ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 17, 2011
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
a. December 2, 2010 (attachment)

5. REPORTS
a. Program Review – Carol Eastin
b. Tenure & Evaluation – Jennifer Gross

5. ACTION ITEM
a. Faculty Professional Development Chair (Kathryn Mitchell) - 3 year term 2010-2013
b. Status of the GED
c. Equivalencies:
- Economics (attachment)
- Education (attachment)
- Physical Science (attachment)
- Respiratory Care (attachment)

6. DISCUSSION ITEM
a. College Budget Projections 2011 – 2015 (attachment)
b. Accreditation Standards Guide (attachment)
c. Faculty Training in Identifying Potentially Dangerous Students (attachment)
d. Substantive Change Report

7. SENATE ADMINISTRATIVE BUSINESS

a. Announcements
- 2011 Teaching Institute – February 25-26, 2011 - San Jose, CA
- 2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
- 2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
- 2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
- 2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
- 2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA

b. Appointments
- Student Success & Equity Committee
  - Dorothy Williams – Basic Skills Rep. (2 year term)
- Sara Breshears – Adjunct Assistant Professor

8. ADJOURNMENT

NON-DISCRIMINATION POLICY
Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 17, 2011
3:00 p.m. – SSV 151

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis called the February 17, 2011 Academic Senate meeting to order at 3:02 p.m.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Mr. Valiotis welcomed Senate Representatives to another semester and reported the primary topic of conversation during the winter break (Intersession) has been the uncertain budget situation. He stated a complete overview of the various budget scenarios will be thoroughly reviewed during the discussion item portion of the meeting.
- The faculty constituency has recently suffered a great loss with the death of Mr. Alex Webster, a Math, Science and Engineering adjunct faculty member. Mr. Webster was found deceased in his home this past week. He served as the adjunct faculty representative for the Faculty Union, as well as the Academic Senate. The death of Mr. Webster is a tremendous loss to the campus community.
- An AVC technology outage is scheduled for the upcoming holiday weekend, February 18th – 21st. Mr. Valiotis reported he contacted Ms. Deb Wallace, Vice President of Administrative Services, to voice his concerns regarding performing a technology shut down during the semester. A big issue of concern is the potential adverse impact a temporary shut down will have on online courses and other services. Ms. Wallace indicated that the technology shut down is absolutely necessary due to a compromise of the technology system during the winter break. The district must make efforts to upgrade the technological system to secure it from future technological compromises. Mr. Valiotis reported he was informed that due to the compromise the campus has been placed on an email blacklist. All emails sent from AVC are flagged and will not be accepted by other higher educational institutions due to this system compromise. In efforts to be removed from this blacklist, a software upgrade must be performed, and in light of the long holiday weekend the additional time will provide ITS personnel the window needed to address any unforeseen technology glitches. In addition, Mr. Valiotis spoke with Ms. Kathryn Mergliano, ITS Computer Systems Manager, to obtain a clear understanding of the expected timeframe of interruption to Blackboard services. She reported Blackboard will be one of the first technological systems to be upgraded and with any technological shut down the downtime to perform these upgrades are unpredictable. ITS Staff optimistically expects all Blackboard software upgrades will be completed and operational by late Friday, February 18, 2011. The announced technology outage dates merely cover the complete shut down timeframe it will take to perform all upgrades and updates to technology systems on campus. It is most likely that a majority of technology services will be available prior to the end of the weekend.
- In light of the email system being compromised over the winter break, College Coordinating Council members have engaged in discussions regarding outsourcing AVC's email system. The issue of outsourcing AVC's email will be further discussed with the new Interim Director of ITS, as well as members of the Distance Education Committee to determine possible solutions.
- The Foundation for California Community Colleges is coordinating a statewide effort *Hands Across California,* "to create a unified statewide spectacle illustrating the impact of community colleges in the state, raise funds to move us as a system toward our $100 million California Community Colleges Scholarship Endowment campaign goal, create vast public awareness of the value of our colleges to their communities, and generate unprecedented corporate partnerships, philanthropic investments, and community involvement supporting all our colleges statewide." This statewide event is scheduled for Sunday, April 17, 2011 and faculty are encouraged to participate to support the efforts of California Community Colleges.

- The terms of several Senate Representative's will expire at the end of the spring 2011 semester. Electronic notifications were distributed the first week of the spring semester requesting current representatives announce the vacancy and find replacements to begin a new two year term beginning fall 2011. Replacement names should be forwarded to Ms. Gloria Kastner no later than the March 3, 2011. This deadline date is necessary to allow sufficient time to begin the process of establishing the 2011 – 2012 Senate Executive Committee.

