'. A navigation bar includes links for Home, Admin Tools, Assessment, Mapping, WEAVEmail, Search, Reports, and Logout. Below this, the 'Cycle and Entity Selection' section shows 'Spring 2013 (Current)' and 'Theatre Arts 101'. The main content area is titled 'Action Plan Detail' and has two tabs: 'Action Plan Detail' (selected) and 'Implementation Notes'. Under 'SLO 1', the following information is provided:

- Description:** Ticket purchase for class excursions to see professional theatre event; Purchase Theatre DVD's to show students. (Final) [Preview Formatting]
- Implementation Status:** Planned
- Priority:** High
- Relationships:**
 - Measure: measurement for SLO1 | Outcomes: SLO1
 - Measure: measurement for SLO2 | Outcomes: SLO2
 - Measure: measurement for SLO3 | Outcomes: SLO3
- Implementation Description:** Find funding sources for purchase of tickets/admission charges and transportation (\$20 per student per semester), for purchase of DVD's (\$2000).
- Projected Completion Date:** 7/31/2012
- Responsible Party:** Dean/Administration; Faculty.
- Additional Resources:** Transportation vehicles; funding
- Budget Requested:** \$2320 (recurring)
- Established In Cycle:** Fall 2011
- Active Through:** Keep Active
- Include on Action Plan Tracking page:** Yes
- Include in Reports:** Yes
- Entry Status:** Final
- Last Update:** 6/5/2012 By: Eugenie Trow

At the bottom of the form, there are 'Edit' and 'Return to Tracking List' buttons. The footer contains links for Privacy, Accessibility, and Email Admin, along with the website URL www.avc.edu.

Step Three: Discipline faculty and department staff make their recommendations for action in the annual program review updates. As reported in the 2012 follow-up report, program review annual updates are now executed in WEAVEOnline, which went online in fall 2012:



An important improvement made to monitor progress of student learning is the revision to program review questions. Integration of SLO assessments and action plans are now more clearly requested in the program review, creating a cohesive method for monitoring progress between the two reporting activities.

The fall 2012 cycle of program review annual updates contained revised questions designed to assess the progress of goals and integrate qualitative and quantitative data. The questions in the fall 2012 revision were:

Question 8: Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

Question 9: Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.

Question 11: Identify changes in significant resource needs since writing the comprehensive self-study report. Rank new needs in order of importance and explain the connection to outcomes and/or student achievement.

Those questions were again revised by the Program Review Committee to elicit even more specific information to track progress and activities to improve student learning. Questions 9 through 12 in the 2013 revised annual update ([annual update template⁵](#)) address this

recommendation further by providing a method to monitor progress based on integration of SLOs, tracking previous program goals, and inclusion of strategic goals and plan summaries from the Educational Master Plan. The 2013 cycle of program review includes the modified questions as follows:

Question 9: Analyze changes in SLO, PLO, and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlated with improved SLO, PLO, and/or OO findings in the past year.

Question 10: Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.

*Question 11: List current (up to three years) discipline/area goals, and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must also be supported by outcome action plans, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.**

Goal: A specific target

- *Guided by district Strategic Goal(s) #___*
- *Guided by _____Plan Summary in EMP*
- *Supporting action plan, data analysis, or other documentation*

Objectives: Significant steps or actions needed to achieve the goal

*Question 12: List current (up to three years) discipline/area goals, and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.*

Goal: A specific target

- *Guided by district Strategic Goal(s) #___*
- *Guided by _____Plan Summary in EMP*
- *Supporting data analysis or other documentation*

Objectives: Significant steps or actions needed to achieve the goal

The 2013 revision elicits even more specific responses connected to the systematic cycle of evaluation, integrated planning, and resource allocation for monitoring progress of outcome trends and action plans. The use of qualitative and quantitative data is a routine aspect of the campus evaluation process. Faculty, deans, and department managers are

accustomed to integrating institutional data in their program reviews. Participants are in the process of improving their use of these data into their program review analyses and annual updates by using the revised questions 9 through 12.

Additionally, now that SLO and program review annual updates are both in WEAVEOnline it is more manageable to view the assessment results, action plans, and program reviews together over time to monitor progress and actions taken. The DIERP has identified three types of reports that can be generated in WEAVEonline (see [Path to Continuous Improvement⁶](#)). Beginning fall 2013, the SLO committee will train faculty and staff on creating these reports themselves, which will further improve the ease of monitoring progress through the use of WEAVEonline.

Step Four: Education Master Plan is written on a three-year cycle and includes plan summaries informed by program reviews that guide planning ([Education Master Plan 2010 pages 63-79⁷](#)).

WEAVEonline is serving the campus well in helping departments monitor the progress of student learning and evaluate the effectiveness of action plans. Below are four examples from the course level in 2012 that show how WEAVEonline has enabled departments to monitor progress through SLOs and program review:

1. Communication Studies SLO #2 regarding delivery skills for speeches has consistently been assessed under the benchmark. Since the implementation of a department-wide speech delivery rubric, the communication department has seen a gradual increase over time showing improvements in this SLO. ([Comm Studies SLO trends⁸](#); [Comm Studies Action Plans⁹](#); [Comm Studies Annual Updates Fall 2012¹⁰](#))
2. Prior to 2007, the Anthropology department identified a need for more hands-on laboratory activities in the Introduction to Anthropology course. The new Health & Sciences building opened in 2012 with a dedicated Physical Anthropology lab. The 2012 findings showed a 20 percent increase in student achievements as a result of the use of the new lab. Two sections of the course will be taught in fall 2013, when more data can be collected and monitored. ([SLO Trends Anthropology 2011-2012¹¹](#); [Anthropology Annual Updates Fall 2012¹²](#))
3. The Physical Science department had seen many students failing to meet the outcome assessment achievement target regarding math-related questions. A further investigation identified a need for an intervention to assist students in learning to solve mathematical equations. As a result, the Physical Science department requested funding to support tutors/SI leaders at the Learning Center. In summer 2012, the Learning Center offered tutoring for the Palmdale physical science courses. This proved to be extremely successful, with one of the highest success and retention rates on campus. The table below shows an increase of 6

percent in success and 8 percent in retention since the intervention. ([SLO Action Plan Applied Phys. Science¹³](#); [Physical Science Annual Update Fall 2012¹⁴](#))

PSCI 101	Success	Retention
Fall 2011	68%	85%
Fall 2012	74%	93%

4. The Psychology department has identified the need for more full-time faculty as well as audio visual materials to improve student learning. The audio visual materials were approved and student achievement of SLOs is being monitored for improvements. ([Psychology Action Plan¹⁵](#); [Psychology Annual Update Fall 2012¹⁶](#))

The college continues to improve these processes by refining its program review questions, developing new reporting methods, and offering professional development workshops. This recommendation has been met.

RECOMMENDATION #1 b.

Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle (I.B.3)

The practices represented by the Cycle of Evaluation and Blueprint for Planning diagrams in the 2010 self study have been modified over time and are illustrated in the [Integrated Planning & Budget Cycle Diagram¹⁷](#). This diagram was approved by the Strategic Planning and Budget Council (SPBC) on July 17, 2013 ([SPBC minutes 7.13.13¹⁸](#)) to incorporate the use of data-driven decisions including institutional data, SLO/PLOs, and program reviews.

The college's integrated planning process is derived from the college mission, which states:

The mission of the Antelope Valley Community College District is to provide a comprehensive education to a diverse community of learners by placing student success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment.

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

The mission statement is embodied in the six [institutional learning outcomes¹⁹](#).

The Educational Master Plan (“EMP”) serves as the guiding document for strategic planning at AVC and is conducted on a three-year cycle. The last plan was published in 2010 ([AVC Education Master Plan 2010²⁰](#)); see pages 17 and 19 for stated college mission and ILOs. The plan put forth ten strategic goals (see pages 20-21). Each goal is measurable by ILOs, documentation, assessments, and other measures. Achievement of goals is documented in the 2013 EMP.

The current EMP cycle for 2013 is in process ([Ed Master Plan agenda 3.1.13²¹](#); [Ed Master Plan agenda 4.12.13²²](#); [Ed Master Plan minutes 3.1.13²³](#)). The current team has evaluated instructional and noninstructional program reviews and determined six themes that were associated with specific objectives. SPBC will be tasked with assigning follow up teams to track the progress and documentation of these goals into the next EMP cycle. The 2013 plan will be submitted September 9, 2013, to the Board of Trustees.

The EMP is a living document that guides decisions for maximizing student success and efficient campus operations. Strategic planning at AVC is based on the following information: the president / superintendent’s goals; SLO and PLO data and action plans; program reviews; institutional data on enrollment; demographics; student persistence; administrative services, facilities, and human resources plans. Input is the result of shared dialogue and governance amongst all constituencies of the college. ([Ed Master Plan Power Point 2013²⁴](#); [Ed Master Plan Power Point – Data Scanning 2013²⁵](#).)

