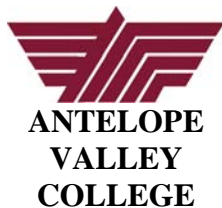# ACCREDITATION FOLLOW-UP REPORT
OCTOBER 13, 2008

Prepared for the

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

**ANTELOPE
VALLEY
COLLEGE**

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

TABLE OF CONTENTS

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 January 31, 2008, letter in response to the college's October 8, 2007, Midterm Report. We certify that preparation of this report included opportunities for participation by the campus community and that the follow-up report accurately reflects the nature of this institution in relation to the issues addressed.

Dr. Jackie L. Fisher, Sr.
Superintendent/President

Date

Sharon A. Lowry
Vice President of Academic Affairs
Accreditation Cochair

Date

Patricia A. Márquez Sandoval
Academic Senate President
Accreditation Cochair

Date

II.	STATEMENT ON REPORT PREPARATION

Upon receipt of the letter dated January 31, 2008, from the Accrediting Commission for Community and Junior Colleges that the college's October 8, 2007, Midterm Report was accepted with the requirement that a follow-up report be completed, the Academic Senate President and Vice President of Academic Affairs agreed to continue to serve as cochairs. It was also agreed that the Steering Committee from the prior progress report and midterm report would continue to serve with the following members: one chair from each standard, the director of institutional research and planning, one community member, one board member, one student, the faculty accreditation coordinator from the 2004 self study, and, a new addition, the director of public and governmental relations. The cochairs met and discussed a process for preparing the follow-up report, and the following schedule of tasks was agreed upon:

- A timeline was developed to complete the follow-up report.
- Memorandums were sent to the cochairs of each standard requesting a draft summary of the actions implemented for recommendations one, three, and six by February 27, 2008.
- A presentation was given at the March 10, 2008, Board of Trustees meeting, highlighting the recommendations and timeline.
- The Accreditation Steering Committee met to review and discuss the actions implemented for the three recommendations.
- The accreditation cochairs drafted the follow-up report. They then gave a copy to the superintendent/president for review. After that, the superintendent/president and the accreditation cochairs met to discuss possible revisions to the report.
- The Accreditation Steering Committee was given a copy for review. Time was allowed for the steering committee to distribute copies to the members of the standards committees and to make suggestions for revisions.
- The Accreditation Steering Committee reviewed a revised draft. Upon their final approval, a draft was posted on myAVC, and an e-mail was sent to notify the campus that the report was available for review and feedback.
- Open forums with the president were held on March 31, 2008; April 17, 2008; and May 13, 2008, to give the campus community an opportunity to discuss the draft report and ask questions about accreditation.
- On July 8, 2008, the campus was given two weeks to review and provide feedback.
- At the August 22, 2008, Welcome Back meeting, the final draft report was presented to faculty, staff, and students which discussed the progress the college made in completing a blueprint for planning, developing and implementing student learning outcomes for courses, programs, services, and the college as a whole, and completing the board polices and procedures, along with an established cycle of program review. The presentation also gave everyone the opportunity to review the report and a chance to provide final comment.

- Before submission to the Accrediting Commission for Community and Junior Colleges, the follow-up report was presented to the Board of Trustees on September 8, 2008, as an informational item and on October 13, 2008, for final approval.
- On October 14, 2008, the follow-up report was posted on the college's public web site.

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Dr. Jackie L. Fisher, Sr.   **Date**
Superintendent/President Antelope Valley College

III.	RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION

Recommendation #1: **The college must develop a complete blueprint for planning that includes a review of the mission statement, and the research, planning, and evaluation process and ensure that clear communication of these processes to faculty, staff, and the community. (Standards I.A.3, I.B, I.B.3, I.B.4. I.B.6)**

Progress Response: *Blueprint for Planning:* The Strategic Planning and Budgeting Council (SPBC), a college governance council, developed and is responsible for providing oversight and monitoring of the various planning documents. It utilizes the newly updated Educational Master Plan (strategic plan)[1] as a blueprint for the college. During the 2008 spring semester, the council reviewed and reaffirmed its function statement[2]. At the same time, SPBC developed a blueprint graph[3] demonstrating the integration of planning documents and an annual timeline[4] for monthly tasks. The Educational Master Plan is used to review not only the college mission but also the vision, values, and practices of the college and to modify, when appropriate, the Strategic Goals and Institutional Learning Outcomes (ILOs). As was stated in the 2007 midterm report, the Educational Master Plan was not only reviewed, but modifications resulted in a major revision, with assistance from Construction Consulting Services. (Standard I.B)

The planning at the college is interdependent and synergistic. The Educational Master Plan depends primarily upon data from program reviews and considers accreditation recommendations in the development of strategic goals. The Educational Master Plan is the foundation for all planning at the college. From it are derived all the major planning documents created by SPBC subgroups and other planning groups beyond SPBC. All planning groups regularly report their progress to SPBC, ensuring both continuity and accountability. Subgroups of SPBC were responsible for the creation of the Human Resources, Finance, and Facilities plans. In addition, planning entities outside SPBC ensure that their plans are guided by the Educational Master Plan and integrated with plans from SPBC subgroups. For example, the Enrollment Management Plan, created and monitored by the Enrollment Management Committee (EMC), is based upon the strategic goals of the Educational Master Plan. The Equal Employment Opportunity (EEO) Plan ties in with the Human Resources Plan, program reviews self-studies, and the Educational Master Plan. Synergy and cooperation among planning groups was demonstrated during the spring 2008 semester. The EMC had requested and obtained funding from SPBC for special projects for the 2007-2008 budget year. The Student Success and Equity Committee (SSEC) then proposed that a student engagement survey be administered to AVC students[8]. The EMC accepted and funded the action plan from the SSEC. Finally, the Basic Skills Committee, along with the SSEC and EMC, used the data from the student engagement survey to set 2008-2009 plans and strategic targets. (Standards I.A.3; I.B; I.B.3; I.B.4)

Each January, SPBC conducts an annual review of the Educational Master Plan, which includes a review of the college mission, and provides direction for the allocation of college resources established by identified goals not only in the plans but also in the current program review self studies. The Educational Master Plan serves as the foundation for the college's budgeting process, with the five major planning documents (i.e. Finance Plan, Facilities Plan, Human Resources Plan, Computer and Information Technology Plan, and Enrollment Management Plan) ensuring that the college continues moving in its established future direction. (Standard I.A.3)

As a result of the state's Basic Skills Initiative, the campus-wide Basic Skills Committee (BSC) made a recommendation to the Academic Policies & Procedures Committee (AP&P) to review and revise the basic skills wording in the college's mission statement. At the April 16, 2008, SPBC meeting, the council was informed that AP&P's recommendation would be presented at the April 17, 2008, Academic Senate meeting. The senate passed the motion to revise the wording, which incorporates Title 5 language, as follows: "Basic Skills Courses (non-degree applicable) in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree and certificate applicable courses." The Board of Trustees approved the revision, and it is now included in the 2008-2009 college catalog. (Standard I.A.3) *(Mission statement discussed in Recommendation 6.1.)*

As stated in the 2006 Progress Report, the six ILOs[5] were developed and approved in fall 2005 by SPBC and the Academic Senate. The ILOs were communicated to the campus community through various venues: constituent leadership groups, Academic Senate, division meetings, training sessions held by Student Learning Outcomes (SLO) committee members, college catalog, annual report, student handbook, a bookmarker, and several postings on myAVC and the public web site. (Standard I.B.6)

Research, planning, and evaluation: During the 2007-2008 academic year, the Office of Institutional Research and Planning (OIRP) conducted 191 research projects. Many departments, divisions, and individuals used the projects in making decisions. While SPBC can directly request research, the majority of the projects requested come from committees and departments that report to SPBC through their program reviews and in the development of plans (Table 1).

Table 1. Office of Institutional Research and Planning Research Projects List

Requester	Count	Requester	Count
Enrollment Management Committee	30	Learning Center	4
Program Review Data	27	Office of Institutional Research and Planning	4
Language Arts Division	12	Title V	4
Vice President Academic Affairs	12	Physical Education and Athletics Division	3
Instructional Resources/Extended Services Division	11	Student Learning Outcomes Committee	3
Community	10	Social and Behavioral Sciences Division	3
Matriculation Committee	10	Business Services	2
Student Development	10	English as a Second Language Program	2
Visual and Performing Arts Division	10	Financial Aid	2
Admissions and Records	8	Health Sciences Division	2
Outreach	7	Program Review	2
Vice President Student Services	7	Calendar Committee	2
Math, Science, and Engineering Division	6	Strategic Planning and Budget Council	2
Office of the President	6	Tenure Review Committee	2
Vice President Business Services	6	Antelope Valley Community College District Board of Trustees	1
Academic Policies and Procedures Committee	5	Faculty Member	1
Basic Skills Committee	5	Academic Senate	1
Business, Computer Studies, and Economic Development Division	5	Marketing Taskforce	1
Student Success & Equity Committee	5	Program Discontinuance Taskforce	1
Technical Education Division	5	Proposal	1
Faculty Union	4	Vice President Human Resources	1
Federal	4	VTEA	1
		*Total	**250**

- *Many projects are conducted for multiple committees so the total number of projects in this table exceeds the total number of projects conducted.*

      The OIRP provides instructional programs with standardized data for program review. The data provided is typical of what a department considers most appropriate, while at the same time streamlining the work at the OIRP. Standardization of data products has become an essential activity since the campus is rapidly growing in adopting the data driven decision-making process (Table 2).