3. OPEN COMMENTS FROM THE PUBLIC

- Given the recent announcement of the Technology outage scheduled for the weekend, Senators expressed their concerns regarding the add authorization deadline established for Monday, February 21, 2011. If students are unable to access MyAVC to submit add authorization codes to enroll in courses by the deadline date due to technological outage, they should be possibly awarded additional time to submit add authorization codes. In addition, all campus constituencies should be notified how the outage will impact student's ability to submit add authorizations. If MyAVC technology services are made available prior to the expected deadline date students will at least have a short window of opportunity to submit add authorization codes to enroll in courses but should be notified to ensure they are aware of the necessity to continually check MyAVC to see if the system is operational.
- Ms. Sara Rothenberg, Associated Student Organization (ASO) Representative, announced the *Hearts and Hands* project. This project has been initiated to address the hunger needs of AVC students, as well as institute campus community and pride with making efforts to assist students in fulfilling their educational goals in spite of difficulties. Project applications can be found online on the ASO website. Students need to complete the application to be considered as a food assistance recipient. All approved applicants will receive food assistance twice a month. Distribution dates can also be found on the ASO website. ASO is seeking campus support with monetary and non-perishable food item donations. All monetary donations will be used to stock the established food pantry. A campus service project committee has been established and met several times over Intersession to coordinate project goals and outcomes. The service project committee is currently discussing the possibility of coordinating a fall clothing drive in addition to the current *Hearts and Hands* project. Senators were encourages to disseminate project information to division faculty and request that they consider supporting the *Hearts and Hands* project by either donating food items or offering a monetary donation of support.
- The Health Science Division Senate Representatives requested the possibility of engaging in a discussion regarding the current deadline date for online course enrollment. Currently, online course enrollment deadline date is the Friday prior to the beginning of the start of the semester, which does not allow faculty the opportunity to acquire solid student rosters until the morning of the first date of the semester. The Health Science Division Faculty find this deadline date difficult being that some have to establish student groups for courses and having to make last minute changes causes a lack of fluidity to course instruction. Currently, a faculty member cannot obtain a solid roster until midnight the Sunday prior to the start of the term and does not facilitate a smooth transition to the start of courses. Health Science Division faculty are requesting the deadline date for online course enrollment be opened for discussion and consider instituting a new deadline date of the Friday prior to the start of the term. This new proposed deadline date would allow faculty a minimum of two days prior to the start of the term to establish workgroups and other instructional decisions prior to the start of courses. Mr. Valiotis indicated he would contact Ms. LaDonna Trimble, Dean of Admission and Records, to inquire about the possibility of engaging in a discussion regarding this matter at a future Enrollment Management Committee meeting and Senate meeting in efforts to determine if establishing an earlier deadline date for online student enrollment is possible.
- Dr. Susan Lowry, AVFCT President, reported an email regarding current budgetary information was distributed to campus faculty in efforts to dispel inaccurate information or rumors being discussed on campus. The email included detailed information regarding the three expected budget scenarios, as well as budgetary figures. There are several inaccurate rumors floating around campus and is hopeful

the information included in the email will dispel all current budget and employment rumors. Senators were encouraged to inform constituent faculty about the email and the accurate budget information it contains to assure campus faculty. The current budget situation is still in a constant state of flux, and is still evolving. The district expects to be fiscally secure for the 2010 – 2011 academic year, but the future academic years are currently in question depending on the final state budget outcome. If faculty have any concerns or questions regarding the information detailed in the distributed email they should contact Dr. Susan Lowry for clarification.

4. APPROVAL OF MINUTES

a. December 2, 2010 (attachment)

A motion was made and seconded to approve the December 2, 2010 Academic Senate minutes. Motion carried as corrected.

5. REPORTS

a. Program Review – Carol Eastin

Ms. Carol Eastin reported most annual reports have been received. The following annual update reports have been received:

- Business, Computer Studies, and Economic Development
- EOPS (Extended Opportunity Programs and Services)
- Health Sciences/Child and Family Education/Child Development Center
- Social and Behavioral Sciences; STAR (Student Transition and Retention)
- Technical Education.

The two outstanding Annual Reports are:

- Human Resources
- Student Development.

Completed 2010 – 2011 Self Study Reports received are:

- Financial Aid Office
- The Palmdale Center

The following Self Study Reports are outstanding:

- Enrollment Services
- Institutional Research and Planning
- Instructional Resources and Extended Services
- Math, Science and Engineering
- Physical Education and Athletics.