In concurrence with the goals of the EMP, the college assesses SLO/PLO/OOs as part of the integrated planning cycle to identify areas that require resource allocations and additional services to improve student learning. The operation of the integrated planning cycle concerning budget is explained in detail below with attached documentary evidence and deliverables that show the college is operating its budget cycles in a systematic manner based on both quantitative and qualitative data grounded in the philosophy of the mission statement, ILOs, and the strategic goals of the EMP:

- Outcomes are assessed and action plans are written pertaining to each SLO/PLO/OO biannually every spring and fall semester, and entered on the [data management system WEAVEOnline²⁶](#).
- [Comprehensive program reviews²⁷](#) are done on a four-year cycle, and [annual updates²⁸](#) are done in the fall. Revisions made in 2012 and again in 2013 have enhanced the integration of institutional data and outcomes assessment (see responses to recommendation 1a and 2b). All programs at the college are on schedule with program reviews and updates ([program review schedule 2011-2018²⁹](#)). All program reviews can be viewed directly on the [program review committee web page³⁰](#). A [peer review rubric³¹](#) is used to ensure continuous quality.

- Based on program reviews, deans and department managers assess their areas' needs in conjunction with the strategic goals stated in the EMP.
- In March of every year, the Business Office puts out a call to all deans and department managers for requests for resources above and beyond the existing operational budget ([Budget Calls March 2010-2013³²](#)). Included is a [budget timeline³³](#), [budget request form³⁴](#), and the [budget narrative form³⁵](#) requiring justifications for each request based on outcomes assessment and program review/plans.
- Division deans and managers submit their annual budget request packet which consists of an Excel spreadsheet and the budget narrative. The list is based on an assessment of strategic goals, ILOs, SLO/PLO/OO trends and action plans, and program reviews (e.g., [Annual Budget Request – BCSED³⁶](#); [Annual Budget Request – Student Services³⁷](#); [Annual Budget Request – Tech Ed³⁸](#)).
- Budget request packets are due to the vice presidents in July of the same year.
- The vice president creates a master priority list (e.g., [Certificated Staff Position List³⁹](#)).
- The vice president of business services puts narratives and budget request forms together in a binder and forwards it to the budget and finance subcommittee.
- The business office sends the [summary budget and Exhibit A \(see pages 10-16\)⁴⁰](#), which is a proposed list of changes to expenditures, to the budget and finance subcommittee. (Please note: due to the budget crisis, 2010-2011 and 2011-2012 budgets were focused on cuts rather than expenditures.)
- The Budget and Finance subcommittee meets and makes recommendations to SPBC (Budget and Finance Subcommittee meeting minutes [June 20, 2012](#); [July 11, 2012](#); [September 5, 2012](#); [October 3, 2012](#); [November 7, 2012⁴¹](#)).
- SPBC reviews the subcommittee minutes and makes recommendations to the President for recommendations to Board of Trustees (SPBC minutes [May 16, 2012](#); [June 27, 2012](#); [July 18, 2012](#); [August 15, 2012](#); [September 19, 2012⁴²](#)).
- A memo is created by the SPBC co-chair to the President (e.g., Hiring Request Recommendation Memos [November 28, 2012](#); [December 12, 2012](#); and [March 20, 2013⁴³](#)).

- The Board of Trustees then approves or disapproves the budget (the President can override their decision) ([Board Minutes – Budget Adoption 9.10.12 – item IX. B⁴⁴](#))
- The budget is adopted and published for the campus community ([Adopted Budget 2012-2013⁴⁵](#)).

The emphasis throughout this process is on fulfilling the college mission to provide “high quality educational standards and innovative programs and services in a professional, team-driven environment,” advanced through a culture of evidence-based decision making. Improvements to the reporting of outcomes assessment, the program review process, the EMP, SPBC and budget subcommittee processes, are the result of a campus culture that values continual reflection and quality improvement. In an ongoing effort to further improve these processes, SPBC is considering forming another subcommittee whose sole responsibility would be in evaluating institutional effectiveness and processes within SPBC. Additionally, the college hired a consultant ([Proposal for Consulting Services Amended 2.11.13⁴⁶](#)) approved by the Board of Trustees on April 15, 2013 ([Board of Trustees Agenda 4.15.13⁴⁷](#)). The recommendations of the consultant will serve to develop more streamlined and efficient practices in governance and decision making. This recommendation has been met.

RECOMMENDATION #1 c.

Provide evidence that outcomes demonstrate the integrated planning cycle, from SLOs to making budget decisions (I.B.5).

Strategic goals communicated in the EMP provide the guiding principles for budget requests and quality improvements for programs and services. SPBC is the planning council of the college; it utilizes data from the Educational Master Plan, Program Review and SLOs/PLOs/OOs for the planning process. The evaluation of the SPBC process is in conjunction with the Educational Master Plan. Each subgroup and subcommittee (Budget and Finance) sets goals annually, then communicates those goals as they become part of the annual report. Assessment results documented in WEAVEonline and program reviews are used to make budget decisions that have resulted in enhanced student services and campus operations and in fulfillment of the strategic goals of the EMP (see [2010 EMP⁴⁸](#) pages 20-21). The following list highlights budgetary decisions as a result of assessment outcomes based upon documents that communicate matters of quality assurance to appropriate constituents:

- **Admissions and Records:** Ellucian enhancement program and class adding authorization technology was identified as necessary to enable easier student enrollment and waitlists through SLOs, action plans, and program review. ([AR Spring 2012 WEAVE Report⁴⁹](#); [AR Fall 2012 WEAVE Report⁵⁰](#); [AR SLO data trend report-1](#)

[Spring 2012⁵¹](#); [AR SLO data trend report-2 Spring 2012⁵²](#); [Enrollment Services / Admissions and Records 2010 Program Review⁵³](#); [Enrollment Services / Admissions and Records Program Review Annual Update 2012⁵⁴](#))

- **Palmdale Center:** In spring 2012 an action plan was developed in response to operational outcome #3 of the Palmdale Center, which indicated a need for a STEM-funded clerical assistant. This budgetary request was cited in the 2012 program review annual update. A hiring request was submitted to SPBC for approval of this position. ([Palmdale Center Annual Updates Fall 2012⁵⁵](#); [Palmdale Center OO Trends 2011-2012⁵⁶](#))
- **English Department:** The English department demonstrated a need for full-time faculty in its program reviews justified by institutional data showing a high demand for classes. Two one-year temporary full time hires were approved in 2013 ([English - Language Arts Comp Program Review 2011-2012⁵⁷](#); [English Annual Update Fall 2012⁵⁸](#); [Annual Budget Request - Language Arts⁵⁹](#)).

Due to the budget shortage, alternative funding sources for various programs were sought in the form of grants (pursuant to [2010 EMP Goal #5 – pages 20-21⁶⁰](#)). These requests were initiated from SLO data review and documented in action plans. Following is some evidence of how SLO data / action plans and program reviews are the basis of funding requests through grant applications:

- **Fire Technology:** The department identified a need to improve mastery of manipulative skills for Firefighter I lab, Rescue Systems, and Fire Suppression Systems classes. This assessment was further pursued in departmental discussions between all instructors in the program and led to the need to acquire practice props for on-campus use to better facilitate student learning. This resulted in submission of a Perkins Grant Request to purchase these props, which was granted in the spring of 2012. ([PR Annual Update - Fire Tech⁶¹](#); [Grant approval VTEA Fire Technology 2012-2013⁶²](#))
- **Respiratory Care/Therapy:** Summative clinical and criterion based evaluations are used to reflect national respiratory care performance guidelines. These tools are used and tailored specifically to each SLO and PLO. Student weaknesses in curriculum can then be identified and adjusted to achieve program goals. In 2011, clinical evaluative tools identified neonatal performance deficiencies within respiratory care and nursing students. As a result a task force determined that additional lab simulation would improve student performance. In response, collaborative Perkins IV grant funding was obtained to purchase a neonatal simulation manikin. In addition, limited annual proposition 20 money has been dedicated solely to purchase durable supplies (e.g., nasal cannula, oxygen masks,

arterial blood gas kits) that the students are required to have throughout the program. ([PR Annual Update – Resp. Care – 1](#); [PR Annual Update – Resp. Care – 2](#); [PR Annual Update – Resp. Care – 3](#)⁶³; [Grant approval VTEA Respiratory Care 2012-2013](#)⁶⁴)

- **Commercial Music:** Department faculty holds biannual discussions where SLO and PLO findings and action plans are discussed for planning the next academic year. In addition, the lead faculty has developed and coordinates an advisory committee to address needs and changes in the music industry. SLO assessments identified a need for updated equipment to better teach and prepare students for music careers. The department coordinator obtained funding through a Perkins grant. As a result, the Commercial Music department saw an increase in SLO assessment results due to the implementation of the action plan to purchase new equipment. ([PR Annual Update – Music](#); [PR Annual Update – Music 2](#)⁶⁵; [Music Purchase Orders](#)⁶⁶)
- **Reading:** Department meets formally at least twice a year in August and January. The SLO results are discussed at these meetings and utilized to help determine what steps are needed to improve student success in future terms. Collectively the reading faculty members develop actions plans and implementation strategies for the upcoming term. Specifically, for the past two years SLOs related to vocabulary had not been meeting the established target, which prompted the faculty to create and integrate Directed Learning Activities (DLA) focused on vocabulary. Funding for the intervention program was provided through the Title V/Basic Skills grant. The findings in the basic skills biannual report indicated an increase in student SLO achievement and retention as a result of the integration of the DLA action plan. ([PR Annual Update – Reading](#)⁶⁷)
- **Information Technology:** ITS conducts annual campus assessments to measure outcomes to determine how to best serve the campus. The findings from the 2011 and 2012 assessments indicated a need for increased assistance for the myAVC help desk and email system and an additional systems administrator. The action plans supported the decision to obtain Title V Grant funding for a ten-month, full-time clerical assistant and additional funding for a second systems administrator. ([ITS OO Trends 2011-2012](#)⁶⁸)

These processes have improved as the campus culture has shifted to regular and consistent assessment and planning based on outcomes and action plans. Evaluation of SLOs is a visible priority across the college. Outcomes are specifically linked to program reviews, EMP and budget requests.

