

TO: BOARD OF TRUSTEES  
FROM: SUPERINTENDENT

COMMUNICATION NO. 115-2009/10-S  
Prepared by the Office of the Superintendent  
for Presentation to the Board of Trustees  
December 14, 2009

SUBJECT: ACCREDITATION - DISCUSSION OF ACCREDITATION STANDARD IV.B.1.a.  
AND b.

A. Background

At the April 22, 2009, retreat, the Board of Trustees recommended that specific accreditation standards related to the Board be discussed at each regular meeting.

The text of accreditation standard IV.B.1.a. and b. Leadership and Governance, Board and Administrative Organization, has been included in the attachment. Also included are some of the district policies related to the standard and relevant questions from the Accrediting Commission for Community Colleges' *Guide to Evaluating Institutions*.

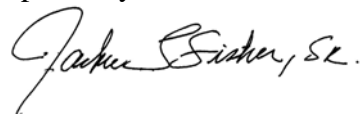
B. Budget Implications

None.

C. Recommendation

It is recommended that the Board of Trustees provide input regarding how well the district is meeting accreditation standard IV.B.1.a. and b. and recommend changes or reaffirm board policies related to the standard.

Respectfully submitted,



Jackie L. Fisher, Sr.  
Superintendent/President

## **Standard IV: Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

### **A. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
  - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
  - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

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### **ACCJC Guide to Evaluating Institutions**

#### **Questions for Standard IV.B.1.a.**

- Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?
- Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution?

#### **Questions for Standard IV.B.1.b.**

- What policies, institutional goals or other formal statements exist that describe board expectations for quality, integrity and improvement of student learning programs and services? (*Self-evaluation, annual goals, BP 1200, 2510, 4020, 4025, 4220, 4225, 4226, 6200, etc.*)

## BP 1200 District Mission

Reference:

***WASC/ACCJC Standard One***

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

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

**We offer:**

- ***Associate Degree Programs***

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

- ***Career Technical Programs***

Certificate and degree programs comprised of “essential career technical instruction” in a variety of business, technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

- ***Transfer/General Education Courses***

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

- ***Basic Skills Courses***

Basic skills courses 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 applicable courses.

- ***Student Support and Instructional Support***

A variety of services in academic, career, and personal counseling, in library instruction and course support, in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

- ***Workforce Preparation and Economic Development***

Workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well being of the community.

- ***Personal Enrichment and Professional Development***

Community service offerings, non-credit, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

The Antelope Valley Community College District is committed to fulfilling its mission in accord with the following philosophy:

Antelope Valley Community College District is a comprehensive community college district in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. The district is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. Likewise, the district is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

Antelope Valley Community College District is dedicated to meeting the dynamic needs of a changing community. The District addresses the educational needs of a diverse and evolving population. The District recognizes that it is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley Community College District affirms the rights of the individual and respects human dignity. The programs and activities offered foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the Community College District. The curriculum, activities, and services are designed to help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides an environment in which students and faculty can examine ideas freely. Academic freedom in the pursuit and dissemination of knowledge in an educational environment shall be ensured and maintained. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the Antelope Valley Community College District.

The mission will be reviewed annually by the Academic Policies and Procedures Committee (AP&P), a standing committee of the Academic Senate. The Strategic Planning and Budget Council (SPBC) will review the Philosophy and Institutional Learning Outcomes (ILOs) based on AP&P's annual review of the mission. Recommended changes to the mission, philosophy, and ILOs will be submitted to the Board for consideration.

**Adopted: 7/5/05**  
**Revised: 10/9/06**  
**Revised: 5/12/08**  
**Revised: 7/13/09**

## BP 2510 Participation in Local Decision Making

Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A***

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered. Data, both qualitative and quantitative, will be used to drive district planning and decision making.

This policy affirms the commitment to participatory governance by the faculty, students, staff, administration and Board of Trustees of Antelope Valley College. The policy also explains which constituent bodies have authority in the various decisions made in managing the college.