Three of the Self Study Reports were due in October and have still not been received. Mr. Valiotis requested for Division Senate Representative in areas where outstanding Self Study Reports and/or Annual Reports are identified to go back to their respective divisions to determine the status of these documents. In addition, they were requested to contact Ms. Carol Eastin to summarize the progress of specific reports. All reports should be submitted expeditiously. Ms. Eastin reported eight different programs will be undergoing an orientation process this semester to orient each area/team member of the Self Study Report process for the 2011 – 2012 academic year. The areas/programs undergoing Program Review will be:

- Counseling
- Facilities Planning and Campus Development
- Information Technology Services
- Job Placement
- Language Arts
- Maintenance and Operations
- Outreach/Information and Welcome Center
- Visual and Performing Arts.

b. Tenure & Evaluation – Jennifer Gross

Ms. Jennifer Gross reported all 2nd and 4th year committees will have met with their respective Vice President's by March 1st, 2011. At the March Board of Trustees meeting all seventeen 4th year candidates will be recommended for tenure approval. There are only fourteen 2nd and 3rd year Tenure committees remaining out of seventy-six original tenure committees. Currently, all 3rd year committees are preparing for their 6th semester reports.

Ms. Gross provided the following update on the peer input process. There is an agreement on a new online process for peer input with the Office of Institutional Research and Planning, but she is currently awaiting word from ITS in efforts to move forward. Faculty seemed to be happy with the paper peer input process. Ultimately, there is a confidentiality issue with the paper process which is one of the reasons why it is necessary to reestablish an electronic process as soon as possible. An electronic peer input process is part of the Faculty Contract and any changes made must be negotiated and contract language must be revised. Even if it is necessary to return to the paper process temporarily, the contract language has to be changed and approved. Faculty seemed to respond more positively to submitting paper peer input evaluations, but given the current state of the budget it may not be a good time to be considering given the amount of paper the process would require. Mr. Valiotis indicated returning to a paper peer input process is an issue Senators should take back to division faculty for feedback. All division feedback will be collected at the March 3, 2011 Senate meeting.

The expansion of the Tenure Review Coordinator leadership duties is still being solidified by the Union and the District. Both sides agree on the substantive matters, but the language is under negotiations. In addition, due to the current dismal budget situation, there are funding issues which will have to be worked out. In closing, Ms. Gross reported she would be attending a Teacher Evaluation Conference the week of February 21st sponsored by AFT to help improve AVC's evaluation standards.

6. ACTION ITEM

a. Faculty Professional Development Chair – Kathryn Mitchell (3 yr term; 2010 – 2013)

A motion was made and seconded to approve Ms. Kathryn Mitchell as the Faculty Professional Development Chair for a three year term beginning fall 2010. Mr. Valiotis announced this action item has been placed on the agenda because there is not any documentation in Senate Executive Meeting Minutes or Senate Minutes indicated Ms. Mitchell was confirmed as the Faculty Professional Development Chair. The call was disseminated at the end of the spring 2010 semester and Ms. Mitchell was the only faculty interested in this leadership position. Mr. Valiotis reported he recalls engaging in discussions about this appointment with Senate Executive members but needs to establish documentation of her appointment approval in the minutes. Provided that Ms. Mitchell was the only faculty to submit an interest letter to serve as the Faculty Professional Development Program Chair the action item has been established to have documented minutes indicating the Senate body confirms the appointment of Ms. Mitchell as the Faculty Professional Development Chair. Motion carried.

b. Status of the GED

A motion was made and seconded to confirm the Academic Senate's position in support of keeping the GED courses on hiatus. Mr. Valiotis announced there is not any additional news in regards to GED courses. GED courses are not considered or identified as a college program. The courses as a whole are not self sustaining and being that this is not an established Chancellor's Office approved program the Discontinuance Procedure cannot be initiated. The Senate engaged in discussion regarding GED courses during the spring 2010 semester and agreed to revisit the possibility of reinstituting courses if potential funding sources could be found. In light of the current budget situation, it is not feasible to reinstitute GED courses anytime in the foreseeable future. It was agreed that there is no finality in the decision to keep GED courses from the schedule. If in the future the budget allows it, then we can look into reinstating the GED courses. Motion carried.

c. Equivalencies:

- Economics (attachment)
  A motion was made and seconded to approve the Economics discipline equivalency. Motion carried.

- Education (attachment)
  A motion was made and seconded to approve the Education discipline equivalency. Motion carried.

- Physical Science (attachment)
  A motion was made and seconded to approve the Physical Science discipline equivalency. Motion carried.

- Respiratory Care (attachment)
  A motion was made and seconded to approve the Respiratory Care discipline equivalency. Motion carried.