Table 2. Instructional Program Review Data

Student Demographics
Age
Gender
Ethnicity
Total Units Generated
Units Generated by Students Within Major
(Appropriate Majors provided by Division)
Total Students Receiving Degree or Certificate
(List of degrees and certificates provided by Division)
Course Level Data
Retention Rate
Success Rate

Several challenges have come together that have benefited the college by creating an environment that requires both accurate data and projections: 1) the college is taking steps in establishing an educational center in the Palmdale area, 2) enrollment at the college has surged over the past couple of years, and 3) now, with the state budget cuts, the college is facing an era of low or zero allowable funded growth. The SPBC has utilized data in these areas for decision making to better guide the college through these challenges, while continuing to meet the needs of the students. In the fall of 2007, a decision was made to move 400 full-time equivalent students (FTES) from the summer of 2007 to the 2006-2007 school year that strengthened the fiscal health of the college. This decision was made after SPBC had the OIRP estimate FTES for the 2007-2008 year using four different FTES scenarios[6]. Student surveys were implemented at the Palmdale site to identify courses and times that students would like to see offered, as well as other areas needing improvement [7]. The surveys, used in combination with room usage, helped to identify late-start classes that were likely to see high demand at the Palmdale site. Added classes were advertised to increase enrollment and optimize room usage, thereby meeting student needs and generating FTES at the site. The changes have increased room occupancy, student satisfaction, and FTES generated at the site, allowing the college to meet the targets set forth in the Enrollment Management Plan while minimizing costs. (Standards I.B.3; I.B.4)

A primary charge of the SPBC's Budget Subcommittee is to monitor the college's budget and make recommendations to SPBC for budget requests that are based on data. Beginning with fiscal year 2005-2006, a new, streamlined budgeting process was developed and implemented. The new process, which augments the existing budget, includes an annual budget timeline with electronic forms to identify and define the college's budgetary needs, while measuring institutional effectiveness, student learning, and operational outcomes (OOs). In October of each fiscal year, budget forms are distributed to the leadership of all departments and divisions. A narrative form, which outlines the department/division goals and objectives for the fiscal year and aligns requests with institutional learning and operational outcomes and program reviews,

accompanies the budget request. Department and division leaders are asked to involve all stakeholders during the budget development process. Working in tandem with the faculty and staff, the vice presidents forward to the SPBC the budget requests that identity and describe key trends and operational concerns. The requests, which assist in the determining the adequacy of current strategic goals and initiatives and in developing new, institutional strategies, are shared with the SPBC Budget Subcommittee with recommendations given to SPBC. (Standard I.B.4)

Critical to the budgeting process is the continual analysis of the statewide budget and the college's general fund apportionment. During the fiscal year, the SPBC Budget Subcommittee collaborates with the Enrollment Management Committee to analyze the college's growth and how growth funding will affect apportionment. This collaboration ensures that the decision-making process and recommendations to the SPBC are data driven. As previously stated, during the 2007-2008 fiscal year (September 21, 2007), the EMC and SPBC Budget Subcommittee met to discuss shifting 400 FTES back to 2006-2007. This decision was based on the state's notice that overcap growth for 2007-2008 would probably not be funded. Based on trends and institutional research, it was projected that the college would exceed its allowable growth rate of 3.097% for 2007-2008 (per the Chancellor's System Office Statewide Budget Workshop of September 18, 2007). Once the apportionment calculation was analyzed by SPBC, the information was disseminated on myAVC. The decision resulted in an additional $2.6 million to the college's 2007-2008 budget. (Standard I.B.6)

Implementation of the Educational Master Plan is achieved through various plans monitored by SPBC. Planning functions are organized into an integrated system that incorporates research data from the systematic program review. The EMC also provides data to SPBC based upon annually collected strategic enrollment management performance indicators as well as data from the Student Success and Equity report, the BSC, and the OIRP, including data from sources such as the external scan for the future Palmdale campus. At the request of the SPBC, the OIRP analyzed enrollment figures in the fall of 2007 and made enrollment projections for the winter and spring terms. These projections, as previously described, were used to estimate the effects of moving FTES to the previous academic year. This decision rose the base funding and helped the college meet its rapid growth, while minimizing the risk of falling short of FTES for the current year. The actual FTES for 2007-2008 exceeded the new growth target, thus showing that the decision proved beneficial in the current reduced funding environment. The OIRP has also produced baseline data for the BSC. This has enabled the college to track the results of the Basic Skills plan submitted to the state in April of 2008. In a closely related area, the Student Equity Plan has been brought up to date and plans have been developed to improve access and success for groups identified as problematic. (Standard I.B.6)

As already stated, the Enrollment Management Plan[9], completed in the spring of 2007, has been central in influencing the decisions of SPBC and connects to the SPBC planning and budget cycle for the academic years 2007-2008 and 2008-2009. The Enrollment Management Plan is aligned with the strategic goals from the Educational Master Plan and enrollment management performance indicators in conjunction with ILOs. The plan was developed with the intent of maintaining optimum student enrollment, promoting student access and success,

enhancing retention, and meeting the diverse educational needs of the community. Student Equity, Basic Skills, Marketing, and Matriculation plans are all tied to the Enrollment Management Plan. These groups submit data and other reports to the EMC, and the information is posted on the EMC's myAVC group page and available to all campus constituents. For the academic years 2007-2008 and 2008-2009, the EMC solicited action plans across campus, including plans from committees. Results from the 2007-2008 plans are compiled in the document entitled, **"Achievement Report, Strategic Enrollment Management, 2007-2008[10]."** The EMC monitors and reviews performance indicators annually and revises its plan every three years. (Standards I.B.3; I.B.4)

In both the 2006 Progress and 2007 Midterm reports, the college indicated that the Human Resources (HR) and the Finance plans needed to be completed in order to fully implement the new budgeting and planning process. The Human Resources Plan[11] and Finance Plan[12] are now complete and were accepted at the end of the spring 2008 semester. The Human Resources Plan considers information from the Educational Master Plan and program review self studies. The Human Resources Subgroup of SPBC, which developed the HR Plan, verified if any staff changes and/or modifications occurred since the publications of these documents. The subgroup received information from educational administrators and department heads individually and at Administrative Council meetings. The HR Plan attempts to define staffing needs by taking into account enrollment growth and needed support of new and existing facilities. The plan not only integrates goals from the Educational Master Plan and data from program reviews, but also population and labor data from the Greater Antelope Valley Economic Alliance (GAVEA, 2008), as well as the college's EEO diversity goals. The plan also contains spreadsheets for each division and department of the campus and is posted on myAVC under the SPBC group for campuswide use. At SPBC's April 16, 2008, meeting, the plan was accepted with the understanding that the subgroup would continue to annually update and revise the data as funding changes occur. (Standard I.B.3)
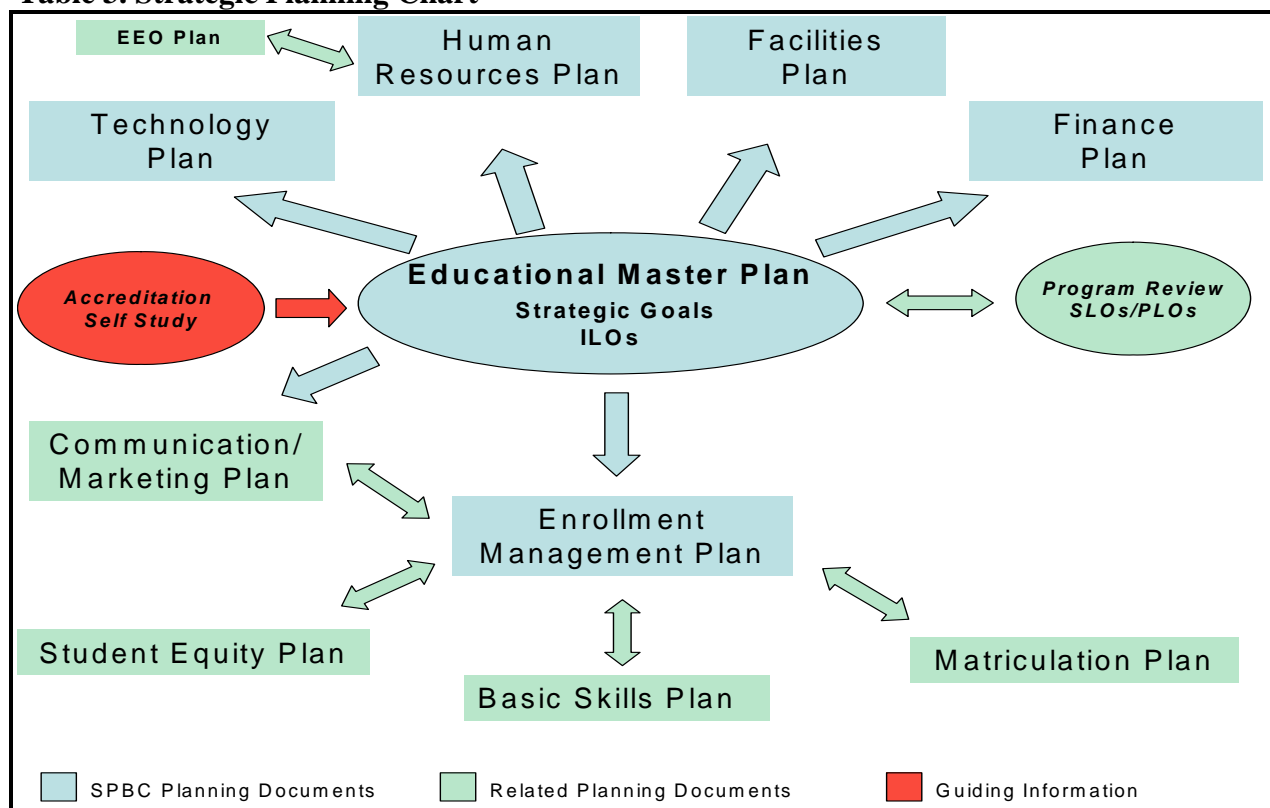
As the Human Resources Plan was being finalized, the Finance Subgroup of SPBC began to develop the Finance Plan, the purpose of which is to address various financial issues and resources in support of the district's mission. The plan acknowledges that the broader fiscal environment is a cyclical process that is concurrent with the state's fiscal year. The overall college finance and budgeting process looks from within the framework of the current fiscal year and provides focus and direction for action, including budgetary consideration for each of the planning documents. The Finance Plan is revised and updated every three years and, as with all the planning documents, is considered a "living document." (Standard I.B.3)