According to Educational Code, and AB 1725, participatory governance provides each constituency the opportunity to participate effectively in formulating the college policies and procedures that affect them. Furthermore, some constituencies are given rights and authority beyond that afforded by effective participation. Title 5 gives the Academic Senate the right of collegial consultation on Academic and Professional matters and Educational Code requires that the governing board and the academic senate jointly agree on policies and procedures for faculty hiring, determining equivalences to minimum qualifications of faculty, and administrative retreat rights.

In addition, Collective Bargaining Agents have the right to bargain on all matters that are mandatory subjects of bargaining and nothing in the participatory governance process shall infringe upon the rights and responsibilities of employees under collective bargaining agreements.

Each of the following shall participate as required by law in the decision-making processes of the district:

*Faculty, Staff and Students*—Education Code, Section 70902, (7)

This section mandates that the governing board of each community college district do all of the following:

(7) “Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

In addition, Title 5, Section 51023.5 and 51023.7, related to Policies and Procedures of Staff and Student Participation in District and College Governance respectively, mandates that:

“Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff and students until it has provided staff and students an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.”

Student Participation—Title 5, Section 51023.7. Student Participation in District and College Governance.

“District and college policies and procedures that have or will have a significant effect on students includes the following:

- a) Grading policies;
- b) Codes of student conduct;
- c) Academic disciplinary policies;
- d) Curriculum development;
- e) Courses or programs which should be initiated or discontinued;
- f) Processes for institutional planning and budget development;
- g) Standards and policies regarding student preparation and success;
- h) Student services planning and development;
- i) Student fees within the authority of the district to adopt; and
- j) Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.”

#### Constituent Groups

“Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.”

In addition to the Academic Senate, the groups that are recognized by the Board of Trustees at Antelope Valley College are:

- a) Associated Student Organization
- b) Classified Staff Collective Bargaining Agent
- c) Confidential/Management/Supervisory Group
- d) Faculty Collective Bargaining Agent

#### Academic Senate

1. *Powers*, Title 5, Section 53203.

“The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.”

“While in the process of consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.”

2. *Agreements on Academic and Professional Matters*, as listed in Section 53203, Title 5, require participation of the Academic Senate, an organization whose primary function is to make recommendations with respect to academic and professional matters, and the Board of Trustees through a process of “collegial consultation”, which requires either or both of the following:

- (a) Rely primarily upon the advice and judgment of the Academic Senate, OR

- (b) The Governing Board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

3. *Rely Primarily*—The Board of Trustees of Antelope Valley College will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.

The Governing Board is also required to rely primarily on the advice and judgment of the Academic Senate in establishing policies and procedures for Faculty Hiring Criteria (Ed. Code 87360 (b) and (c), Equivalencies to Minimum Qualifications (Ed. Code 87359 (b) and Administrative Retreat Rights (Ed. Code 87458 (a)). These areas may also have collective bargaining aspects.

4. *Mutual Agreement*—The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (6) District and college governance structures, as related to faculty roles.
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- (9) Processes for program review.
- (10) Processes for institutional planning and budget development.
- (11) Other academic and professional matters as mutually agreed upon.

5. *No Mutual Agreement*—When a mutually agreeable solution to an academic and professional matter cannot be reached, existing policy shall remain in effect until such time as a mutually acceptable resolution can be worked out and agreed upon. The only exception to this principle shall be those powers granted to the Board of Trustees in law (i.e., “such policy exposes the district to legal liability or causes substantial fiscal hardship”). The law also provides that “the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organization reasons”. The Board may also act when there is no existing policy, or legal liability or fiscal hardship requires existing policy to be changed.

#### Collective Bargaining

1 *Authority and Scope*—Government Code, Sections 3540-49.3, Chapter 10.7, Division 4, Title 1.

“Collective Bargaining in community colleges is governed by the Education Employment Relations Act. The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment, including health and welfare benefits, leave, transfer and reassignment policies, safety, class size, evaluation procedures, processing of grievances, layoff, disciplinary action, and suspension.”