7. DISCUSSION ITEM

a. College Budget Projections 2011 – 2015 (attachment)

Mr. Valiotis reported at the recent town hall meetings hosted by Dr. Jackie Fisher, Superintendent/President, and Ms. Deborah Wallace, Vice President of Administrative Services, three district budget scenarios were reviewed. Each scenario is dependent on current State budget information as well as taking into consideration the June tax extensions, and Proposition 98 funding or lack there of (see District Budget Impact attachment). The Legislative Analyst Office (LAO) is projecting and recommending all community colleges prepare for budget scenario #2, which is what AVC is currently preparing for at this time. Given the nature of current budget information, it is difficult to even project what the ultimate outcome will have on AVC. The budget information changes daily. Current budgetary projections scenarios indicate approximately 1,200 to 3,300 students will not be served. In addition to the State budgetary information, on February 16, 2011 an LAO memo was leaked to the press reporting community colleges will ultimately face a one billion dollar deficit scenario. A public statement has been made confirming this new budget information which would ultimately be catastrophic to the entire community college system. Current budgetary information also indicates the Legislature is looking into workload reduction cuts to enable a reduction in FTES each community college would be responsible to obtain full apportionment funding. In years past, community colleges have always been able to serve more students with less money. Community colleges generally operate on 1/5 to 1/2 the budget apportionment CSUs receive to serve students.

Ms. Sara Rothenberg reported the Associate Study Body Organization will be forwarding a letter to local legislature detailing how the budget situation is adversely impacting students.

Dr. Susan Lowry indicated the problem with continually serving more students with less money is it gives the taxpayers the impression this type of service should be expected, and is ultimately taken for granted. In the end, there is an expectation of receiving more when everyone is stretched to the limit. Given the recent budgetary information faculty must remember there are state laws requiring 50% of district budgetary expenditures to be paid on instructional costs. Currently, the district is barely meeting this requirement, which is why faculty should not be panicking about possible layoffs. In addition, there is also a requirement for the district to maintain a 75%/25% full-time to adjunct faculty instruction ratio. Campus faculty should not contribute to rumors about potential faculty layoffs as the budget situation is clearly uncertain. There are so many different facets to take into consideration in determining the ultimate impact the State budget outcome may ultimately have on the district.

Mr. Valiotis indicated the agenda packet included some additional budgetary spreadsheets including district expenditures as well as a detailed report on the potential budgetary impact for the 2011 – 2012 budget year. He briefly reviewed the AVC's Board of Trustees (BOT) Guidelines to Mitigate

Proposed Budget Reductions beginning 2011 – 2012. The Board has softened their stance on these guidelines given the new budget information, although they are still not supportive of implementing furlough days. All campus constituencies are being requested to forward budget reduction suggestions. An additional attachment from the McCallum Group, Inc. was included in the agenda packet to review and recognize some of the actions the legislature is suggesting to mitigate budgetary issues. Below is an excerpt of the McCallum Group, Inc. report:

"While budget staff prefer to "keep it simple" and not make the $400 million cut to community colleges effective through a census date change, they are looking at some of the Legislative Analyst Office (LAO) proposals that may be included in the solutions, particularly if a workload reduction is a part of the budget solution. Those include:

1. *Repeatability for PE and Certain Recreational Courses* – this proposal would limit the number of times most students could repeat "activity courses" which the LAO estimates could lead to $60 million savings.
2. *100 Unit Limit* - this proposal would limit students to 100 state subsidized units saving the state approximately $175 million.
3. *Prioritization of Students* – this proposal would set up statewide registration guidelines that districts would be required to follow. Under the recommendation, students fully matriculating would have higher priority for registration than would others.
4. *75/25 and 50% Law* – there have been some discussions regarding changes to the 50% law and FON, however, there is little consensus regarding what the changes would be. There is a proposal to provide limited flexibility on the 50% law that would exempt maintenance costs and added square footage when new facilities go online or when certain facilities are expanded."

Mr. Valiotis pointed out given the current budget situation of the State there is nothing that is deemed sacred any longer. Everything is being reviewed and targeted as being part of the efforts to save money. The campus community needs to collectively think of means to mitigate expenses. No district budget reduction ideas will be considered too weird or small. At this point, the budget information is constantly changing but all efforts will be made to disseminate any new information to the campus.

b. Accreditation Standards Guide (attachment)

Mr. Valiotis reported the district was provided written notified of the Reaffirmation of Accreditation, which is great news. In efforts to prepare for future Accreditation cycles, Ms. Patricia Márquez organized pertinent campus documents used in the 2010 Accreditation Report into a user friendly guide for future Accreditation Coordinators. The Accreditation Standards Guide has been compiled in two forms: organized by pertinent documents listed in alphabetical order referencing standards where the documents were referenced; and organized by individual standards/substandards with documents included within that particular standard/substandard listed in alphabetical order. The document guide will be an incredibly helpful tool to assist and direct future Accreditation Coordinators/team members to the appropriate documented information needed to include in future Self Study Reports. Mr. Valiotis requested that if anyone recognizes any inadvertent omissions to the document guide to please contact Ms. Gloria Kastner so the information can be added. These document guides were created to establish a foundational understanding of the pertinent documents referenced in the Accreditation Report. All additional documents used in future reports can and should be included to maintain a current guide for future cycles.

c. Faculty Training in Identifying Potentially Dangerous Students (attachment)