In addition, dialogue evaluating organizational structures continues to improve institutional effectiveness. Four changes were made at the time of the 2012 follow-up report to improve

communication about budget and planning to the appropriate constituencies. Following is an update to each of the changes reported in the 2012 follow-up report:

1. Make a permanent change for the Dean of IERP to be the administrative co-chair of SPBC.

Update: The academic senate president remains the faculty co-chair. In 2012, the position of dean of IERP was vacated. While the position was vacant, the vice president of academic affairs regularly co-chaired the SPBC in the interim. Meetings with this new configuration have been held regularly ([SPBC Minutes 5.16.12](#); [SPBC Minutes 6.27.12](#); [SPBC Minutes 7.18.12](#); [SPBC Minutes 8.15.12](#); [SPBC Minutes 9.19.12](#); [SPBC Minutes 10.17.12](#)⁶⁹). The dean of Institutional Effectiveness, Research and Planning was hired in July 2013 and is now co-chair of SPBC.

2. Staffing and other budgetary requests will be justified as evidenced by SLO/PLO/OO assessment/action plans and identified program review needs.

Update: In 2012 the program review annual updates template contained Question 8, which assures that SLO/PLO data move from WEAVEOnline into program review, which is then integrated into budget requests:

Question 8: Provide examples from your program where assessments results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and /or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussion occurred, who participated, and what, if any, budget items/resources resulted.

This question was revised in 2013 as follows:

Question 9: Analyze changes in SLO, PLO, and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved SLO, PLO, and/or OO findings this past year.

Additionally, the [Budget Request form](#)⁷⁰ is now submitted with a new Budget Narrative ([budget narrative form 2012-2013](#)⁷¹). The Budget Narrative includes requirements to describe relationships to SLO/PLO/ILO assessment and action plans, along with needs identified in program review. The two forms are required to be submitted together in order for the request to be reviewed and moved forward.

3. Increased dialogue between involved committees to improve communication.

Since the implementation of this recommendation in March 2012, the SLO Committee co-chair and various members of the SLO Committee continue to serve on the Program Review Committee and Accreditation Standards Committees. Additionally, the Dean of IERP (or a representative from that office) attends these meetings consistently.

The SLO Committee co-chair, Program Review co-chair, faculty accreditation co-chair, and staff from the IERP communicate frequently on an informal basis (in person, emails, etc.) to exchange information, concerns, and ideas. There is a dynamic and productive dialogue based on commitment to improving communication and processes at the college.

4. Updates on accreditation issues on a more frequent basis.

The Program Review Committee co-chair, SLO Committee co-chair, and the faculty accreditation coordinator give bi-semester reports on the progress of program review completions, SLO updates, and accreditation report updates to the Academic Senate (Academic Senate minutes [5.3.12](#); [9.20.12](#); [11.1.12](#); [11.15.12](#); [2.21.13](#); and [3.7.13](#)⁷²). The Program Review co-chair also keeps the vice presidents and deans/directors informed via email about which programs need to submit reports and which have completed peer review.

The faculty accreditation coordinator gives frequent updates to the campus community on accreditation issues and progress by giving presentations on Welcome Back Days, Board of Trustees meetings, Dialogue with the President, and Academic Senate meetings. Additionally, the coordinator has presented accreditation information specific to the SLO committee and the College Coordinating Council ([CCC Minutes 3.6.13](#)⁷³). In spring 2013, ten-minute presentations were given by the coordinator and the research analyst to four divisions across campus to keep faculty and staff informed of their role in accreditation and the integrated planning process. Two fall Welcome Back Day 2013 workshops are scheduled to further educate the campus community about integrated planning and best practices for SLOs, PLOs, institutional data, and program reviews for efficient campus budget and planning and how these processes are important for accreditation in collaboration with the co-chairs of the relevant committees. ([Accreditation – Dialogue with the President 4.26.12](#)⁷⁴; [Accreditation Welcome Back Day Fall 2012](#)⁷⁵; [Academic Senate Minutes 11.15.12](#)⁷⁶; [Academic Senate Minutes 3.7.13](#)⁷⁷; [PLO Mapping – Spring Welcome Back Day 2013](#)⁷⁸; [Accreditation Letter to Campus Community 3.11.13](#)⁷⁹; [AVC Board 4.15.13 Notes](#)⁸⁰; [Integrated Planning and YOU Spring 2013](#)⁸¹)

The current EMP is in progress and will be presented to the Board of Trustees for approval in September 2013. There is continued overlapping of committee members from the various related committees (EMP agendas [March 1, 2013](#) and [April 12, 2013](#)⁸²; EMP minutes [March 1, 2013](#)⁸³).

Communicating quality assurance amongst the campus constituencies is occurring on multiple levels across the campus. The four improvements identified in the 2012 follow-up report and implemented since that time are improving the processes and communication crucial to effective budgeting and planning. This recommendation has been met.

RECOMMENDATION #1 d.

Assess program learning outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a.; II.A.1.c).

Since the 2012 follow-up report, the SLO Committee has continued its work in approving PLOs and the staff of IERP has been guiding faculty and staff to use WEAVEOnline to enter the PLOs, findings, and action plans. The [PLO Excel Workbook](#)⁸⁴ is in regular use for writing the PLOs, mapping the curriculum, and submitting them to the SLO Committee for approval based on the [PLO Review Rubric](#)⁸⁵.

As of April 5, 2013, 97 percent of approved programs at the college have written PLOs and 80 percent have assessed their findings; 78 percent are monitoring action plans (see all [program learning outcomes detailed assessment reports](#)⁸⁶).

Fall 2012 Assessment Cycle Update 3-29-2013

	# of Programs	Defined Learning Outcomes		Findings		Action Plans - Ongoing Assessment	
		# Defined	% Compliant	# Compliant	% Compliant	# Compliant	% Compliant
PLOs	76	74	97.4%	61	80.3%	59	77.6%

When the college began writing and assessing PLOs in 2007, the programs to begin were in the Technical Education Division. A decision was made by the dean and faculty to assess PLOs for a period of three years to detect reliable trends before making any substantive changes based on their results. However, annual program review updates submitted in fall 2012 provide evidence that assessment of program and operational outcomes across the campus have resulted in a variety of changes at both the program and operational level.

Examples are as follows:

- **Child and Family Education:** Assessment of PLO #2 in CFE 201, a capstone course in Child and Family Education, indicated that when developing learning plans for young children, students struggled most with understanding the use of multiple materials to document children’s learning. Instructors revised the criteria for the assignment to encourage greater exploration and use of multiple materials used to provide evidence of learning. Questions used in collaborative discussion leading to the assignment’s culmination were reviewed and revised. Additional information derived from instructors’ evaluation of the student’s learning plans indicated that using a “common language of learning” might support greater success in using multiple materials for documentation. Based upon this action plan, clay was purchased with Proposition 20 funding at the beginning of the spring 2012 semester and has been delivered to the instructors. Instructors will provide basic instruction in the use of clay to document children’s learning, and practicum students will take clay into their practicum fieldwork sites. All learning plans completed during the 2012-2013 year will require the use of clay as one form of documentation. This portion of the action plan will be re-evaluated at the end of fall 2013. ([CFE PLO 2 Assessment Summary](#)⁸⁷; [CFE PLO 2 Action Plan Summary](#)⁸⁸; [HS Prop 20 Request form](#)⁸⁹)
- **Job Placement Center:** Based upon outcomes assessment in the Job Placement Center and through action plans developed in department meetings, the decision to continue an annual subscription to the College Central Network was made. This subscription is being funded by the SB70 grant. ([Job Placement Action Plan Profile](#)⁹⁰; [JPC staff meeting minutes 04-17-12](#)⁹¹; [JPC request for SB70 funding](#)⁹²; [JPC response re SB70](#)⁹³)
- **Clothing and Textile:** The Clothing and Textile Program identified a need for industrial equipment based upon outcomes assessment in CT 110, CT 200, CT 243; rubrics used to assess PLOs # 2, 3, and 4; and through student questionnaires. Grant funding through Perkins IV is supporting this request ([Clothing and Textile Action Plan Profile](#)⁹⁴; [Clothing and Textiles Application for Perkins Funds](#)⁹⁵).
- **AVC Child Development Center:** The CDC uses data from the Desired Results Developmental profile ([DRDP](#)⁹⁶) as part of its assessment method ([Child Development Action Plan Profile](#)⁹⁷). Once all DRDPs have been completed upon 60 days enrollment, the staff and director assess emerging needs and develop action plans in response to that assessment. Results from spring 2012 revealed the need to raise children’s scores in the math domain. For this reason, [staff development training](#)⁹⁸ on mathematics, using the *Exchange Out of the Box Training Kit-Math* in early childhood, was conducted by the center director on August 16, 2012. On August 17, 2012, classroom teachers evaluated classroom

environments for use of math and number materials, using the ECERS-R assessment tool. [Parent training](#)⁹⁹ focused on the use of daily activities to *provide math learning experiences was facilitated by classroom teachers on October 17 and November 5, 2012. These activities are related to OO#3 which states that the DRDP system will be used to improve the quality of programs and services provided to all children enrolled in the program.