Central to the new budgeting process are the institutional learning outcomes. The college has identified several strategies to ensure that the ILOs are being achieved. The annual review of the educational planning and the new budgeting process assesses if the decisions and funds spent met the ILOs. The SLOs/OOs and program learning outcomes (PLOs) are tied directly to the ILOs, and together assess whether students upon leaving the college can find employment, analyze diverse perspectives, think and listen critically, just to name a few. Campuswide committees, such as the Basic Skills Committee, the Enrollment Management Committee, and

the Student Success and Equity Committee, have identified goals that tie to the ILOs. The college Fact Book annually summarizes research findings on degrees and certificates awarded that tie to the ILOs. The director of institutional research and planning, in consultation with the SLO Committee, identifies various methods of assessment to determine not only if SLOs and OOs are being met, but also whether the ILOs are being achieved. In addition, an annual 20-question survey was instituted last year to assess student opinion on the six ILOs[13] and measure the college's effectiveness and areas for improvement. The survey was sent to a random sampling of 2,000 students, or approximately 14 percent of the student population, in May 2008. The response rate was low (4 percent) for an e-mail campus survey. ILOs one and two were successfully met with average scores over 70 percent. ILOs three, four, five, and six were not met with average scores of 63, 64, 58, and 43 percent respectively. The poor response rate made the results inconclusive; therefore, the corrective action for spring 2009 is to increase the sample size and review the questions within each ILO for reliability. (Standard I.B.6)

Communication: The SPBC Communication Subgroup continues to provide campuswide information to the campus community and facilitates dialogue among and across constituencies. The college relies on numerous formal and informal communication channels to inform and engage the campus community in planning and budgeting. The subgroup oversees development of an annual review[14], which includes achievements of the prior year, goals of the current year, an explanation of the planning and budgeting process, and contact information for representatives of the various constituent groups. The annual review is disseminated both in electronic and printed formats. In addition, electronic campus updates provide more timely communications to the campus community regarding state and local budget issues, budget augmentations, and board actions. There are generally more than 50 Campus Updates sent each year, with 58 sent during the 2007 calendar year. These updates provide reminders on the new budgeting process. To further expand communication on the new budgeting process, this past spring semester, SPBC developed a chart which graphically represents the blueprint for planning at the college. The chart was used to create an informational brochure entitled, "Strategic Planning at Antelope Valley College[15]" that has been disseminated to the campus community in order to make the planning and budgeting process readily understood (Table 3). In addition, the Enrollment Management Marketing Subgroup developed a Marketing Plan[16] in 2006. The plan guides the awareness, promotion, and outreach functions of the college and includes an analysis of the college's strengths and weaknesses (internal factors) and opportunities and threats (external factors). (Standard I.B.4)

Table 3. Strategic Planning Chart

EEO Plan
Human Resources Plan
Facilities Plan
Technology Plan
Finance Plan
Accreditation Self Study
Educational Master Plan
Strategic Goals
ILOs
Program Review SLOs/PLOs
Communication/ Marketing Plan
Enrollment Management Plan
Student Equity Plan
Basic Skills Plan
Matriculation Plan

SPBC Planning Documents | Related Planning Documents | Guiding Information

To further improve communication, the college president continues to hold Dialogue with the President forums[17]. This past academic year, topics specific to planning were addressed along with campuswide involvement in the development of annual goals and accomplishments[18]. The president asked the campus to identify activities and accomplishments related to specific goals, such as: continue to implement 2004 accreditation team recommendations; maximize funding by reaching or exceeding 5.56% enrollment growth target; and ensure staffing is sufficient to meet current and future growth. (Standard I.B.4)

Conclusion: Now that the new budgeting process is finalized, continuous improvement of student learning and institutional processes is evaluated through the annual review of the Educational Master Plan, the systematic program review process, an annual review of program review self studies for budget requests, and the evaluation of the institutional learning outcomes. The program review process incorporates both qualitative and quantitative data that is obtained through the office of institutional research and planning, with additional data from individual divisions, departments, or areas. Findings from program reviews are made available to divisions, departments, and areas for discussion and use across campus. In addition, executive summaries of the programs and services reviewed are given to SPBC for use in planning and budgeting and are provided as informative items to the Board of Trustees. Divisions, departments, and areas annually use the findings from program review along with updated data to request funds and staff, as well as to determine the effectiveness of their SLOs/OOs and PLOs in helping students

achieve and meet their goals. Institutional effectiveness is assessed as programs and services undergo self evaluation and institutionally based peer-team reviews. A three-fold brochure was developed by the SPBC to ensure clear communication of these processes to the faculty, staff, and the community. In addition, the major SPBC planning documents described in the brochure are posted on the campus web site, and the links are included in the brochure so that constituents can easily find more details on specific planning areas. (Standards I.A.3; I.B; I.B.3; IB.4; I.B.6)

Additional Plans:
1. Strategic Planning and Budget Council will collect data and conduct longitudinal research to assess its effectiveness in meeting the ILOs that are reflected in the college mission.

2. The SPBC Communication Subgroup will survey employees to assess whether efforts to provide ongoing information on the program review results have influenced their perceptions on the budgeting process. The survey will also determine how well constituencies have understood results outcomes, which lead to various decisions in achieving institutional effectiveness.

References: Recommendation #1

1. *Educational Master Plan 2007*
2. *Strategic Planning and Budget Council Revised Function Statement*
3. *Strategic Planning and Budget Council Blueprint Graph*
4. *Strategic Planning and Budget Council Annual Timeline*
5. *Institutional Learning Outcomes*
6. *FTES Estimates for 2007-2008: Four Scenarios*
7. *2007-2008 Palmdale Student Survey Results*
8. *Student Engagement Survey Results*
9. *Enrollment Management Plan*
10. *Achievement Report: Strategic Enrollment Management 2007-2008*
11. *Human Resources Plan 2007-2008*
12. *Finance Plan 2007-2010*
13. *Institutional Learning Outcomes Student Survey Results*
14. *2006-2007 SPBC Annual Review*
15. *Strategic Planning at Antelope Valley College Brochure*
16. *Marketing Plan*
17. *Dialogue with the President Forums*
18. *Antelope Valley College Annual Goals and Accomplishments*

Recommendation #3: **The college must develop and implement student-learning outcomes for all its courses, programs, services, and for the institution as a whole while linking the outcomes to planning and the budgeting process. Equally important, the college must develop mechanisms for measuring those outcomes and commit to using the findings to improve student learning for its diverse students. (Standards I.B, I.B.3, II.A.1c, II.A.2a, II.A.2d, II.A.2e, II.A.2f, II.B.3, II.B.4, II.C.2)**

Progress Response: *Develop and implement student learning outcomes*: In fall 2005, the college defined student learning outcomes/operational outcomes (SLOs/OOs) as, "overarching specific observable characteristics (i.e. skills, knowledge, etc.) developed by faculty/staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process." Since that time, the college has made significant progress in having Student Learning Outcomes completed and assessed. This year, through the assessment of SLOs/OOs, a review of the above definition will be considered for possible revision.

The SLO Committee has become firmly established in the college's organizational structure and has actively pursued the goals required of them as a standing committee of the Academic Senate. The SLO faculty cochair provides a report to the Academic Senate at least twice each semester. The timeline for developing SLOs was a joint effort of the SLO Committee, the Academic Senate, the Academic Policies and Procedures Committee (AP&P), and the vice presidents of Academic Affairs and Student Services[1].

The SLO Committee created a Technical Review Subcommittee, chaired by their AP&P liaison, for handling the technical review of SLO drafts before final approval. This committee uses a rubric[2] to determine whether the proposed SLOs are firmly developed and contain an assessment tool. The subcommittee has developed a procedure and timeline of one week to conduct the technical review on submitted SLO drafts[3]. Once the proposed SLOs have been reviewed and approved, they are then forwarded along with the completed rubric form to the SLO Committee for final approval. The appropriate dean and faculty are then electronically informed of the committee's decision, and the SLOs are recorded and attached to the Course Outline of Record (COR). If the subcommittee determines that revisions are required, the proposed SLOs, along with the completed rubric, are returned to the appropriate dean and faculty. Once revisions are made, the SLOs are resubmitted to the subcommittee. A similar procedure and timeline is applied for OOs submitted by non-instructional areas. (Standards II.A.1c; II.A.2d).