In light of the recent attack on Rep. Gifford in Tuscon, Arizona, there has been increased discussion on campus regarding how to effectively prepare in recognizing potentially dangerous students, and whether a process of referral for help should be instituted. Mr. Valiotis discussed this matter with Mr. Shane Turner, Vice President of Human Resources and Employee Relations. Mr. Turner indicated there are training opportunities available from outside sources. Mr. Valiotis also discussed this matter

with Mr. Terry Cleveland, Director of Risk Management and Environmental Health. Mr. Cleveland indicated he would explore the possibilities of a workshop to identify potential problem personnel as early as possible, so that successful intervention can be accomplished before people are hurt. Mr. Valiotis reported he has sought the assistance of Counseling Services to see if they could possibly assist in coordinating an effort to train faculty in identifying potentially dangerous students. A lengthy discussion ensued on how to address the issue of identifying potentially dangerous students. It was proposed to research implementing a campus behavioral assessment team to organize workshops, trainings, and disseminate pertinent information on how to address various issues related to this issue. Mr. Valiotis indicated Dr. De'Nean Coleman-Carew is currently working on researching and collecting information on this issue and will forward acquired information to the College Coordinating Council. Currently, Pima College, located in Arizona, has an established behavioral assessment team/process, which happened to identify the perpetrator of the attack on Rep. Gifford as potentially dangerous. As a student he was referred to County Mental Health Services, but somehow slipped through the cracks.

Dr. Glenn Haller expressed his concern on trying to institute a campus process. He stated ultimately instituting a behavioral assessment process will turn into a big legal issue. Faculty may be given the authority to refer students to seek Counseling Services but cannot mandate it. Ultimately, as an instructor he/she must teach all students registered to their courses regardless of perceived or identified mental health issues.

Ms. Susan Knapp, Counselor, indicated in her years of experience the students needing personal Counseling Services are the last to seek it even though it is available.

Dr. Susan Lowry expressed her concern about faculty rights. When can a faculty deem these students as disruptive and refer them to the Vice President of Student Services? There seems to be a discrepancy of understanding the right of a faculty member to suspend or refer a student to the Vice President (VP) of Student Services Office for disciplinary action. It is not clear in how disciplinary actions are handled because in past incidents the Dean has handled disciplinary issues that arise, not the VP of Student Services. Are Deans allowed to intercede on behalf of the VP? And is this the appropriate procedure that should be taking place?

Mr. Michael Hancock indicated 50% of students seeking assistance through the Office of Students with Disability (OSD) are identified as having psychological disabilities. The percentage of student with psychological disabilities have increased significantly over the past two years and is not sure if it is due to the recession or if it is the overall trend across community colleges. Faculty must be made aware that many of these students with psychological issues will not be the ones acting out in courses and will not want to talk to faculty. Instead, these students will be talking to other students. Therefore the student body should also obtain training and made aware of how to identify signs of psychological instability. OSD cannot identify specific student accommodations but students are given a grey slip of paper to provide to the faculty indicating an accommodation is needed. Often times OSD students do not provide faculty accommodation slips and ultimately faculty aren't able to determine an accommodation is necessary until the student is failing or near failing the course. The purpose of the notifications is to allow faculty the opportunity to adequately prepare for accommodations. At San Jose City College it was a standard practice for a copy of all accommodation information slips of OSD students are forwarded to faculty, in cases where students did not provide the faculty a copy of the notification. This is not the standard practice at AVC, although faculty can contact the OSD to determine if any students enrolled in their courses require an accommodation.

Mr. Valiotis indicate he will request to discuss this matter further with members of College Coordinating Council (CCC) to determine if there is a need to develop a campus behavioral assessment team. He will provide the outcome of the discussion at future Senate meeting.

d. Substantive Change Report

Mr. Valiotis reported that AVC's Substantive Change Report for Accreditation is completed and has been emailed to the campus for review and feedback. This effort is in addition to the accreditation

report that we submitted last year. This report is required anytime 50% of a district's program is offered online. Also, the establishment of the Palmdale campus as a center requires a substantive change report to accreditation. AVC has several programs that offer more than 50% of their courses online. Ms. Patricia Márquez began the writing process of the report during the fall semester but was unable to bring this project to completion due to the necessity of needing to finalize course preparation work for spring courses abroad. The finalization of the report has been turned over to the current Accreditation Coordinator, Mr. Santi Tafarella. He will finalize the report and complete the process for submission to the Commission. Mr. Tafarella indicated the report has been finalized and is ready for distribution to the campus community for feedback. Mr. Valiotis requested Senators to inform division faculty of the expected distribution in the next week or so, and encourages them to provide feedback/input in the specific time period required.