Since the implementation of SB 1440, more disciplines are developing Associate of Arts and Associate of Science Transfer (AA-T and AS-T) degrees. By fall 2013, 17 new transfer degrees will have been approved by the Academic Policies and Procedures Committee (AP&P). PLOs are required for degree approval by AP&P. This recommendation has been met.

RECOMMENDATION #2 a.

To meet the standards, it is recommended that the college establish clear connection with and document the involvement of members of professions, association and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II.A.2.b).

As of May 2012, there were 35 career technical education programs, of which 30 held advisory meetings in the academic year 2011-2012. The advisory committee members included faculty from the discipline as well as professionals from industry. They collaborated on course revisions, student assessment, and industry needs.

At all advisory meetings, curriculum and curriculum modification were reviewed and revised when required. Connections between industry leaders and partners are clearly identified in the minutes, and there is ongoing discussion. For example, at the March 6, 2012, meeting of the Airframe and Power Plant Advisory Committee, professional input led to the decision to discontinue three classes (AERO 280, 281, and 282) due to lack of relevance in the industry. At the March 20, 2012, Advisory Committee meeting for Electrical Technology where the topic was “alternative energy,” input from the industry resulted in the decision to add solar and windmill maintenance into the Elec 150 course. At the March 15, 2012, Advisory Committee meeting for the Respiratory Care program, industry advisors suggested more training in the curriculum for sleep studies and sleep medications due to increased licensure requirements in this area of the field. In addition, when updating the curriculum via CurricUNET, the program addendums screen requires the uploading of advisory committee minutes to document industry input in curriculum process ([CurricUNET screenshot](#)¹⁰⁰).

Documentation of membership of committees is listed in all advisory meeting minutes. The office of the vice president of academic affairs now serves as the repository for advisory meeting minutes.

Following is an updated list of most those committees and their minutes:

1. Administration of Justice Advisory Committee – [meeting minutes November 3, 2011¹⁰¹](#)
2. Agriculture Advisory Committee – [meeting minutes April 4, 2012¹⁰²](#)
3. Air Conditioning and Refrigeration Advisory Committee – [meeting minutes March 3, 2012¹⁰³](#)
4. Aircraft Fabrication Advisory Committee – [meeting minutes September 28, 2011¹⁰⁴](#)
5. Airframe and Power Plant Advisory Committee – [meeting minutes March 6, 2012](#); [meeting minutes March 15, 2013¹⁰⁵](#)
6. Auto Body Advisory Committee – [meeting minutes March 26, 2012¹⁰⁶](#)
7. Automotive Advisory Committee – [meeting minutes January 19, 2011¹⁰⁷](#)
8. Business Education Division Computer Applications and Networking Group - [meeting minutes June 1, 2012¹⁰⁸](#)
9. Business Management Marketing Advisory Committee - [meeting minutes June 1, 2012¹⁰⁹](#)
10. Child and Family Education Department Advisory Committee - [meeting minutes December 6, 2012¹¹⁰](#)
11. Clothing and Textiles Advisory Committee - [meeting minutes March 2, 2012](#); [meeting minutes April 10, 2013¹¹¹](#)
12. Digital Media Advisory Committee – [meeting minutes March 4, 2013¹¹²](#)
13. Electrical Technology Advisory Council - [meeting minutes March 20, 2012¹¹³](#)
14. Electronic Technology Advisory Committee - meeting minutes [November 8, 2011](#); [March 20, 2012](#); [April 10, 2013¹¹⁴](#)
15. Engineering and Drafting Advisory - [meeting minutes January 24, 2012¹¹⁵](#)
16. Family and Consumer Studies – [meeting minutes May 8, 2013¹¹⁶](#)

17. Fire Technology Advisory Committee - [meeting minutes December 7, 2011](#); [May 29, 2013](#)¹¹⁷
18. GIS Advisory Committee - [meeting minutes September 15 2011](#)¹¹⁸
19. Interior Design Advisory Committee - [meeting minutes November 3, 2011](#)¹¹⁹
20. Interpreter Training Advisory Committee (Deaf Studies) - [meeting minutes - August 18, 2011](#); [August 16, 2012](#)¹²⁰
21. Nursing Advisory - [meeting minutes June 6, 2012](#)¹²¹
22. Radiologic Technology Advisory Committee - [meeting minutes September 29, 2011](#); [October 9, 2012](#); [March 21, 2013 \(at page 3\)](#)¹²².
23. Real Estate Advisory Committee - [meeting minutes June 1, 2012](#)¹²³
24. Respiratory Care program Advisory Committee - [meeting minutes March 15, 2012](#)¹²⁴
25. Welding Advisory Committee - [meeting minutes May 17, 2011](#); [meeting minutes February 21, 2013](#)¹²⁵

In 2011, a [standardized template for agendas and minutes](#)¹²⁶ was developed in conjunction with the faculty and deans who serve on advisory committees. The template suggests that committees include the following items in their meetings: program outcomes (enrollment, number of successful completers, and percentage of graduates passing licensure exams), curriculum updates, and open forum from industry and professional organization representatives. Optional agenda items can also be included in the agenda/minutes template. Optional items might include future plans for the program, suggestions for resources (grants, equipment and clinical placements), and items that may be required by licensure or program approval agencies. Use of the minutes template is optional, not mandatory.

The PowerPoint presentation¹²⁷ entitled "[How to Form an Effective Advisory Committee](#)" was recommended to division deans for distribution to faculty chairs of advisory groups. It was also discussed during the Perkins IV Update that was presented to the college as professional development on January 28, 2013. The presentation is located on the college's intranet under "All Employees" where anyone in the college can access it. This recommendation has been met.

RECOMMENDATION #2 b.

To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).

The Program Review Committee has been operating since fall 2009. Its work broadened in fall 2011 to include the development of a peer review rubric and the evaluation and revision of the report templates. It is an official committee recognized by the College Coordinating Council (CCC). Peer review teams were discontinued in spring 2012. The district has relied on the program review committee to review all comprehensive and annual reports since fall 2012.

In response to this recommendation, in spring 2012 the DIERP and the Program Review Committee developed a [list of minimum areas required for program review](#)¹²⁸ to better assess and improve student learning and achievement consistently across the campus. Prior to fall 2012 all programs addressed all template questions but programs were permitted to select which institutional data they reviewed and wrote about in their reports. Two new templates which prompted specific review of the minimum data were utilized in the fall 2012 program review. All participants are now given the same district data through a web link ([list of minimum areas required for program review](#)) and answer the same questions with regard to their specific departments. Both the template for [comprehensive reviews](#)¹²⁹ required every four years and the template for [annual update reviews](#)¹³⁰ (the 2012 and 2013 versions) structure consistent and continuous review as follows:

- All programs review the five year headcount and note how trends affect the program.
- All programs discuss outcome assessment results.
- All academic programs note how FTES trends affect the program.
- Academic programs also examine student achievement data and comment on success, persistence and retention.
- Academic programs analyze changes in student achievement and achievement gaps over the past four years and are asked to cite examples of data discussion to inform resource allocations or other changes that resulted in improvements in student achievement gaps between groups.

The college is 100 percent in compliance with its [Program Review Schedule](#)¹³¹ and is on target for the program review cycle ([Academic Senate: Program Review tables](#)¹³²). Approximately 25 percent of the district wrote comprehensive reports in fall 2012 and the remaining 75 percent of the district wrote annual update reports, all of which reviewed the same data resulting in the standardization of program data analysis. Annual reports, previously written from the divisional perspective, are now written at the discipline level and produced online through WEAVEOnline, the same software used for SLOs.

The annual and comprehensive templates were refined in spring 2013 for summer and fall use. A question was inserted for Career Technical Education (CTE) programs about employment projections; program goals were also linked to strategic goals and summary plans in the educational master plan (EMP), instead of linking them only to outcomes and student achievement. The templates which will be used to write reports in fall 2013 and all comprehensive and annual reports are available to public access on the college's [Academic Senate / Program Review web page](#)¹³³.

Specific examples of AVC's 2012 online annual program reviews¹³⁴ using the list of minimum areas and improved questions are as follows:

- [Psychology](#)
- [Office Technology](#)
- [Nursing Science](#)
- [Institutional Effectiveness](#)

Specific examples of AVC's comprehensive reports from 2012¹³⁵ using the list of minimum areas and improved questions are as follows:

- [Business Services](#)
- [Institutional Advancement and Foundation](#)
- [Office for Students with Disabilities](#)

Additionally, in the 2012 follow up-report, the college reported the approval of a new peer review rubric. The rubric shows an increased emphasis on data analysis and continuous improvement of process. The rubric was used in both the fall 2011 and 2012 cycles. Some examples of peer review using the revised rubric for improved quality control¹³⁶ are as follows:

- [Peer Review Business Services 2012](#)
- [Peer Review Institutional Advancement and Foundation 2012](#)
- [Peer Review Office of Students with Disabilities 2012](#)

Institutional effectiveness will be further improved by bringing all areas of the district into the program review process in fall 2013. It was decided in spring 2013 to add the offices of vice president of academic affairs, vice president of administrative services, and vice president of student services to the program review process. Those three offices will each write an annual update report in fall 2013. Beginning fall 2014, one of the offices will write a comprehensive report with another writing a comprehensive report in 2015 and the last office writing a comprehensive report in 2016.