The SLO Committee scheduled five workshops during fall 2007 and trained faculty in the development of SLOs for their courses. The workshops to train faculty occurred on September 10, 2007; September 21, 2007; September 28, 2007; October 9, 2007; and October 31, 2007. In addition, the cochairs continue to meet with divisions to explain the philosophy of and process for developing SLOs. They also distributed the SLO timeline for faculty to use, which identifies groups of courses and percentages of courses that must be completed by certain dates. As a result of these efforts, faculty from across the campus have met in small discipline-specific

groups (such at psychology, English, child and family education, English as a Second Language, recreation, respiratory care, and learning assistance, just to name a few), gathered at the division level with their deans, or joined in the campuswide "write ins" to develop SLOs and identify assessment tools. Faculty from various divisions took part in these daylong "write in" workshops, which included the SLO committee members and other faculty volunteers. The workshops occurred on March 7, 2008 (Visual and Performing Arts; Business, Computer Studies, and Economic Development); March 14, 2008 (Visual and Performing Arts); March 17, 2008 (Math, Science, and Engineering); March 20, 2008 (Physical Education and Athletics); March 20, 2008 (Visual and Performing Arts; Math, Science, and Engineering); and May 16, 2008 (Business, Computer Studies, and Economic Development). In these campuswide meetings, an inter-disciplinary approach was adopted in which faculty from different disciplines worked with each other to offer guidance in creating SLO drafts. As a result of this year's work, 93% of the college's courses (872 out of 938) have established SLOs. Faculty are able to easily track the development of SLOs for their courses by accessing the spreadsheet [4] the SLO committee updates every two weeks and makes available to the campus. (Standards II.A.1c; II.A.2d).

Once approved, the most current COR for each course is posted on AP&P's public web page and sent out to divisions for their files. Thus, faculty are now able to access and use the current, approved version of the COR from which they design their syllabus and develop their SLOs. The COR matrix [5] not only displays the progress of course development and revision, but also includes columns that track the following information regarding SLOs as they are developed for each course: the first SLO draft; the approved SLO; and assessment. In addition, the first SLO draft and the approved SLO form are sent to AP&P's academic affairs technician for inclusion on the COR matrix and to be housed in the COR file that contains the entire working history of each course on campus. The COR matrix is distributed at the end of fall and spring semesters to all AP&P faculty representatives, the senate president, all deans, the SLO cochairs, and the program review coordinator so that everyone is aware of the status of their CORs and the accompanying SLOs. (Standard II.A.2d)

In addition, revised curriculum guidelines refer to the link between the measurable objectives listed on each COR and the establishment of SLOs. The AP&P liaison to the SLO Committee maintains a two-way dialogue between the committees, and consults often with the cochairs of both committees. Finally, beginning in fall 2008, all new and revised courses coming to AP&P for review must be accompanied by approved SLOs. This requirement was approved at the Academic Senate meeting of March 20, 2008[6], which makes SLOs a natural extension of curriculum development. Revised AP&P guidelines for the development of degrees and certificates also require that faculty consult with the SLO Committee in order to review the SLOs for their courses and for guidance in developing their program learning outcomes. (Standard II.A.1c)

As of December 6, 2007, COR revisions were completed and turned in to AP&P. This means that all 938 courses are on the integrated course outline of record adopted in 2000, requiring faculty to create measurable objectives that are linked to the typical homework

assignments and methods of evaluation. The AP&P process for course approval remains a rigorous one, reflecting the culture of the campus and adhering to the regulations of Title 5 and the requirements of the System Office. (Standard II.A.2a).

The issue of PLOs was discussed in detail during the 2008 spring semester SLO Committee meetings. The committee decided to follow the Title 5 definition for a program that states: an "educational program is an organized sequence of courses leading to a defined objective a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

Based on this definition, the SLO Committee decided that any subject area that awards an associate degree or certificate listed in the college catalog would be classified as a program[7]. Some examples of programs are: Aeronautical and Aviation Technology, Biological Sciences, Computer Applications, Engineering, Fire Technology, Physical Education, and Respiratory Therapy. In addition to programs listed in the catalog are the Student Services, instructional support, and operational area programs. All non-instructional areas have now submitted their OOs. The committee decided that the OIRP will work with staff to design employee and student surveys.

For educational programs, the following process was established by the SLO Technical Review Subcommittee for the submission of PLOs:

1. Discipline faculty create PLOs following the common format.
2. PLOs are submitted to the SLO committee for recording.
3. The Technical Review Committee verifies that the PLOs are directly related to the approved SLOs for each course that is part of the program.
4. A matrix showing a correlation between each PLO and the course that is introduced, developed, and ultimately mastered must accompany every PLO form.
5. Verify that PLOs have been established.

(Standards II.A.2e; II.A.2f; II.B.4; II.C.2).

Several certificate programs, such as in the Technological Education Division, have established learning outcomes and completed several assessment cycles. Areas in Student Services, including Counseling and Matriculation, Enrollment Services, and Special Programs, have approved SLOs that are now being revised as PLOS and are including assessment results into program reviews. (Standards II.A.1c; II.A.2d)

In spring 2008, the SLO Committee dean cochair and the director of institutional research and planning presented OO workshops to administrators and staff from the following offices and departments: Information Technology Services (February 11, 2008); Office of Institutional Advancement and Foundation (February 22, 2008); Human Resources and Employee Relations (March 10, 2008); and Business Services, Maintenance and Operations, and Campus Police (March 28, 2008). Attendees were instructed to consider the following when developing OOs:

1. How do your outcomes contribute to student success and equity?
2. What is the impact on student learning?

For example, Maintenance and Operations staff were shown a 2007 report by the National Clearinghouse for Educational Facilities that outlines the impact that school facilities have on learning and academic outcomes. The Child Development Center (CDC) is a learning laboratory for students obtaining the Child and Family Education Certificate or degree. Students from other disciplines, such as Psychology, take advantage of the laboratory center. The CDC has established its operational outcomes and has conducted several cycles of assessment. (Standard I.B.3)

To keep the campus abreast of the SLO Committee's work, a public web page is maintained that offers faculty and staff a number of resources: forms and guidelines for SLO development; committee membership, meeting dates, agendas, and minutes; general information on the role of SLOs in community colleges; an information packet on developing assessment methods for SLOs; the college's ILOs; and a glossary of terms. As new resources and documents are created or identified, they are added to the web page (www.avc.edu/organizations/slo). (Standards II.A.1c; II.A.2d)

The SLO cochairs and committee members continue to attend SLO related conferences, along with deans, directors, and faculty from across the campus. Funding from the Academic Senate and administration was used to send faculty, administrators, and staff to the following conferences: one SLO cochair and two committee members attended the SLO Assessment Institute in San Diego (July 10-12, 2007); the cochairs of AP&P attended SLO sessions at the Statewide Senate's Curriculum Institute in San Diego (July 11-13, 2007); one committee member attended the Accreditation Institute Conference (January 25-27, 2008); two deans and five faculty attended the New Mexico Higher Education Assessment and Retention Conference (Feb 28-29, 2008); the Director of Institutional Research and Planning attended the annual meeting of the Research and Planning Group (March 16-19,2008); and five deans and twelve faculty attended the 12th annual Western Assessment Conference at California State University, Fullerton (March 20, 2008). Attendance at the conferences and workshops further enhanced the process for the assessment phase of measuring the various levels of learning outcomes. (Standard II.A.2b)

The SLO Committee developed a plan to assist faculty and staff in the assessment strategies for courses, programs, and services. Assessment examples with data entry and analysis templates have been developed for multiple choice assessments, pre and post test assessments, and survey assessments. The examples include the full assessment process from student test to final corrective action. The methods were selected to cover the areas where faculty were most likely to use templates on a large scale. The first step is for faculty to identify the appropriate assessment tools specific to their disciplines. The second step is to validate the assessment methodology. The third step is to collect and analyze the data. The director of institutional research and planning provides mini-workshops as part of division meetings, presenting two different assessment methodologies for faculty's consideration[8]. Beginning fall

2008, faculty began collecting and analyzing assessment data for one third of the courses. Learning outcomes and assessment strategies for certificates and degrees were established during the summer and fall of 2008.

Linking outcomes to planning and budgeting process: Program review provides a systematic review that is primary in influencing resource allocation, determining improvement for student learning, and strengthening departments and divisions with an ongoing dialogue for improvement. The new SPBC budgeting process incorporates program review and is fundamental in helping the college assess ILOs. Program review assesses whether departments and divisions have achieved both their short and long-term goals, including those SLOs identified in self studies and the Educational Master Plan (strategic plan). To ensure that the Educational Master Plan of the college is being achieved and to ensure continuous input from all segments of campus, the SPBC subgroups report monthly to SPBC. Funding from the current Title V grant was allocated to hire a second research technician[9] to facilitate this process. This position provides support to the institutional research and planning director and the other research technician on SLO assessment and tracking, program review survey development and analysis, and general campus data analysis and reporting. A research technician consultant has also been hired through Title V to provide additional support for college research needs. (Standard I.B.3; II.A.2a; IIA.2e; II.B.4) *(Strategic Planning and Budgeting process is addressed in greater detail in recommendation 1: Research, Planning, and Evaluation. Mission statement revision is addressed in greater detail in recommendations 1: Blueprint for Planning and 6.1.)*

The program review process addresses the development and assessment of SLOs for all courses and PLOs for all approved programs (degrees and certificates). The current program review processes are being implemented according to the 2005-2008 schedule. The self studies and peer reviews are posted on the college's web page for easy access. An executive summary of each self study is submitted to SPBC; thus, the program review process is directly tied to budget for future planning. As divisions plan for the future and request budget approval, the guiding document is their self study, which includes data that is updated annually. To that end, the director of institutional research and planning holds a series of presentations/workshops on how faculty and staff can better understand the data available to them and utilize it in future planning and course/program evaluation[10].