8. SENATE ADMINISTRATIVE BUSINESS

a. Announcements

- 2011 Teaching Institute – February 25-26, 2011 - San Jose, CA
- 2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
- 2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
- 2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
- 2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
- 2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA

b. Appointments

- Student Success & Equity Committee
  - Dorothy Williams – Basic Skills Rep. (2 year term)

  A motion was made and seconded to approve Ms. Dorothy Williams as the Basic Skills Representative on the Student Success & Equity Committee. Motion carried.
- Sara Breshears – Adjunct Assistant Professor

  A motion was made and seconded to approve the academic ranking of Adjunct Assistant Professor for Sara Breshears. Motion carried.

9. ADJOURNMENT

A motion was made and seconded to adjourn the February 17, 2011 Academic Senate Meeting at 4:28 p.m. Motion carried.

MEMBERS PRESENT		
Paul Ahad	Mike Pesses	Casey Scudmore
Ron Chapman	Berkeley Price	Ken Shafer
Mark Covert	Harish Rao	Justin Shores
Luis Echeverria	Terry Rezek	Elizabeth Sundberg
Glenn Haller	Van Rider	John Toth
Mike Hancock	Sandra Robinson	Christos Valiotis
Susan Knapp	Sara Rothenberg	Larry Veres
Kathy Moore	Alex Schroer	

GUEST PRESENT		**MEMBERS ABSENT**
Carol Eastin	Jennifer Gross	Jack Halliday

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Minimum Qualification and Equivalency Review Form

The discipline faculty in the **Social and Behavioral Sciences** division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines **Economics**.

The discipline faculty agree that: (Select **only** one)

☒ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications* ***or*** *no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 10/21/2010

Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

RON HALCROW

Equivalency Committee Approval:

Equivalency Committee Chair

11/3/10
Date

Member Initials:

Equivalency Procedure Approved: May 31, 2007 Senate Meeting
9/6/07- MQ Form established: revised 3/12/10

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Minimum Qualification and Equivalency Review Form

The discipline faculty in the Soc/Beh. Sci. division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines EDUCATION.

The discipline faculty agree that: (Select **only** one)

☐ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☒ **a new equivalency.**

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications* ***or*** *no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 12-6-10

Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Equivalency Committee Approval:

Member Initials:

Equivalency Committee Chair *Date*

Equivalency Procedure Approved: May 31, 2007 Senate Meeting
9/6/07- MQ Form established: revised 10/19/10

ANTELOPE VALLEY COLLEGE

Social and Behavioral Sciences Division
Minimum Qualifications & Equivalencies
Education

Minimum Qualifications: Master's in education.
Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency: **A California State Teaching Credential (multiple or single subject) and a Master's degree in special education or early childhood education.**

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Minimum Qualification and Equivalency Review Form

The discipline faculty in the M/SC/E division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines PHYSICAL SCIENCE.

The discipline faculty agree that: (Select **only** one)

☒ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☐ **a new equivalency.**

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications* ***or*** *no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 10/29/10

Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

ALEXANDRA SCHROER

Equivalency Committee Approval:

Equivalency Committee Chair *Date* 11/3/10

Member Initials:

Equivalency Procedure Approved: May 31, 2007 Senate Meeting
9/6/07- MQ Form established: revised 10/19/10

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Health Science ~~division~~/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Respiratory Care

The discipline faculty agree that: (Select **only** one)

☑ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☐ **a new equivalency.**

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 11-10-10

Elizabeth A Sundberg
Academic Senate Representative

Sandra D Robinson
Academic Senate Representative

Discipline Faculty:

Equivalency Committee Approval:

Equivalency Committee Chair *Date* 1/12/11

Member Initials: _____ _____ _____

Equivalency Procedure Approved: May 31, 2007 Senate Meeting
9/6/07- MQ Form established: revised 10/19/10

District Budget Impact

Antelope Valley

Antelope Valley

Assuming June Tax Package is Approved

Source	Amount
State General Fund:	-$4,067,000
Increased Student Fees:	$1,118,000
Net Reduction:	-$2,948,000

Lost Students: • Antelope Valley: 1,227

If June Tax Package Fails and Prop. 98 is Funded at Minimum

Source	Amount
State General Fund:	-$6,304,000
Increased Student Fees:	$1,118,000
Net Reduction:	-$5,185,000

Lost Students: • Antelope Valley: 2,158

If June Tax Package Fails and Prop. 98 is Suspended

Source	Amount
State General Fund:	-$9,150,000
Increased Student Fees:	$1,118,000
Net Reduction:	-$8,032,000

Lost Students: • Antelope Valley: 3,338

Notes and Assumptions

- Each district's impact is calculated using Recalculation information from 2009-10.
- For the scenario "Assuming Governor's Budget is Approved," the projected cut is the district's proportionate share of a $400 million reduction, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.
- For the scenario "If June Tax Package Fails--Prop. 98 Funded at Minimum," the projected cut is the district's proportionate share of a $620 million reduction, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue. The $620 million assumes Calfiornia Community Colleges Receive 11% of a Proposition 98 funding level $2 billion below ($47.3b) the governor's January 10 budget ($49.3b).
- For the scenario "If June Tax Package--Prop. 98 Suspended," the projected cut is the district's proportionate share of a $899 million reduction, which is apportions 4.2% of the additional $12 billion in cuts necessary to balance the budget, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.
- In all cases, the student enrollment reduction assumes each college's share of the net funding cut on an average statewide weighted funding rate of credit, noncredit and noncredit-CDCP FTES.