The program review process is continuously evaluated by the Program Review Committee, DIERP, those writing comprehensive reports, accreditation committees, and others. Revisions are made as needed to improve institutional effectiveness. Minutes of Program

Review Committee meetings documenting these discussions and decisions are available on the [Academic Senate / Program Review web page](#). Recent examples of program review modifications as a result of these dialogues include:

- A change of the review cycle to a four-year cycle, beginning fall 2010.
- The adoption of a peer review rubric in fall 2011, which has provided more consistency in peer reviews and more structure to the feedback.
- The revision of templates in 2012, which has prompted disciplines to examine a common set of enrollment and achievement data to inform discussions and decisions.
- The decision to include three vice presidents' offices in the program review process commencing in spring 2013, which will make the institutional planning process more uniform.

This recommendation has been met.

RECOMMENDATION #2 c.

To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly-sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).

In the 2012 follow-up report, the college library reported its findings of the comparative analysis conducted in response to recommendation #2c. To recap, library staffing was close to or exceeded the average and median levels of the comparison groups. Library software spending exceeded the average and the median. The college was significantly below the average and median for electronic periodical databases, and below average but above the median for all electronic databases. Library print and electronic book holdings were significantly lower than holdings in the comparison group. The majority of the print collection was not current.

In spring 2012 the library was able to use district funding to purchase a number of databases through the Community College Library Consortium. Included in this purchase was EBSCO DiscoveryService (EDS). EDS went live in July 2012. It allows students to search all of the Library's electronic resources through a single "Google-like" search interface which is displayed front and center on the [library's web page](#)¹³⁷. This includes articles, print, video, and e-books in one click. EDS is being used by colleges and universities nationwide and offers state-of-the-art searching techniques. Students have access to EDS on every AVC campus as well as off-campus through ID/password authentication.

*The library now provides access to 48 full text databases, an increase of 78 percent from the 27 databases available in 2010. In addition to these resources, EDS itself includes a base index of over 400,000 publications.

In order to introduce EDS to the campus community, librarians made presentations to the Board of Trustees ([Board Minutes Sept. 10, 2012](#) and [Oct. 8, 2012¹³⁸](#)), the President’s cabinet, the academic divisions, faculty professional development workshops, and in class student orientations ([Schedule of EDS Presentations 2012¹³⁹](#)). Librarians teach EDS daily to students at the Reference Desk. Response has been overwhelmingly positive.

The AVC Library provides students, faculty, and staff access to nearly 12,459 eBooks through the college’s EBSCO subscriptions, purchases, and other open access resources. eBooks provide electronic versions of published books that are current and subject specific, while also supporting AVC’s curriculum and student success. Based on best practice statistical guidelines from EBSCO, usage has increased by 7.15 percent:

Time Frame:	eBooks accessed = 7.15% increase
July 2011-June 2012	5,826
July 2012 – June 2013	6,243

Student usage of EDS for articles has increased over time:

Full Text Requests = 19% increase	Abstracts Only Requests = 28% increase
August 2011 – February 2012: 77,991 EBSCOhost	August 2011 - February 2012: 113,482 EBSCOhost
August 2012 - February, 2013: 92,774 EDS	August 2012 - February, 2013: 144,790 EDS

Due to a recent change in the electronic resources payment cycle, there was sufficient extra funding in the Electronic Databases and Books & Media account to cover the cost of a subscription to two EBSCO ebook databases ([EBSCO E-books purchase rec. 4.22.13¹⁴⁰](#)). These databases add approximately 160,000 new ebooks to our collection, which significantly improves its currency and comprehensiveness. This recommendation has been met.

RECOMMENDATION #2 d.

To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure

to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs (III.C.1 and III.C.1.d).

Changes made in the college's technology advisory committee structure as well as improvements in Informational Technology Services' (ITS) help desk responses and prioritization of computer upgrades have been implemented to ensure more equitable allocation of campus technology support and resources in instructional and administrative areas. Two committees address campuswide and faculty computing needs:

Distance Education and Technology Committee

In response to the Strata Report and in conjunction with the accreditation recommendations, the name of the committee was changed from Distance Education Committee to the Distance Education and Technology Committee ([DETC¹⁴¹](#)), approved by the Academic Senate. The mission was also broadened to make sure that the committee was focusing not just on online education but also technology that instructors are using in the classroom—in particular, internet access, working computers and projection system, and reliable audio and video. The DETC has revised and recommended several policies:

- The mission statement from March 22, 2011, was recently revised to read:

The Distance Education and Technology Committee's mission is three-fold: first, to assist in the planning and implementation of Technology Mediated Instruction (TMI) used by instructors and staff in the preparation and delivery of educational materials; second, to provide guidance and recommendations in the pedagogical development and technology in both traditional and distance education courses; and third, to ensure compliance with accreditation issues involving distance education.

- Additionally, DETC wrote an administrative rights statement to help allow faculty better ease and use of software in the classroom:

The Distance Education and Technology Committee support the needs of AVC faculty and academic support staff to have limited administrative rights over software used by the faculty and support staff. Included in these rights, but not limited to, are: the ability to download to the college network any software provided by a publisher of a textbook used by a faculty member in the teaching of their classes; the ability to download and install software necessary to play audio and video—including streaming videos; and that which allows making the publisher's software accessible on the college

network. These rights must allow access to this material from any AVC facility wherever it is needed, both in their offices and in the classrooms.

- Guidelines for student use of cellular phones and portable computers in the classroom were also developed. These items were reported to the Academic Senate on May 3, 2012 ([Academic Senate Minutes 5.3.12 and the attachments¹⁴²](#)).
- Based on a webinar members attended in May 2012, DETC created an agreement statement for students upon first usage of Blackboard. The Academic Senate ratified the statement at its meeting on September 20, 2012 ([Academic Senate Agenda packet 9.20.12, item #6¹⁴³](#)). The statement is located on the [sign in page of Blackboard¹⁴⁴](#):

Through the entry of my username and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the Student Handbook (BP 5500) that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to and including expulsion from the college.

- The DETC co-chair in collaboration with the director of the Learning Center has given training sessions to faculty integrating the use of Turnitin (a plagiarizing prevention program) with Blackboard. The ITS technical trainer gave numerous professional development training sessions throughout the academic year ([ITS Tech Trainer – Blackboard Training 2012-2013¹⁴⁵](#)) and answers help calls for Blackboard ([ITS Blackboard Help Calls Log 2012-2013¹⁴⁶](#)).
- In addition, the committee set new goals for the 2012-2013 academic year, which are in progress ([DETC Goals 2012-2013¹⁴⁷](#)). The DETC is currently working to implement these goals.

IT Committee

The IT Committee is a shared governance committee with representatives from each campus constituency group including but not limited to: faculty, staff, and students. It meets twice monthly on the first and third Thursday of each month during the fall and spring terms. During the intersession and summer terms meeting dates are adjusted to meet the needs of the representatives.

The chairperson of the committee is the Director of Information Technology or appropriate designee. The co-chair is elected from among the committee representatives. Membership to the committee is periodically elected or appointed from the areas represented and also

includes the Vice president of academic affairs and the Systems Administrator ([IT Committee representatives list](#)¹⁴⁸).

The responsibilities of the IT Committee are the establishment of policies regarding the use of information technology (IT) resources at AVC. This includes the IT Master Plan which is developed from the Educational Master Plan, as well as the Computer Use and E-mail guidelines for all faculty, staff, students and nonaffiliated individuals. Additionally, the committee helps to establish priorities for replacement and installation of IT resources to optimally support the educational mission of the college.

To ensure that the needs of administrative and instructional computing are equally well addressed, the IT Committee has expanded its membership to include the position of the System Security Administrator. The College Coordinating Council (CCC) approved the new makeup of the committee and this was implemented on February 14, 2013 ([IT Committee minutes 2.14.13](#)¹⁴⁹). This addition serves to enhance the already diverse representation of campus constituency groups which in turn ensures that the IT Committee pays equal attention to the instructional and administrative computing needs of AVC.

New IT Committee goals were discussed and presented to the IT Committee in fall 2012 ([IT Committee minutes 9.13.12](#)) and approved by the committee on October 25, 2012 ([IT Committee minutes 10.25.12](#))¹⁵⁰. The goals were set for the 2012-2013 academic year and will be re-evaluated once these goals have been met, and as new issues arise.