A new program review cycle has already been established for 2008-2014. The program review coordinator and the director of institutional research and planning intend to present a new program review model to the senate that will make better use of institutional research during this next program review cycle. This new approach to program review will be more data driven, with the intent to streamline the process, which will incorporate a standardized annual review report. (Standards II.A.2e; A.2f) *(Program Review is addressed in greater detail in recommendations 1: Research, Planning, and Evaluation and 6.3.)*

Data for program review is provided by the director of institutional research and planning and incorporated into program review self studies as a means for future planning and to help divisions assess their institutional effectiveness. The director provides each instructional

division with a standard set of data from the previous three years to be used in their self study: enrollment patterns, number of seats available/number of seats filled, and FTES[11]. Divisions can then request other available data that they feel is applicable to their areas. The director also sends out data to non-instructional areas that is applicable to their needs. Since the needs of service programs tend to be more diverse, common data elements of ethnicity, age, and gender are collected on most surveys to help improve service delivery, while individualized data for program review are program specific. For example, survey items for Counseling and Matriculation asked for responses to the following statements: "The Human Development courses I have taken met my needs;" "The Online Orientation provided useful information;" and "The availability of counseling appointments meets my needs." Survey questions for Job Placement asked the following: "How many times have you used the services provided by the Job Placement Center?" and "What is your overall satisfaction with the services provided by the Job Placement Center representative?"

The college evaluates student support services and other learning support services to assure they are meeting student needs and to make necessary decisions for improvement. Several years ago, Student Services developed SLOs. Those divisions and departments that completed their current self study for program review are now assessing their learning outcomes and discussing the results for quality enhancement plans. In learning support services, the Learning Center's program review self study contained completed SLOs and PLOs that included quality enhancement plans for corrective measures[12]. Most of the data concerning student learning and tutoring (which is based upon the learning of metacognitive behaviors) showed statistically significant improvement in most of the SLO measures. However, there was one measure that was not statistically significant even though the data did show improvement. That area was in student motivation. The Learning Center, in order to develop corrective measures, is attempting to identify whether students coming to tutoring already have a higher level of motivation than other students (which might explain why the increase in motivation is not statistically different) or whether more attention needs to be paid to this SLO. Additionally, the Learning Center has found that while student outcome measures for its Supplemental Instruction (SI) program continue to show student success, the instrument used to collect pre and post data for SLOs as they relate to SI does not capture the data that is needed. During the summer of 2008, the Learning Center piloted a new method of collecting pre and post data for SI SLOs[13]. The quality of its services and programs is seen in the implementation of these changes by the division, all with the eye to improve. As a result, the Learning Center is dynamic and proactive in providing the best service possible to students. (Standards II.B.4; II.C.2)

The college demonstrates a strong commitment to student success by adopting an ongoing and systematic evaluation process that is both qualitative and quantitative to improve student learning through long-term planning. The OIRP is well recognized by the campus as an integral part of the SLO, PLO, and OO assessment process. The director serves on the SLO Committee and has been an active participant in SLO and OO presentations. In addition, the director has created templates for assessment data entry, analysis and presentation for surveys, and multiple-choice assessments to assist divisions/departments in the development of assessment tools for SLOs and OOs. The director serves as a permanent member of the SPBC

and is part of the ongoing process of SLOs and OOs assessment of the planning and budgeting process. At the March 2008 annual meeting of the state's Research and Planning Group, the director presented a Continuous Improvement Predictive Model, which he developed. The predictive model[14] uses readily available information on all students to predict whether students are likely to persist from fall to spring and how likely they are to be successful. Based on the findings, interventions are developed and implemented to improve student outcomes. The outcomes are assessed at the end of the term and, if found to be successful, are incorporated into other campuswide programs. In the initial analysis, several factors, including taking a class from the Learning Center, receiving financial aid, and visiting a counselor were all identified as factors helping student success and persistence. An intervention was developed using campus e-mail to increase student use of the services identified as beneficial and was tested on a random sample of 2,000 students. The continuous improvement cycle was completed with the evaluation of the intervention in the summer of 2008 and the subsequent modification of the predictive model and planned modification of interventions for the fall of 2008. (Standards I.B; I.B.3)

Faculty have not only taken the leadership role in developing SLOs, but also in determining assessment tools and the discussion of assessment methodologies. The college is committed to meaningful assessment of student learning at the course, program, and institutional levels. The SLO committee, in consultation with administration and faculty, established a plan whereby each division identifies one or two faculty members to spearhead the division or discipline assessment efforts[15]. Consequently, the college is examining various methods of assessment, which are accurate, interrelated, and systematically utilized. To meet this goal, the SLO committee prepared a professional growth program as part of the Faculty Academy that started fall 2008[16].

The SLO Committee and a member of the AP&P Committee evaluated a number of software packages that automate the assessment management of SLOs and link the process to PLOs and ILOs. In addition, these programs have capabilities that relate corrective actions to the college's strategic planning and budgeting process. The ability to provide a seamless linkage between the various levels of assessment to program review and the accreditation standards is viewed by the college as one of the most significant factors in establishing a culture of evidence that drives decision making. Examples of software packages reviewed were: (1) WEAVE Online, which is an Internet-based assessment management software program that has the ability to relate SLOs to PLOs and ILOs, and electronically relate the results to the planning process; (2) Trac Dat, a software package that has identical capabilities to WEAVE; and (3) a Blackboard Course Outcomes assessment module. With additional input from administration, faculty, and the Information Technology Services (ITS) director and staff, the SLO Committee agreed that WEAVE overall suited the college the best. It centralizes SLO collection; identifies assessment methods at the course, program, and institutional level; provides assessment data collection; has the ability to link corrective plans to cost estimates; correlates SLOs to PLOs to ILOs; has linkage between assessment and strategic planning, program review, and accreditation; and has a strong reporting capability at the course, program, and institutional level. Another benefit of WEAVE for the college is that it is web based and requires little to no intervention by the ITS department; in fact, the department states that the program is easy to implement. The SLO

Committee continues to work with the AP&P Committee in order to evaluate database programs that automate the submission and review of new and revised courses (CurriuNet). In addition, eLUMEN, an outcomes assessment package, is under review. The package streamlines the data collection method and allows faculty to collaborate in writing rubrics and inputting aggregated data for each course. The college is demonstrating its commitment to becoming proficient by implementing authentic assessment of SLOs. (Standards I.B; I.B.2; I.B.3; II.A.1c; II.A.2d)

As previously stated, the updated Educational Master Plan is completed and monitored by SPBC as are the other planning documents linked to the Educational Master Plan (i.e. Finance, Facilities, Human Resources, Enrollment Management, and Technology plans). Now that most of the SLOs and all OOs have been written and implemented, their assessment results will influence budget decisions and the outcomes assessment for the ILOs. The new strategic planning and budgeting process has been a main focus of the campus, particularly over the last three years. Conscious effort is reflected in campus dialogue to ensure that all major planning documents are integrated and drive decisions based on data. For example, the college effectively planned for meeting the growth cap set by the System Office. Joint decisions made by the EMC, SBPC Budget Subcommittee, and SPBC resulted in meeting the targeted growth rate. (Standard I.B)

Information about the decisions of SPBC is communicated to all segments of campus, as well as the community. Personnel in the Institutional Advancement and Foundation Office regularly send updates to stakeholders through various media. SPBC documents are available at the college website, and the campus uses this information to stay informed. In addition, budget request forms indicate how the activities for which funds are requested relate to the Educational Master Plan, ILOs, and program reviews. (Standard II.A.2f) *(Communication is addressed in greater detail in recommendation 1: Communication.)*

Measuring outcomes to improve student learning for diverse students: In spring 2005, the College Coordinating Council established a taskforce to examine the current distance education environment and to make a recommendation regarding further development of any existing distance education offerings or services on campus. The taskforce conducted a fact-finding study via multiple sources and determined that an institutionally supported distance education program was warranted. In spring 2006, the Academic Senate established a Distance Education Committee (DEC). As stated in both the 2006 Progress and 2007 Midterm reports, there is an ongoing effort to ensure a quality distance education program at the college. The DEC developed guidelines[17] for designing an online course, which the Academic Senate has endorsed. Several working groups have now met to identify issues and solutions related to the online program. The Podcasting Workgroup identified issues and solutions related to podcasting for online courses. Students can subscribe to podcasts in support of seven courses, with more courses being developed. The Orientation Workgroup developed an orientation class that introduces students to online learning. A prototype is being developed in the password-protected Blackboard environment. The Accessibility Workgroup developed guidelines on how instructors can make courses accessible to all students. A draft policy was presented at the DEC meeting on February 26, 2008, and was completed. The Online Training Workgroup, a new workgroup

established in spring 2008, identified Flex and Faculty Academy workshops that may be used to create a pathway of instructor training for faculty who wish to teach online. Finally, the Proctoring Workgroup, another workgroup established in spring 2008, identified issues and solutions to support proctored exams for online students.

Distance education offerings continue to grow in order to meet students' needs. In fall 2007, 59 online courses were taught; in the 2008 intersession, 14 courses were taught; and in spring 2008, 76 courses were taught. In addition to traditional lecture courses being offered in an online environment, online science classes now include simulated labs. The forms and process for approval of distance education courses through AP&P now require that faculty address the needs of disabled students by including a discussion of "assistive (adaptive) technologies" to be used in the delivery of the course. The DEC was successful in obtaining a $570.50 CCC Live Caption Grant[18] for distance education courses. The grant benefits four courses: two CA103 courses and two BUS 212 courses. The grant will be going out again, broadening the scope of what can qualify for transcription or captioning. In the current captioning effort, two podcasts, some audio lectures, and a flash video were captioned. This opportunity permits the DEC to define a procedure that can be applied for future requests for captioning or transcription services. Besides courses offered online, the college offers four telecommunication courses: philosophy, psychology, and two history sections. Alternate delivery systems meet student demand for accessibility, suit varying cognitive learning styles, and allow for a shorter time in achieving a degree and/or certificate.