GREEN = PROJECTED 2010-2011 and 2011-2012 Scenario		2010-2011 Adopted Budget	2010-2011 Estimated Actuals without Growth	2010-2011 Estimated Actuals with Growth 2% and Palmdale Revenue	2011-2012 Tentative Budget Draft (Taxes Approved, Palmdale Revenue and 2% Growth from 2010-2011)	2011-2012 Tentative Budget Draft (Taxes Fail, Palmdale Revenue and 2% Growth from 2010-2011)	2011-2012 Tentative Budget Draft Worst Case Scenario (Taxes Fail, Prop 98 Suspended, Palmdale Revenue and No Growth from 2010-2011)
Beginning Balance		6,084,872	6,084,872	6,084,872	9,391,843	9,391,843	8,381,224
REVENUE							
8100-8200	Federal	18,930	20,930	20,930	20,930	20,930	20,930
8600-8700	State Apportionment	47,566,421	47,566,421	47,566,421	44,510,040	42,273,040	38,416,421
8600-8700	2% Growth	0	0	1,010,619	0	0	0
8600-8700	Palmdale Revenue	0	2,214,364	2,214,364	1,107,182	1,107,182	1,107,182
8600-8700	Fee Increase (1.9% Growth)	0	0	0	1,118,000	1,118,000	1,118,000
8800	Local	11,263,377	11,263,377	11,263,377	11,218,377	11,218,377	11,218,377
Total Revenue		58,848,728	61,065,092	62,075,711	57,974,529	55,737,529	51,880,910
Beginning Balance Plus Total Revenue		64,933,601	67,149,965	68,160,584	67,366,372	65,129,372	51,880,910
EXPENDITURES							
1100	Teacher's Salaries	12,500,954	12,500,954	12,500,954	12,759,803	12,759,803	12,759,803
1200	Regular, Non-Teaching	4,223,491	4,223,491	4,223,491	4,264,917	4,264,917	4,264,917
1300	Adjunct, Teaching	8,589,919	8,589,919	8,589,919	8,589,919	8,589,919	8,589,919
1400	Other Non-Teaching	626,315	626,315	626,315	626,315	626,315	626,315
	Academic Salaries	25,940,679	25,940,679	25,940,679	26,240,954	26,240,954	26,240,954
2100	Regular, Non Instruction	9,270,115	9,364,827	9,364,827	9,364,827	9,364,827	9,364,827
2200	Regular, Instruction Aids	1,078,058	1,078,058	1,078,058	1,078,058	1,078,058	1,078,058
2300	Hourly, Non-Instructional	791,703	871,703	871,703	791,703	791,703	791,703
2400	Hourly, Instructional Aids	192,500	192,500	192,500	192,500	192,500	192,500
	Classified Salaries	11,332,376	11,507,088	11,507,088	11,427,088	11,427,088	11,427,088
3100	STRS	1,778,125	1,778,125	1,778,125	1,802,898	1,802,898	1,802,898
3200	PERS	1,021,392	1,056,149	1,056,149	1,169,603	1,169,603	1,169,603
3300	OASDI	1,215,970	1,240,804	1,240,804	1,244,822	1,244,822	1,244,822
3400	H&W	6,213,386	6,266,926	6,266,926	6,213,386	6,213,386	6,213,386
3500	Unemployment Insurance	311,470	313,807	313,807	338,625	338,625	338,625
3600	Worker's Comp	823,260	830,402	830,402	831,595	831,595	831,595
3800	ARP	108,592	110,895	110,895	110,895	110,895	110,895
	Benefits	11,472,195	11,597,109	11,597,109	11,711,824	11,711,824	11,711,824
4200	Books	17,657	17,657	17,657	17,657	17,657	17,657
4300	Instructional Materials	209,608	209,608	209,608	209,608	209,608	209,608
4400	Software	3,430	3,430	3,430	0	0	0
4500	Non-Instructional Materials	721,104	721,104	721,104	697,104	697,104	697,104
4600	Transportion Supplies	67,523	67,523	67,523	67,523	67,523	67,523
4700	Food	0	0	0	0	0	0
	Supplies	1,019,322	1,019,322	1,019,322	991,892	991,892	991,892
5100	Contract Services	417,817	472,129	472,129	417,817	417,817	417,817
5200	Travel	128,677	128,677	128,677	128,677	128,677	128,677
5300	License & Fees	546,626	615,647	615,647	615,647	615,647	615,647
5400	Insurance	504,749	562,432	562,432	562,432	562,432	562,432
5500	Utilities	1,778,699	1,778,699	1,778,699	1,278,699	1,278,699	1,278,699
5600	Rentals & Repairs	490,517	533,146	533,146	490,517	490,517	490,517
5700	Legal, Audit, Elections	513,979	513,979	513,979	913,979	913,979	913,979
5800	Other Services, Misc	2,181,231	2,054,527	2,054,527	2,181,231	2,181,231	2,181,231
	Other Operating Costs	6,562,295	6,659,236	6,659,236	6,588,999	6,588,999	6,588,999