To date the IT Committee goals for 2012-2013 and actions taken are as follows:

- Determine lifecycle of student and staff Luminis and email accounts: The implementation of Google Mail has resolved the question of email account lifetime. AVC gmail users now retain their account for life.
- IT Master Plan 2013-2017: Due to multiple changes in leadership in ITS, the IT Master Plan has gone unaddressed since the last one expired in 2010. The IT Master Plan for 2013-2017 is currently in the draft phase. The first draft was presented to the IT Committee on May 9, 2013. Revision and refinement will occur during the summer term with final approval expected in fall 2013.
- Perform Annual Review of Computer Use and email Guidelines: A review of the college's Computer Use and Email Guidelines began during the spring 2013 term. As of the current date a final revision is still unfinished and the topic is still a discussion point in the committee. The current version of the guidelines is too long and wordy. The suggestion has been made that a completely new draft should be created instead of a revision of the original.

- Develop a districtwide plan for data storage and archiving: As a first step to addressing the District's needs for Disaster Recovery and Business Resumption, as well as an enterprise-wide storage and retention strategy, ITS is in the process of implementation of a SAN strategy that will establish storage and replication at three sites: Lancaster Campus, Palmdale Center, and a tertiary replication site to be determined over Summer 2013 (which will enable data replication outside the local fault zone).

A part of the IT Master Plan 2014-2017 Draft is an initiative to take a larger systemic assessment, business processes revision, and implementation of an enterprise Disaster Recovery and Business Resumption Plan.

- Discuss All Accreditation concerns involving IT: Accreditation concerns have been addressed in several committee meetings¹⁵¹ ([IT Committee minutes 11.10.11](#); [IT Committee minutes 2.15.12](#); [IT Committee minutes 3.15.12](#); and [IT Committee minutes 3.29.12](#).)
- Evaluate and justify a centralized IT maintenance budget: Work on this has been left unaddressed due to the extreme fiscal circumstances of the past two budget cycles. With the passing of Proposition 30 and anticipated revisions to budget cycles coming out of the Division of Administrative Affairs, resolution of this issue is anticipated in 2013-2014.
- Identify a process that enables ITS to be informed of technology needs for instruction and institutional use: Introduced by the previous Director of ITS, and discussed by the IT Committee, the Lifecycle methodology has been implemented to aid in prioritizing district IT projects and ensure that administrative and faculty needs are equally met.

A revision to this lifecycle, to better accommodate the academic cycle, was introduced at the May 9, 2013 committee meeting ([ITS Committee Minutes 5.9.13](#)¹⁵²). Included in this revision is the well-designed [CCLM Prioritization Rubric](#)¹⁵³ for prioritizing new and refresh technology projects. This process and its rubric are to be agendized through the summer for adoption with a new projects cycle in fall 2013.

Beyond these goals the IT Committee has worked on other issues throughout the 2012-2013 academic year:

- The use of personal scanners or devices capable of scanning copyrighted material in the Library and elsewhere on campus was discussed extensively. At its February 14, 2013, meeting, the IT Committee came to the conclusion that existing policies cover

the use of personal devices on campus ([IT Committee minutes 2.14.13](#)). If copyright notices are posted on the door of the Library, the college will be protected. There should also be an electronic usage notice posted. All areas where copyrighted material is made available for academic use on campus should have these notices as well. It was also resolved that if a lawsuit or liability is discovered, the IT Committee will reopen the issue.

- The Library staff brought the need for a proxy server for library online services to the attention of the IT Committee. This prompted the Director of IT to open up a dialogue with the Library staff and seek additional information on the issue.
- The IT Committee has discussed the use and benefit of Mobile Apps for AVC. Initial efforts in addressing this goal have been taken with subscription to Ellucian's Go development platform. An AVC mobile app is currently in test phases now, and anticipated for release before fall 2014
- During the 2011-2012 academic year IT Committee members aided in the beta testing of Google mail and other Google provided features. In the March 28, 2013, meeting ([IT Committee minutes 3.28.13¹⁵⁴](#)) the committee was presented with an update of the AVC Google Project. A discussion was opened on whether a full rollout of Google Apps and Google Drive would be beneficial to the campus. The project team lead presented one concern with this rollout: the ability of users to share content open to the public without authentication. After a substantive discussion the general consensus of the group is that unfettered use to all is viewed as valuable, but ability to share content should be limited to authenticated access.

The ITS Director took the committee's position to Administrative Council for feedback and approval on May 28, 2013 ([Administrative Council minutes 5.28.13, page 3, item #6¹⁵⁵](#)). After a general discussion regarding terms and limits, the Council endorsed the settings restriction. Google Docs and Google Drive were activated June 1, 2013, and Google Drive's client application is available upon request by faculty and staff.

The campus community continues to bring issues to the IT Committee through its representatives on the committee. All agendas and minutes of the committee are posted publicly on the [AVC website¹⁵⁶](#).

Procedural Changes to Informational Technology Services

Since the 2012 follow-up report, ITS has maintained a continual effort to assess and modify services and processes to establish a culture that embraces a more balanced technology process. In February 2012, the ITS Director and Dean of Instructional Resources combined

the services of the help desk to include ITS computer requests as well as Instructional Media Center (IMC) audio-visual help requests, which were previously routed through separate departments and systems ([ITS Consolidated Services Announcement 2.8.13¹⁵⁷](#)).

In order to improve assessment of its service delivery, ITS implemented an open source help desk suite called SpiceWorks¹⁵⁸ (<http://www.spiceworks.com/>) ([ITS Spiceworks Support Ticket](#)) in July 2013. The Spiceworks system will allow for a more robust reporting capacity, which will be published monthly on the college website and will be reviewed regularly through the IT Committee, thus creating and documenting a continual dialogue in services development and improvement.

ITS has also made improvements to its technical assistance prioritization process and its needs assessment method since the 2012 follow-up report:

1. Technical Assistance Prioritization:

The revised ITS Technical Assistance Information form ([ITS TAI- revised¹⁵⁹](#)) is in use by the help desk. The top three priorities for instruction were recently revised to be more specific, as follows:

High	Medium	Low
Immediate need for support to instructional services – – classroom down – A/V, Internet down effecting instruction, Instructor workstation down, Instructional Lab down, etc.	Individual desktop outages, individual phone issues	Prepare and address any lab/classroom requirements in support of the current semester
Student Services technology down – open access workstations, core applications such as Distance Learning Applications, etc.	Secondary operational applications outage, eg. DegreeWorks, Document Imaging, etc. Administrative shared services; Print Spoolers, File Services, etc.	Project management, consultation to establish needs and prepare for future lab provisioning
Enterprise Services down – campus wide outages, core student administrative systems down, core financial systems down, etc.	Open tickets in order assigned, based upon priority and aging	Deploy new and/or upgrade equipment for faculty and staff offices

When a call comes in, the technician uses the [Computer Support Backup Matrix¹⁶⁰](#) to identify backup technicians in the event the primary is unavailable. They also refer to

[Computer Support Assignments list¹⁶¹](#) that indicates which technicians are assigned to which buildings.

The Help Desk technicians facilitate the triage process; however their primary responsibility is answering ITS help desk calls and acting as Tier-0 support by applying general computer fixes, such as resetting passwords, solving general computer issues and the like. The remaining calls are dispatched as follows:

Tier 1	Tier 2	Tier 3
calls routed/assigned to lab technicians	calls routed/assigned to computer services technicians	Tier-3 calls routed/assigned to systems administrators, programmers, analysts, vendors, etc.

This system has evolved into a better management of help calls for the campus because it is more streamlined and efficient. A campus survey regarding availability of support and responsiveness of help desk calls was conducted in spring 2012 ([ITS Spring 2012 Survey¹⁶²](#) - see questions 13, 14 and 15, pages 9-10). A comparative survey will be conducted in fall 2013.

The prioritization and use of Spiceworks will enable ITS to monitor and generate regular reports on delivery of services in specific areas. In fall 2013, a new campus survey will be conducted to assess overall improvement based on operational changes.

2. The Campus Computing Lifecycle Methodology:

The Campus Computing Lifecycle Methodology (CCLM) was initially devised by the previous director of ITS as a quarterly process. After an assessment of its initial implementation and outcomes by the current ITS director, it was decided that the process needed to be further revised to better reflect the academic cycle. It was determined that a biannual project management cycle would provide adequate time for planning and implementation of projects in support of upcoming terms. The overall process will remain, but the timelines and prioritization rubric will be revised summer 2013.

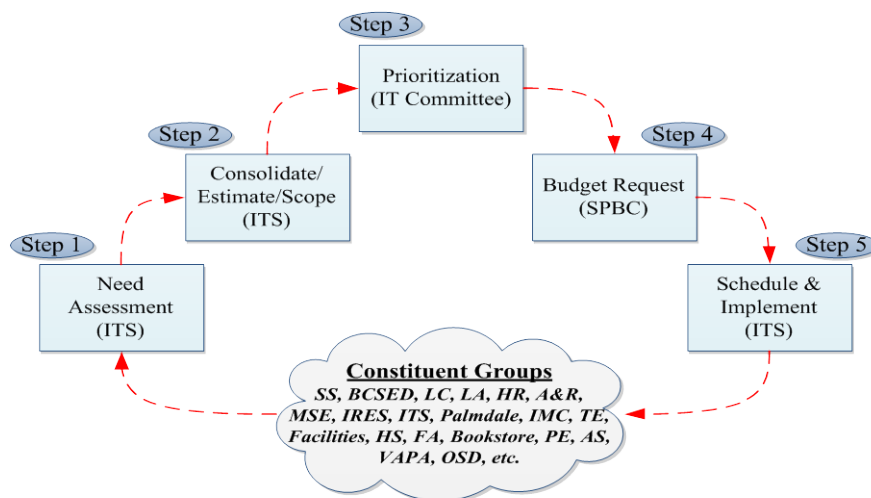
ITS Operational Outcome 4 will also be changed to align with this revised CCLM process to state: “Proactively collaborate with constituent groups to implement technology solutions to meet the district’s instructional and operational needs.”