Electronic clicker (interactive instruction) pads are beginning to make their presence known within the classroom. Some faculty in the Math, Science, and Engineering and the Social and Behavioral Sciences divisions are using this tool as an instructional aid to help students learn. Immediate feedback is provided to students and faculty as to the level of understanding of the subject matter presented in class, and the faculty is able to quickly identify those students who need additional help. In addition, clicker offers faculty assurance that the lecture topic is being understood by students before moving on to the next topic, thus giving evidence that students either understand or do not understand the lecture material. One faculty member stated, "For twenty-five years before using the pads, I incorrectly thought that my lectures were clear and effective for all my students because they nodded when I asked the question, 'Does this make sense?'" Some of the benefits identified by faculty are improved attendance, attention in the classroom, improved understanding of lecture material, less anxiety since responses are confidential, game format in reviewing material, and immediate grade feedback for quizzes and exams. This technology is now being used in Faculty Academy workshops.

After a year-long pilot project to ensure stability and simplicity of use, podcasting[19] began in earnest in spring 2007 with four faculty members. The Instructional Multimedia Center (IMC) housed a podcast server and provided a stable environment for podcast development and publication. In fall 2007, the ITS moved the podcast server from the IMC to a campus server room. IMC podcast content has grown from four subject areas and three faculty members in fall 2007 to eleven subject areas (including lectures, demonstrations, student works, interviews, and faculty-for-faculty content) and eight faculty submitting weekly podcasts in spring 2008. In

addition, Student Services has placed sample student interviews for student study, Human Resources and Employee Relations has presented information on faculty benefits, and a virtual walk around campus was developed for students and visitors. Lastly, during spring 2008, the IMC worked on new projects with the Outreach Department and several faculty with their curriculum content. It is the IMC's intent to create a campus that never sleeps.

Podcast content is available to students using either a Mac or PC platform and can easily be downloaded to iPods. Students with other brands of MP3 players must have accessibility to MP3 files. As a result, the IMC is currently in the process of placing MP3 files on the IMC podcast website at http://imcserver.avc.edu. The IMC also provides podcast audio content on audio CDs and MP3s for students without computers and will continue to do so as long as students need this service. In addition, a transcription of podcasts is being tested for the hearing impaired and should be available by spring 2009. (Standards II.A.2a; II.A.2d; II.A.2e; II.B.3)

The relatively new technology of podcasting is another alterative delivery system that the college is using in an attempt to improve student learning outcomes for both courses and programs, and ultimately the ILOs. This method of delivery augments the learning environment for students regardless of their learning differences by providing mobile access. Institutional research is needed to determine its effectiveness on improving student learning outcomes and whether it increases student retention. As part of the management and planning process for the Palmdale site, students are surveyed each term in several areas including the desire for primarily online classes and for podcasting. An average of 53 percent of the students each term agreed to the desire for online classes and for podcasting, while only an average of eight percent disagreed. Plans to make the future Palmdale campus a state-of-the-art site for all educational delivery methods are underway. Additional distance education questions have been added to the survey, and the sample was broadened to include students from both campuses in the summer of 2008.

Three years ago, a new political science faculty member established the Model United Nations (MUN) program. The program is a prime example of the various ways that the college mission and the corresponding ILOs lead to student success. For example, three ILOs that are met through this program are: 1) solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies; 2) value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development; and 3) demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society. The MUN program embraces critical and independent thinking that fosters a student-centered learning environment. This past spring semester, students participated in the University of California, Berkeley Model United Nations Conference, competing with major universities across the country. Antelope Valley College was one of three delegations that won awards. Florida State University came in first, University of Pennsylvania came in second, and Antelope Valley College came in third. The scholarship of the students and the dedication of the faculty member have become a prime example of student learning and faculty initiative. The MUN program is supported by the following college funding sources: an Academic Senate Grant, the Antelope Valley College Foundation, district funds, Associated Student Body funds, and student

fundraisers. Students learn of diverse cultures and worldviews, including political and economic experiences that are different from their own. Student reaction could be summed up by the following comment: "It is amazing to see faculty, staff, deans, and administrators working together for a common goal: student success, imagine that!" (Standard II.A.2d)

The college identifies the learning needs of its students and develops strategies for providing adequate services to meet those needs. In fall 2007, the Academic Senate President and the Vice President of Academic Affairs established a campuswide Basic Skills Committee[20] cochaired by a faculty member from Instructional Resources and the dean of Math, Science and Engineering. In response to the statewide Basic Skills Initiative, "Basic Skills as a Foundation for Success in California Community Colleges," the committee coordinates with other campus committees that focus on basic skills development, such as the SSEC, Matriculation Committee, and EMC. The committees' action plans are linked to specific goals. In fact, the BSC has integrated their goals with these other committees, while connecting them to the college's ILOs. (Table 4)

Table 4. Integration of Basic Skills Plans with ILOs and Related Committee Plans

	Institutional Learning Outcomes	Educational Master Plan	Enrollment Management	Student Success and Equity
BASIC SKILLS GOALS				
1. Create a campus culture that emphasizes and supports the holistic needs of basic skills students.	1-6	1, 3, 4, 6-9	1, 4, 5, 7, 8	1-4
2. Provide professional development and training opportunities relevant to basic skills for administrators, faculty, staff, tutors, and student mentors.	1-6	1, 3, 7-9	5, 7	2-4
3. Evaluate and improve assessment and placement procedures for basic skills students.	4	1, 3-6	2, 5, 7, 8	2, 3
4. Increase and enhance campus-wide learning support programs and services for basic skills students.	1-6	1, 3, 4, 6, 7	2, 5, 7, 8	1-3
5. Implement effective teaching methods based on best practices to engage diverse basic skills students in their own learning.	1-6	1, 3, 4, 6-9	2, 5-8	2, 3
6. Research and apply data-driven approaches to the delivery of instructional programs and student services.	1, 2, 4-6	1, 4, 7-9	1-8	1-3
7. Increase progression of basic skills students into career technological education and transfer-level courses.	1, 2, 4-6	1-9	1-7	2-5

College courses, particularly in math, English, and reading, have been reviewed. The ESL credit courses, as well as other credit and non-credit courses, are being reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support, such as peer tutoring, learning and study skills, and counseling. The BSC oversees and manages the basic skills state budget allocation, informs the Academic Senate and SPBC, and makes recommendations to the college president.

During spring 2008, the BSC began offering forums on such topics as theories and practices related to basic skills students and their instruction. They invited Dr. Linda Hagedorn, Professor and Chair of the Department of Educational Administration and Policy at the University of Florida, to speak about her research in the areas of transfer readiness, course completion behaviors, and seminal research on community college success. The presentation was filmed and placed on CD for easy access to campus constituencies. Permission was obtained to place the presentation on myAVC under the Basic Skills and Matriculation group files in order to reach a larger audience, and it is also available through the Academic Senate Office. When grant opportunities become available, the committee intends to write grants that further implement the action plans identified by the committee and supported by the campus. (Standards II.A.1a; II.B.3) (*Basic Skills is addressed in recommendation 6.1.*)

The Learning Center recognizes the diverse learning needs of the students it serves. For example, study skills instruction is presented in a variety of ways to reach students with different learning styles: group workshops, individual assessments, videos and DVDs, online materials, print materials, and graphic representations. Every student who applies for general tutoring or Supplemental Instruction (SI) takes a learning modalities inventory. The tutors then begin the tutorial relationship with a discussion of how to adapt college studies to one's learning style. Tutors are trained to consider learning differences during the tutorial, including modifying the tutorial for students with physical or learning disabilities. The Learning Center is equipped with assistive technology, such as Closed Caption TV, for students with visual challenges and has several Kirsweil 3000 stations that are used for both independent study and during tutorials for students with learning differences, visual challenges, or who wish to improve their textbook reading skills. The Academic Skills Center in the Learning Center provides students a packet to assess learning style, learning modality preference, cognitive control, and a study behaviors' inventory. Then students, in consultation with the Academic Skills faculty, create a Learning Improvement Plan based upon what they have discovered about themselves as learners. The Academic Skills Center is investigating the efficacy of this process as an additional method of evaluating SLOs for the center. Faculty across disciplines consult with learning specialists in the Learning Center concerning active learning techniques. Learning specialists assist faculty to adapt coursework and assessments to meet the needs of diverse learners.