2. *Areas of Joint Responsibility*

The Academic Senate and the Faculty Collective Bargaining agent recognize several areas of overlapping authority or concern. The Faculty Collective Bargaining Agent is specifically required to consult with the Academic Senate before engaging in collective bargaining on Tenure (Ed. Code 87610.1 (a), Evaluation (Ed. Code 87663 (f), and Faculty Service Areas (Ed. Code 87743.2). Other mandatory collective bargaining items, such as the Academic Calendar, also have a direct impact on academic programs.

In instances where overlapping authority or concern exist, the Faculty Collective Bargaining Agent may delegate matters within the scope of bargaining to the Academic Senate and the Academic Senate may delegate matters within its jurisdiction to the Faculty Collective Bargaining Agent.

Likewise, the resolution of issues that are subject to collective bargaining may be assigned to a participatory governance body, for deliberation and recommendation only, with the consent of the affected Collective Bargaining Agent and the Board of Trustees or designee. And although every effort will be made to resolve issues in the assigned committee, both the District and the Collective Bargaining Agent have the right to return issues to the collective bargaining process. Items assigned to a committee process shall be returned to the parties for final ratification or approval unless stipulated otherwise when the item was assigned to the committee.

**See Administrative Procedure #2510**

**Adopted: 7/5/05**

**Revised: 5/12/08**

## BP 4020 Program, Curriculum, and Course Development

Reference:

***Education Code Section 70901(b), 70902(b); 78016, Title 5, Section 51000, 51022, 55100, 55130, 55150***

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Academic Senate shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Program and curriculum development includes, but is not limited to, procedures for new, revised, or deleted courses and programs, the establishment of prerequisites, advisories, and limitations on enrollment, and procedures for changes in course number, title, units, repeatability, maximum class size, or hours. As specified in BP 2510, the Board of Trustees agrees to “rely primarily” on the Academic Senate in matters pertaining to Academic and Professional Matters, (1) Curriculum, including establishing prerequisites and (4) Education program development.

All new courses and programs, including program deletions, shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable credit courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

**See Administrative Procedures #4020 and #4021**

**Adopted: 2/6/06**

**Revised: 3/10/08**

## BP 4025 Philosophy and Criteria for Associate Degree and General Education

Reference:

***Title 5, Section 55061; Accreditation Standard II.A.3***

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Board of Trustees will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.

The Academic Policies and Procedures Committee, a sub-committee of the Academic Senate, shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

**See Administrative Procedure #4025**

**Adopted: 2/6/06**

**Revised: 5/12/08**

## BP 4220 Standards of Scholarship

Reference:

***Education Code Section 70902(b)(3); Title 5, Sections 55020 et seq., 55030 et seq., and 55040 et seq.***

The College President/Superintendent shall establish procedures that establish standards of scholarship consistent with the provisions of Title 5, Sections 55020 et seq., 55030 et seq., 55040 et seq. and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

The Board of Trustees will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.

**See Administrative Procedures #4220 and #4222**

**Adopted: 2/6/06**

**Revised: 5/12/08**

## BP 4225 Course Repetition

Reference:

***Title 5, Sections 55040, 55041, 55044, 58161***

Students may repeat repeatable and non-repeatable courses in which substandard grades (less than "C") were earned. Refer to AP 4225 for detailed administrative procedures regarding repeatability.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are defined in administrative procedures.

**See Administrative Procedure #4225**

**Adopted: 2/6/06**

**Revised: 6/11/07**

**Revised: 3/10/08**

## BP 4226 Multiple and Overlapping Enrollments

Reference:

***Title 5, Sections 55007***

The Superintendent/President shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.

The Superintendent/President shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5, Section 55007.

**See Administrative Procedure #4226**

**Adopted: 5/12/08**

## BP 6200 Budget Preparation

Reference:

***Education Code Section 70902(b)(5); Title 5, 58300 et seq.***

Each year, the Superintendent/President shall present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for Board study.

Budget development shall meet the following criteria:

- The annual budget shall support the District's master and educational plans.
- Assumptions upon which the budget is based are presented to the Board for review.
- A schedule is provided to the Board each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be no less than 5 % (prudent reserve is defined by the Chancellors Office of the California Community Colleges as 5%).
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long-term goals and commitments.

**See Administrative Procedure #6200**

**Adopted: 5/8/06**