The steps of CCLM process remain the same:

1. Assessing needs
2. Consolidating/estimating scope of work

3. Prioritizing requests
4. Submitting requests to SPBC; and
5. Scheduling/implementing the requests.

The CCLM chart below illustrates the flow of the process:



Projects are underway based on the previous CCLM cycle. New projects based on the revised cycle will be documented in a similar fashion. At the time of this report, no new funding requests have gone forward.

ITS continues to follow the improvements set forth in this recommendation. DETC meets regularly and is fulfilling its mission. ITS is continuously seeking opportunities to improve help desk procedures and service delivery. An additional cycle is planned for late fall 2013, once better reporting services and metrics are established with the implementation of Spiceworks, beginning July 1, 2013. There is a clear protocol for help desk technicians to follow, and back up assistance options are well documented. Dialogue with campus constituencies will continue using the CCLM model under a new biannual cycle that aligns better with the academic calendar. This recommendation has been met.

RECOMMENDATION #4

To comply with the standards it is recommended that the college, when making its short-range financial plan, e.g. the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 – Other Post-Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into

an irrevocable trust fund at the amount equal to the actuarially determined Annual required Contribution (III.D.1.c).

The college is meeting this recommendation in a four-phase process as follows:

Phase 1: Actuarial Study

An actuarial study determines the size of the liability and identifies the difference between funding the obligation using the pay-as-you-go method or the Annual Required Contribution (ARC) method. It also identifies changes in assumptions, i.e., collective bargaining, GASB rules, employee/retiree contributions and funding. Finally, it notes any changes in benefits carriers.

The college has this evaluation done every two years. The last actuarial study was conducted in March 2011 ([Actuarial Study March 2011¹⁶³](#)). A new actuarial study was approved by the Board of Trustees on February 11, 2013¹⁶⁴ ([Consent Communication 2.11.13](#) and [Board of Trustees minutes 2.11.13](#)) and the draft was received on July 31, 2013. According to the March 2011 actuarial study, the unfunded liability was \$7,600,837. If the liability is funded using the pay-as-you-go method, as of March 2011 the annual contribution was \$557,401. If the liability is funded using the ARC method, the annual contribution as of March 2011 was \$2,150,886, subject to change pursuant to the new report.

Phase 2: Managing the Liability

The college follows prudent investor rules as per California Constitution Article 16: Public Finance Section 17 and develops long-term and short-term goals and objectives. Currently the college is part of the California Community College League's Joint Powers Association (JPA) ([Retiree Health Benefits JPA Consent Communication 9.10.07](#); [JPA Invoice 9.28.12¹⁶⁵](#)), which provides a trust for the holding of funds. A local Retirement Board of Authority (RBA) is currently in discussion. The RBA will develop long and short range funding plans and will follow the Brown Act. The need to establish an RBA was presented at the [April 15, 2013 board meeting¹⁶⁶](#) titled Accreditation: GASB 43/45 Best Practices. At a special meeting of the Board on July 24, 2013, the Vice president of academic affairs gave an update on the status of accreditation, including an update to the Board on GASB in terms of liability management. The Board requested recommendations as to the membership of the RBA.

Phase 3: Establishing OPEB Trust

The next step is using the RBA to develop and install a Comprehensive Compliance Plan. Funding of \$387,113 was budgeted in the 2013-2014 tentative budget and was presented to the Board of Trustees on June 10, 2013 ([2013-2014 Tentative Budget](#), Exhibit A, page 11, item 20¹⁶⁷). \$387,113 was paid into the JPA trust (Board List Purchase Order Report PO#

PI40000, page 12 of the [Summary of Expenditures June 10, 2013](#)¹⁶⁸). The continued funding plan and allocation will be developed by the RBA.

Phase 4: Administration of the OPEB

The RBA will maintain the Comprehensive Plan, which will implement long-term and short-term cost containment and funding strategies and also verify that the district liability includes indemnification and defense coverage. Goals for the first year and annual accounting/auditing processes will be established in the plan. The RBA will be responsible for the installation of conflict-of-interest and fiduciary liability policies, procedures, and training.

Finally, a three-year budget projection ([3 Year Budget Projection](#)¹⁶⁹) was prepared with funds to be potentially set aside (in the JPA Trust) to begin the process of funding the ARC. The three-year budget projection shows that the early retirement incentive (SERP) of \$387,113 is intended to start paying towards the JPA Trust in 2013-2014. This projection will be reviewed by the SPBC. Once the funds are available, the college will contact the League's JPA financial advisor to start funding the ARC. This recommendation has been met.

VI. ACRONYMS LIST

AA-T – Associate of Arts – Transfer
AP – Administrative Procedure
AP&P – Academic Policies and Procedures
ARC – Annual
AS-T – Associate of Science - Transfer
AVC – Antelope Valley College
CCC – College Coordinating Council
CCLM - Campus Computing Lifecycle Methodology
CFE – Child and Family Education
CMS - Confidential/Management/Supervisory Group
CSU – California State University
CTE – Career Technical Education
DETC - Distance Education and Technology Committee
DIERP - Department of Institutional Effectiveness, Research, and Planning
DL A – Directed Learning Activity
DRDP – Desired Results Development Profile
ECE – Early Childhood Education
EDS – EBSCO Discovery Services
EMP – Educational Master Plan
GASB – Governmental Accounting Standards Board
GEO – General Education Outcomes
ILO – Institutional Learning Outcomes
IMC - Instructional Multimedia Center
ITS – Information Technology Services
JPA – Joint Powers Association
JRCERT - Department of Real Estate, the Radiologic Health Branch of the California Department of Public Health, and the Joint Committee on Education in Radiologic Technology
LCAC – Learning Center Advisory Committee
NCLEX-PN - Board of Vocational Nursing and Psychiatric Technicians
NCLEX-RN - Board of Registered Nursing
NREMT - National Registry for Emergency Medical Technicians
OO – Operational Outcomes
OPEB – Other Post-Employment Benefits
PLO – Program Learning Outcomes
SLO – Student Learning Outcomes
RBA – Retirement Board Authority
STEM – Science, Technology, Engineering, and Math
UCLA – University of California, Los Angeles

VI. APPENDIX

¹WEAVEonline

²SLO Flex Professional Development events 2012-2013

³ Spring Welcome Back Day 2012 Agenda

⁴ Fall Welcome Back Day 2012 Agenda

⁵ Program Review Annual Update Template (revised)

⁶ Path to Continuous Improvement

⁷ Education Master Plan 2013

⁸ Communication Studies SLO trends

⁹ Communication Studies Action Plans

¹⁰ Communication Studies Annual Updates Fall 2012

¹¹ SLO Trends Anthropology 2011-2012

¹² Anthropology Annual Updates Fall 2012

¹³ SLO Action Plan Applied Physical Science

¹⁴ Physical Science Annual Update Fall 2012

¹⁵ Psychology Action Plan

¹⁶ Psychology Annual Update Fall 2012

¹⁷ Integrated Planning & Budget Cycle Diagram

¹⁸ SPBC Minutes 7.18.13

¹⁹ Institutional Learning Outcomes

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- ²⁰ Educational Master Plan 2010
 - ²¹ Educational Master Plan committee agenda March 1, 2013
 - ²² Educational Master Plan committee agenda April 12, 2013
 - ²³ Educational Master Plan committee minutes March 1, 2013
 - ²⁴ Educational Master Plan Power Point 2013
 - ²⁵ Educational Master Plan Data Scanning Power Point 2013
 - ²⁶ WEAVEonline home page
 - ²⁷ Comprehensive Program Review template
 - ²⁸ Annual Update Program Review template
 - ²⁹ Program Review Schedule 2011-2018
 - ³⁰ Program Review Committee web page
 - ³¹ Peer Review Rubric form
 - ³² Budget Calls March 2010-2013
 - ³³ Budget Timeline
 - ³⁴ Budget Request form
 - ³⁵ Budget Narrative form
 - ³⁶ Annual Budget Request – BCSED
 - ³⁷ Annual Budget Request – Student Services
 - ³⁸ Annual Budget Request – Tech Ed
 - ³⁹ Certificated Staff Position List

⁴⁰ summary budget and Exhibit A (see pages 10-16)

⁴¹ Budget and Finance Subcommittee meeting minutes June 20, 2012; July 11, 2012; September 5, 2012; October 3, 2012; November 7, 2012

⁴² SPBC minutes May 16, 2012; June 27, 2012; July 18, 2012; August 15, 2012; September 19, 2012

⁴³ Hiring Request Recommendation Memos November 28, 2012; December 12, 2012; and March 20, 2013