As part of the curriculum review, AP&P discusses teaching methodologies, typical homework and class assignments/tests, and methods of evaluation regarding student work. These elements are an integral part of the COR, which requires that faculty delineate instructional methodologies that are commensurate with the requirements of the course, yet appropriate to the diversity of our students' learning styles. Just as assignments must provide for

a variety of learning activities, so too must faculty use a variety of delivery modes: lecture/discussion, collaborative groups, hands-on demonstrations, audiovisual materials, use of computer technology and the Internet, and other means specific to a particular discipline. Typical homework assignments must include a range of activities, such as: 1) reading—traditional textbook reading requirements, in addition to journals, web-based and online sources, manuals, newspapers, for example; 2) writing—essays, journals/notebooks, lab reports, research papers, summaries, and/or analytical papers; 3) computation—problem solving exercises, traditional mathematical problems; and 4) other assignments—oral presentations, group presentations, library assignments, Internet research, visual and performing arts projects, to name a few. The committee weighs these assignments against the methods of evaluation that are written into the COR and looks for specific connections to the course's measurable objectives. This rigorous scrutiny has become a hallmark of the curriculum process[21]. (Standards II.A.1a; A.2d)

   Conclusion: The SLO Committee has again made major movement in influencing a change within the campus community. The committee established a Technical Review Subcommittee to expedite the process for faculty and staff in writing their SLOs/OOs. This process has ensured that there is consistency and uniformity across campus, including appropriate assessment tools, and has facilitated the college surpassing its own timeline for developing learning outcomes. The committee has provided the support that many faculty and staff members needed to understand the importance of learning outcomes and how they are to be used for improvement. The committee has also worked closely with AP&P to create an established procedure that connects CORs to SLOs. In addition, the SLO Committee has worked closely with the OIRP to ensure that the data from SLOs are incorporated into program reviews and used by planning committees to influence data driven decisions. The college has moved forward and will continue to ensure that all planning documents are integrated in order to assist students in meeting ILOs. (Standards II.A.1c; II.A.2d; I.B.3)

   Budget decisions are tied to the major planning documents with data that is specifically designed to verify that the college is providing the highest quality of instructional courses, programs, and student support services for its stated student learning outcomes. The college has identified and is implementing the WEAVE program that will assist in the assessment management phase for the college. The WEAVE program was funded by the college foundation, President's Office, and Academic Senate. In addition, SPBC identified district funds to maintain the annual cost for licensure. This fall, training is planned so that faculty and staff can take full advantage of the program's capability. One of the benefits in using WEAVE as the assessment management tool is that it uses a uniform reporting mechanism, and it has streamlined reporting capabilities, including the ability to prioritize budgeting requests. (Standards I.B; I.B.2; I.B.3; II.A.1c; II.A.2d; II.A.2f)

   Lastly, the college has concentrated on providing courses, programs, and activities that meet the diverse needs of students. Distance education is providing a variety of technological options for student success: online courses, telecommunication courses, podcasting, and electronic clicker pads. New educational opportunities are being implemented on campus, such

as the MUN program. Students are taking information and skills beyond the classroom, extending them to competitions and gaining lifelong skills. The BSC has identified major plans that range from doing research to assessing which courses have the greatest success for students. They have also identified corrective actions that put best practices into place through workshops that provide a constructive dialogue on basic skills. The Learning Center faculty have developed a procedure to assist students in identifying their learning skills and tailoring a plan to fit their style that can be taken to their classes. Information is then obtained to determine what changes the faculty should implement to better serve a wider range of students with individual learning styles. (Standards II.B.3; II.B.4)

Additional Plans:
1. All courses and programs will utilize assessment strategies for ongoing improvement.

2. Campuswide dialogue will be regular and ongoing (i.e. division, department, area, Academic Senate, Strategic Planning and Budget Council, and Dialogue with President meetings) for the purpose of improving student learning.

3. Annual comprehensive assessment reports will be conducted.

References: Recommendation #3
1. *SLO Timeline*
2. *SLO Rubric*
3. *SLO Technical Review Subcommittee Submission Timeline*
4. *SLO Spreadsheets*
5. *Course Outline of Record Matrix*
6. *Academic Senate Meeting Minutes: March 20, 2008*
7. *Student Learning Outcomes Meeting Minutes: April 14, 2008*
8. *SLO Assessment: Two Methods*
9. *Research Technician Job Description*
10. *Research Training Presentation Schedule*
11. *Standardization of Data for Program Review: An Example*
12. *Learning Center Program Review Self Study*
13. *Learning Center Pilot Supplemental Instruction SLOs Pre-Post Test*
14. *OIRP Predictive Model*
15. *Division Faculty SLO Leadership List*
16. *SLO Faculty Academy Training Schedule: Assessment*
17. *Distance Education Guidelines for Online Course Development*
18. *CCC Live Caption Grant*
19. *Podcasting Guidelines*
20. *Basic Skills Committee description and function*
21. *Academic Policies and Procedures*

Recommendation #6: The Board must review and develop (1) personnel policies and procedures, including but not limited to recruitment, hiring, labor relations, classification, compensation, benefits, and staff development and training; (2) participatory governance policy (Board Policy 2051) with an eye to incorporate a directive to include data, both qualitative and quantitative, in participatory governance planning and decision making; and (3) program review reports must be prepared on a regular cycle, and the report findings and recommendations must be disseminated campuswide. Report recommendations must be actively incorporated into campus planning and decision making to enhance student learning. (Standards III.A.3, I.B.3, II.A.1a, IV.B.1b)

Progress Response: **(1)** Since the campus embarked upon an extensive review of its board policies (BP) and administrative procedures (AP) in 2004-2005, 147 policies have been adopted by the Board of Trustees and 171 administrative procedures have been implemented. The policies and procedures approved include those specifically mentioned in the recommendation of the 2004 accreditation evaluation team pertaining to personnel and participatory governance. There are 11 policies and procedures that cover recruitment, 12 cover hiring, 37 cover labor relations, 2 cover job classification, 5 cover compensation, 5 cover benefits, and 7 cover staff development and training. Since the midterm report, the college has adopted 2 new board policies, approved 16 new administrative procedures, and revised 75 policies and procedures. (Standards III.A.3; IV.B.1b)

The 2006 Progress Report included a plan to complete the one policy and several procedures remaining from the original review. This has been accomplished. Two other procedures were under review from the original revision process: AP 6950 Drug and Alcohol Testing and AP 7237 Layoffs. The administration determined that AP 6950, which pertains to vehicles covered by federal regulations, was not needed. It was mutually agreed that AP 7237 should be omitted and added to the classified contract instead. The midterm report included a plan to implement workshops to increase knowledge of policies and procedures. The Administrative Council has begun a series of workshops to accomplish this plan. Chapters one and two of the Board Policy and Administrative Procedure Manual were reviewed at the March 24, 2008, meeting and chapter seven was reviewed on June 10, 2008. In addition, workshops will be provided for faculty and classified leadership. (Standard III.A.3)

The process for adopting and revising policies and procedures is defined in BP/AP 2410 Policy and Administrative Procedures[1]. The College Coordinating Council (CCC), a shared governance council, considers proposed revisions recommended by the Community College League of California (CCLC) due to changes in laws and regulations. The CCC, which includes a member of each constituent group, is responsible for communicating proposed changes to the campus through its members. If the change involves an academic or professional matter or a collective bargaining issue, the Academic Senate, Academic Policies and Procedures (AP&P), and/or the relevant bargaining unit is asked to review the change. Policies and procedures are also considered by campus committees that have purview over the area and/or by the administrator(s) with the most expertise. Policies and procedures under review, as well as all

adopted policies and procedures, are posted to the myAVC Board Policy group, which is open to anyone with access to myAVC. A chart[2] listing the status of policies and procedures under review is periodically sent by e-mail to the Administrative Council and CCC and is posted to the myAVC Board Policy group.

Once reviewed, policies and procedures are presented to the Board of Trustees for adoption (policies) or information (procedures). Prior to adoption and implementation, there are additional opportunities for the campus and public to provide comment or express objection to any changes proposed. The Thursday prior to each regular meeting, board packets containing proposed new or revised policies and/or procedures are delivered to the following: board members; the superintendent/president; the vice presidents; the presidents of the Academic Senate, Antelope Valley College Federation of Teachers, Antelope Valley College Federation of Classified Employees, and Associated Student Organization; the representative for confidential/management/supervisory employees; the executive director of institutional advancement and foundation; the director of public and governmental relations; and the local media (*Antelope Valley Press*, *The Examiner*, and Time Warner Cable). Also on the Thursday prior to each regular meeting, the agenda and all relevant background materials, including proposed new/revised policies and procedures, are posted to the myAVC Board of Trustees group and the campus community is notified of such by e-mail (all employees and the ASO) and a myAVC campus announcement (any individual with access to myAVC). The meeting agenda, referencing policies and procedures under consideration, is also posted in a display case outside the Student Services Building and in a display case inside the Business Education Building and is mailed to individuals who have requested the material. (Standard IV.B.1b)

An opportunity for public comment related to agenda items under consideration is provided at each board meeting, so anyone may express concerns prior to the adoption or administrative approval of policies and procedures[3]. Policies are presented for the board's information at least one month prior to being presented for adoption, giving anyone concerned an additional month to comment or express objection to proposed policy changes. In addition, the district informs the campus of its policies and procedures by various means, such as e-mail, myAVC announcements, manuals, CCC meetings, open meetings, and the publication of various policies and procedures in the college catalog, student handbook, faculty handbook, and on the public website http://www.avc.edu/aboutavc/policy.htm and http://www.avc.edu/organizations/senate/documents.htm. (Standards III.A.3; IV.B.1; IV.B.1b)

A recent revision to the college's mission statement sent to the Board of Trustees was the Basic Skills Committee's recommendation to the AP& P Committee. The recommended language was presented to the Board of Trustees on April 14, 2008, and approved on May 12, 2008. The revised mission statement was included in the 2008-2009 college catalog. (Standard IV. B.1*) (Mission statement is discussed in greater detail in Recommendation 1: Blueprint for planning.)*

(2) At the April 14, 2008, Board of Trustees meeting, revisions to Board Policy and Administrative Procedure 2510[4] were presented as an information item. The board was informed

that the CCC revised the policy for Participation in Local Decision Making on March 19, 2008, to include a statement that, "data, both qualitative and quantitative, will be used to drive district planning and decision making." The corresponding procedure reflected a revision to the function statement and membership for the SPBC, and an update to the Senate Standing Committees: Student Learning Outcomes Committee, Distance Education, Senate Grant Program Committee, Equivalency Committee, and Faculty Professional Development Committee. The Board of Trustees took action to approve the revised policy at the May 12, 2008, meeting. (Standards I.B.3; II.A.1a)

(3) All 2005-2007 program reviews have been completed (self studies and peer reviews) for the following divisions/areas: Business, Computer Studies, and Economic Development; Health Sciences; Instructional Multimedia Center; Physical Education and Athletics; Social and Behavioral Sciences/Child and Family Education; and Technical Education.

The college is now current with all program reviews. All ten programs conducting 2007-2008 self studies in the fall have completed their work. Those ten programs are: Counseling and Matriculation; Financial Aid Office; Job Placement Center; Language Arts; Learning Center; Library; Outreach; Enrollment Services; Math, Science and Engineering; and Visual and Performing Arts. Several of these programs have now completed the peer-review phase. The Language Arts program review was the first to receive a standardized set of data from the OIRP for instructional programs, which was then expanded for the Visual and Performing Arts and the Math, Science, and Engineering program reviews. Student Services program reviews include data on a more individualized basis because of the differences in the programs. Student surveys have been provided for Counseling and Matriculation, Financial Aid, Job Placement, and Outreach. The Learning Center was also provided with student surveys. The surveys all had common elements that enabled quick creation of a basic survey, with individual programs adding program specific questions. (Standards I.B.3; IV.B.1b)

A program review procedure was developed and approved for non-instructional areas in fall 2007[5]. ITS began their self-study in February 2008 and completed it in August. The peer review will be completed in fall 2008. ITS is the first non-instructional program to enter program review. The next four non-instructional areas to go through program review for the first time will be: Business Services; Institutional Advancement and Foundation; President's Office; and Human Resources and Employee Relations. Program review for non-instructional areas is on a six-year cycle.

Eight programs are scheduled for review in 2008-2009: CalWORKs, Disabled Student Services, GED, Student Development, Veterans Services, Business Services, Institutional Advancement and Foundation, and President's Office. These instructional and non-instructional areas were oriented in spring 2008 in preparation for fall 2008 self studies.

The program review processes are in place and are being implemented according to the current schedule and procedures[6]. Even though the procedures for Academic Affairs and Student Services have annually been updated to include a stronger discussion and analysis of ILOs, the

college is exploring streamlining the process. The non-instructional program review was modeled after the institutional program reviews for consistency and parallel process. During fall 2008, the program review coordinator, along with the director of institutional research and planning, began reviewing program review procedures from other colleges, such as Riverside City College. It is anticipated that a draft of a new, more user-friendly procedure will be developed during the 2008-2009 academic year for the Mutual Agreement Council to consider. Both the Academic Senate and administration are interested in exploring a procedure that streamlines the process by reducing narrative descriptions and focusing more on data analysis. Also being considered are the merits of shortening the six-year cycle to a four-year cycle with a brief annual updating component. It is expected that a shorter self-study report with a focus on data and standardized annual review report will be more productive and informative to the campus constituents and more practical in influencing budgeting decisions. (Standards I.B.3; IV.B.1b) *(Program Review is discussed in Recommendations 1: Research, planning, and evaluation and 3: Linking outcomes to planning and budgeting process.)*

Conclusion: The college established a process for maintaining board policies and administrative procedures. The process is implemented as soon as CCLC provides recommendations for campus consideration. The college is prompt in keeping up with recommended revisions, ensuring that the college has the tools necessary to best serve stakeholders. Board Policy and Administrative Procedure 2510 ensures that the college uses data to drive not only budget decisions, but also all decisions that influence programs and services to students. (Standards III.A.3; I.B.3; IV.B.1b) At meetings throughout campus, members ask for both quantitative and qualitative data in order to get as much information as possible to ensure that time and money is well spent. The culture of the college is actively utilizing evidence for decisions. Current program reviews are required for divisions, departments, and areas to request new district funds. (Standard II.A.1a)

Additional Plans:
1. Develop a new program review procedure on a four-year cycle, with short annual reviews that are user friendly and data driven.

2. Implement and evaluate the new program review procedure to determine its effectiveness and helpfulness to divisions, departments, and areas for planning and decision making.

__References: Recommendation #6__
1. *Board Policies and Administrative Procedures 2410*
2. *Board Policies and Administrative Procedures Chart*
3. *Board Policies and Administrative Procedures Public Comment Opportunity: An Example*
4. *Board Policy 2510*
5. *Program Review Procedure: Non-Instructional Areas*
6. *Program Review Timeline: 2008-2014*

IV.	THEMES

It is fair to say that the college has rallied with its students, engaging in dialogue on improving the quality and providing the assurance of institutional integrity for each of its courses, programs, and services. The college is excited about the changes that are taking place and is looking forward to the future. The changes are highlighted in the following themes.

1. Institutional Commitments

The college annually reviews its mission statement, ensuring that it remains current and connects to our diverse student population. The college's slogan, *Imagine the Possibilities,* reflects our commitment to student learning. When first presented with the Basic Skills Initiative, the college quickly responded and established a campuswide committee that represents all constituencies, especially faculty. The entire college embraces the best practices for basic skills to ensure that all of our students have the opportunity to succeed.

2. Evaluations, Planning, and Improvement

The college is becoming proficient in applying data as a primary method for making decisions, allocating resources, and evaluating outcomes. A systematic evaluation of effectiveness is seen in the work of the Strategic Planning and Budget Council. Planning documents are current and being used. Enrollment management decisions, staffing decisions, facilities decisions, technology decisions, and finance decisions are made using data to evaluate their effectiveness in improving student access, achievement, and student learning. The data evaluation, in turn, is used to assess what changes must occur or adjustments must be made in resource-allocation decisions which ensure that the college's goals and outcomes are being met. The strategic budget and planning process consists of evaluation, goal setting, resource distribution, implementation, and reevaluation.

3. Student Learning Outcomes

Faculty are committed to student learning outcomes being at the heart of learning and teaching. All general education courses have SLOs, as do a large number of other courses belonging to degree and certificate programs. Identified assessments are now at the center of dialogue, influencing each level of the college. The OOs are complete as well as their identified methods of assessment. Many of the SLOs and OOs are being assessed, with data influencing positive change. Major conversations this past academic year have been on the integration of self-assessment. This ongoing evaluation of policies, processes, and procedures leads to student success and achievement, and remains the focus of what we do.

4. Organization

Student learning discussions occur at every level of the college: the Academic Senate, the Student Learning Outcomes Committee, the Mutual Agreement Council, the President's Cabinet, the Administrative Council, the Strategic Planning and Budget Council, the College Coordinating Council, division meetings, departmental meetings, and among discipline faculty. The college is committed to a structure that communicates regularly about decisions that are made collectively to meet the outcomes of the college.

5. Dialogue

Intentional dialogue regularly occurs at the college, resulting in institutional change. Further development of the SPBC blueprint for strategic planning and budgeting occurred with an annual timeline, which demonstrates such change. In addition, improved understanding of the function and responsibility of each council and campuswide committee has been finalized, and in many instances, this has streamlined the number of committees on campus. Documents and minutes of campuswide committees and councils are posted on myAVC, and when appropriate, on the public website for campus/community availability and use. The president continues to take the lead in meeting with campus constituent leaders and regularly holds campuswide dialogues.

6. Institutional Integrity

The college maintains a healthy relationship with its community. Community leaders serve on the college Foundation and advocate on behalf of the college via numerous venues. The college has received generous monetary gifts that are helping ensure that student learning continues at the college by way of grants to faculty, administrators, and classified staff. News articles, brochures, websites, and other media productions keep the local community informed about the work of the college. Faculty discuss, develop, and implement new methods for teaching that provide an opportunity for all students to succeed. Basic Skills best practices are being embraced not just by reading, math, and English faculty but across all disciplines. The college appreciates the support and guidance offered by the accrediting commission, which helps the college conduct and implement a self-reflective and honest document that leads toward continuous improvement.

V.	ACKNOWLEDGMENTS

This follow-up report reflects the work of the college and those individuals who gathered and analyzed the information, making this report complete and accurate. There are many employees that need to be thanked for their contributions and efforts and, as typical of many colleges, the following individuals need special recognition.

Patricia Harris
Mrs. Harris kept the Accreditation Steering Committee organized with reminders of meeting times and locations. She kept up the files and made sure that they were posted on myAVC for campus availability.

Dr. Karen Cowell
Dr. Cowell again served on the Steering Committee and challenged the committee to think in a new direction. She took the time to *really* read the report and offered helpful ideas for the committee to consider and implement.

Paula Norsell
Mrs. Norsell, as always, produces that last minute document or takes the time to do research. She also gave this report its polished touch.

Deborah Charlie
Professor Charlie always comes through with her editing skills and her commitment to offer common sense questions, such as: *Now, what is this sentence trying to say?*

Ted Younglove
Mr. Younglove provided the much needed research and tables that were used by various committees, divisions, departments, and areas across campus. The tables and charts better reflected the data, thus helping the college make important decisions for our students.

VI.	ACRONYMS

AP   Administrative Procedure
AP&P Academic Policies & Procedures Committee
ASO   Associated Student Organization
BP   Board Policy
BSC   Basic Skills Committee
CCC   Council Coordinating Council
CDC   Child Development Center
CCLC Community College League of California
COR   Course Outline of Record
DEC   Distance Education Committee
EEO   Equal Employment Opportunity
EMC   Enrollment Management Committee
FTES Full Time Equivalent Students
HR   Human Resources
ILOs Institutional Learning Outcomes
IMC   Instructional Multimedia Center
ITS   Information Technology Services
MUN Model United Nations
OIRP Office of Institutional Research and Planning
OOs   Operational Outcomes
PLOs Program Learning Outcomes
SI   Supplemental Instruction
SLOs Student Learning Outcomes
SPBC Strategic Planning and Budgeting Council
SSEC Student Success and Equity Committee