⁴⁴ Board of Trustee minutes September 10, 2012

⁴⁵ Adopted Budget 2012-2013

⁴⁶ Proposal for Consulting Services Amended February 11, 2013

⁴⁷ Board of Trustees Agenda April 15, 2013

⁴⁸ Educational Master Plan 2010

⁴⁹ Admissions and Records Spring 2012 WEAVE Report

⁵⁰ Admissions and Records Fall 2012 WEAVE Report

⁵¹ Admissions and Records SLO data trends report-1 Spring 2012

⁵² Admissions and Records SLO data trends report-2 Spring 2012

⁵³ Enrollment Services / Admissions and Records 2010 Program Review

⁵⁴ Enrollment Services / Admissions and Records Program Review Annual Update 2012

⁵⁵ Palmdale Center Annual Updates Fall 2012

⁵⁶ Palmdale Center Operational Outcomes Trends 2011-2012

⁵⁷ English - Language Arts Comprehensive Program Review 2011-2012

⁵⁸ English Annual Update Fall 2012

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- ⁵⁹ Annual Budget Request - Language Arts
- ⁶⁰ 2010 Educational Master Plan, Goal #5 – pages 20-21
- ⁶¹ Program Review Annual Update - Fire Technology
- ⁶² Grant approval VTEA Fire Technology 2012-2013
- ⁶³ Program Review Annual Update – Respiratory Care (in three parts)
- ⁶⁴ Grant Approval VTEA Respiratory Care 2012-2013
- ⁶⁵ Program Review Annual Update – Music (in two parts)
- ⁶⁶ Music Purchase Orders
- ⁶⁷ Program Review Annual Update – Reading
- ⁶⁸ Information Technology Systems Operational Outcomes Trends 2011-2012
- ⁶⁹ SPBC Minutes May 16, 2012; June 27, 2012; July 18, 2012; August 15, 2012; September 19, 2012; October 17, 2012
- ⁷⁰ Budget Request form
- ⁷¹ Budget Narrative form 2012-2013
- ⁷² Academic Senate minutes May 3, 2012; September 20, 2012; November 1, 2012; November 15, 2012; February 21, 2013; March 7, 2013
- ⁷³ College Coordinating Council Minutes March 6, 2013
- ⁷⁴ Accreditation – Dialogue with the President April 26, 2012
- ⁷⁵ Accreditation Welcome Back Day Fall 2012
- ⁷⁶ Academic Senate Minutes November 15, 2012
- ⁷⁷ Academic Senate Minutes March 7, 2013
- ⁷⁸ PLO Mapping – Spring Welcome Back Day 2013

⁷⁹ Accreditation Letter to Campus Community March 11, 2013

⁸⁰ AVC Board April 15, 2013 Notes

⁸¹ Integrated Planning and YOU Spring 2013

⁸² Educational Master Plan agendas March 1, 2013 and April 12, 2013

⁸³ Educational Master Plan minutes March 1, 2013

⁸⁴ PLO Excel Workbook

⁸⁵ PLO Review Rubric

⁸⁶ All program learning outcomes detailed assessment reports

⁸⁷ Child & Family Education PLO 2 Assessment Summary

⁸⁸ Child & Family Education PLO 2 Action Plan Summary

⁸⁹ HS Prop 20 Request form

⁹⁰ Job Placement Center Action Plan Profile

⁹¹ Job Placement Center staff meeting minutes 04-17-12

⁹² Job Placement Center request for SB70 funding

⁹³ Job Placement response re SB70

⁹⁴ Clothing and Textile Action Plan Profile

⁹⁵ Clothing and Textiles Application for Perkins Funds

⁹⁶ Desired Results Developmental Profile

⁹⁷ Child Development Action Plan Profile

⁹⁸ CDC Staff Development Training Materials

⁹⁹ CDC Parent Training Materials

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- ¹⁰⁰ CurricUNET screenshot
- ¹⁰¹ Administration of Justice Advisory committee – meeting minutes November 3, 2011
- ¹⁰² Agriculture Advisory Committee – meeting minutes April 4, 2012
- ¹⁰³ Air Conditioning and Refrigeration Advisory Committee – meeting minutes March 3, 2012
- ¹⁰⁴ Aircraft Fabrication Advisory Committee – meeting minutes September 28, 2011
- ¹⁰⁵ Airframe and Power Plant Advisory Committee – meeting minutes March 6, 2012 ; March 15, 2013
- ¹⁰⁶ Auto Body Advisory Committee – meeting minutes March 26, 2012
- ¹⁰⁷ Automotive Advisory Committee – meeting minutes January 19, 2011
- ¹⁰⁸ Business Education Division Computer Applications and Networking Group - meeting minutes June 1, 2012
- ¹⁰⁹ Business Management Marketing Advisory Committee - meeting minutes June 1, 2012
- ¹¹⁰ Child and Family Education Department Advisory Committee - meeting minutes December 6, 2012
- ¹¹¹ Clothing and Textiles Advisory Committee - meeting minutes March 2, 2012; April 10, 2013
- ¹¹² Digital Media Advisory Committee – meeting minutes March 4, 2013
- ¹¹³ Electrical Technology Advisory Council - meeting minutes March 20, 2012
- ¹¹⁴ Electronic Technology Advisory Committee - meeting minutes November 8, 2011; March 20, 2012; April 10, 2013
- ¹¹⁵ Engineering and Drafting Advisory - meeting minutes January 24, 2012
- ¹¹⁶ Family and Consumer Studies – meeting minutes May 8, 2013
- ¹¹⁷ Fire Technology Advisory Committee - meeting minutes December 7, 2011; May 29, 2013

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- ¹¹⁸ GIS Advisory Committee - meeting minutes September 15 2011
- ¹¹⁹ Interior Design Advisory Committee - meeting minutes November 3, 2011
- ¹²⁰ Interpreter Training Advisory Committee - meeting minutes - August 18, 2011; August 16, 2012
- ¹²¹ Nursing Advisory - meeting minutes June 6, 2012
- ¹²² Radiologic Technology Advisory Committee - meeting minutes September 29, 2011; October 9, 2012; March 21, 2013 (at page 3)
- ¹²³ Real Estate Advisory Committee - meeting minutes June 1, 2012
- ¹²⁴ Respiratory Care program Advisory Committee - meeting minutes March 15, 2012
- ¹²⁵ Welding Advisory Committee - meeting minutes May 17, 2011; February 21, 2013
- ¹²⁶ Standardized Template for agendas and minutes
- ¹²⁷ How to Form an Effective Advisory Committee Power Point
- ¹²⁸ List of minimum areas required for program review
- ¹²⁹ Template for comprehensive program reviews
- ¹³⁰ Template for annual update to program review
- ¹³¹ Program Review Schedule
- ¹³² Academic Senate: Program Review tables
- ¹³³ Academic Senate / Program Review web page
- ¹³⁴ Examples of Annual Updates to Program Reviews: Psychology; Office Technology; Nursing Science; Institutional Effectiveness
- ¹³⁵ Examples of Comprehensive Program Review: Business Services; Institutional Advancement and Foundation; Office of Students with Disabilities

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- ¹³⁶ Examples of the Peer Review Rubric: Business Services 2012; Institutional Advancement and Foundation 2012; Office of Students with Disabilities 2012
- ¹³⁷ Library Home page
- ¹³⁸ AVC Board Minutes Sept. 10, 2012 and Oct. 8, 2012
- ¹³⁹ Schedule of EDS Presentations 2012
- ¹⁴⁰ EBSCO E-books purchase requisition April 22, 2013
- ¹⁴¹ Distance Education and Technology Home Page
- ¹⁴² Academic Senate Minutes May 3, 2012 and the attachments
- ¹⁴³ Academic Senate Agenda packet September 20, 2012, item #6
- ¹⁴⁴ Blackboard sign in page
- ¹⁴⁵ ITS Technical Trainer – Blackboard Training 2012-2013
- ¹⁴⁶ ITS Blackboard Help Calls Log 2012-2013
- ¹⁴⁷ DETC Goals 2012-2013
- ¹⁴⁸ IT Committee representatives list
- ¹⁴⁹ IT Committee minutes February 14, 2013
- ¹⁵⁰ IT Committee meeting minutes September 13, 2012 and October 25, 2012
- ¹⁵¹ IT Committee minutes November 10, 2011; February 15, 2012; March 15, 2012; March 29, 2012
- ¹⁵² IT Committee minutes May 9, 2013
- ¹⁵³ CCLM Prioritization Rubric
- ¹⁵⁴ IT Committee minutes March 28, 2013
- ¹⁵⁵ Administrative Council Minutes May 28, 2013

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- ¹⁵⁶ AVC website
- ¹⁵⁷ ITS Consolidated Services Announcement February 8, 2013
- ¹⁵⁸ Spiceworks Home Page and support ticket
- ¹⁵⁹ ITS TAI- revised
- ¹⁶⁰ Computer Support Backup Matrix
- ¹⁶¹ Computer Support Assignments list
- ¹⁶² ITS Spring 2012 Survey
- ¹⁶³ Actuarial Study March 2011
- ¹⁶⁴ Consent Communication and Board of Trustees Minutes February 11, 2013
- ¹⁶⁵ Retiree Health Benefits JPA Consent Communication 9.10.07; JPA Invoice 9.28.12
- ¹⁶⁶ April 15, 2013 Board Meeting Agenda
- ¹⁶⁷ 2013-2014 Tentative Budget
- ¹⁶⁸ Summary of Expenditures, June 10, 2013
- ¹⁶⁹ 3 Year Budget Projection