GREEN = PROJECTED 2010-2011 and 2011-2012 Scenario		2010-2011 Adopted Budget	2010-2011 Estimated Actuals without Growth	2010-2011 Estimated Actuals with Growth 2% and Palmdale Revenue	2011-2012 Tentative Budget Draft (Taxes Approved, Palmdale Revenue and 2% Growth from 2010-2011)	2011-2012 Tentative Budget Draft (Taxes Fail, Palmdale Revenue and 2% Growth from 2010-2011)	2011-2012 Tentative Budget Draft Worst Case Scenario (Taxes Fail, Prop 98 Suspended, Palmdale Revenue and No Growth from 2010-2011)
6400	Equipment	200,000	103,059	103,059	200,000	200,000	200,000
	Capital Expenditures	200,000	103,059	103,059	200,000	200,000	200,000
7100	Debt Retirement	586,130	1,667,249	1,667,249	1,886,130	1,886,130	1,886,130
7300	Interfund Transfers Out	225,000	225,000	225,000	225,000	225,000	225,000
7400	Other Transfers	1,081,119	0	0	0	0	0
7500	Student Grants/Payments	100,000	50,000	50,000	50,000	50,000	50,000
7900	Reserve for Expenditures	324,625	0	0	0	0	0
	Other Outgo	2,316,874	1,942,249	1,942,249	2,161,130	2,161,130	2,161,130
Total Expenses		**58,843,741**	**58,768,741**	**58,768,741**	**59,321,886**	**59,321,886**	**59,321,886**
Surplus/Deficit		4,988	2,296,351	3,306,970	-1,347,357	-3,584,357	-7,440,976
	Unassigned Fund Balance	6,089,861	8,381,224	9,391,843	8,044,486	5,807,486	940,248
	* Unassigned Reserve %	10.35%	14.26%	15.98%	13.56%	9.79%	1.58%
Assumptions:							
No workload reduction							
PERS increase from 10.707% to 11.2%							

Govenor Brown's Proposed Budget
Antelope Valley College Potential Impact
Budget Year 2011-2012

	California Community Colleges	AVC Projections		
		Tax Package Approved	Tax Package Fails	Tax Packages Fails & Prop 98 Suspended
Reductions		Best Case	Middle Case	Worst Case
Cuts	-400,000,000	-4,067,000	-6,304,000	-9,150,000
Mid-Year Cuts (None)	0	0	0	0
Total Reductions	-400,000,000	-4,067,000	-6,304,000	-9,150,000
Expenditure Changes				
PERS Increase from 10.707% to 11.2%		-148,211	-148,211	-148,211
Support to Palmdale Campus for Expansion		-50,000	-50,000	-50,000
Utilities Savings		500,000	500,000	500,000
Step & Column		-377,156	-377,156	-377,156
SIRMA-related expenses		45,000	45,000	45,000
Other Employer Contribution Increases-Benefits		-89,115	-89,115	-89,115
Elections		-400,000	-400,000	-400,000
Total Expenditure Increases		-519,482	-519,482	-519,482
Total Reductions + Increases		**-4,586,482**	**-6,823,482**	**-9,669,482**
Revenue Changes				
Fee increase $10 additional per Credit Unit	110,000,000	1,118,000	1,118,000	1,118,000
SIRMA $$		-45,000	-45,000	-45,000
2% Growth in 10-11	126,000,000	1,010,619	1,010,619	1,010,619
09-10 Palmdale Center Increase to Basic Allocation		1,107,182	1,107,182	0
10-11 Palmdale Center Increase to Basic Allocation		1,107,182	1,107,182	0
11-12 Palmdale Center Increase to Basic Allocation		1,107,182	1,107,182	0
Total Potential Additional Revenue	110,000,000	5,405,165	5,405,165	2,083,619
Total Cut	*-290,000,000*			
10-11 Projected Beginning Fund Balance		6,089,061	6,089,061	6,089,061

Assumptions:
Preliminary figures
All other revenue remains flat
No other expenditure increases

Board of Trustees
Guidelines to Mitigate Proposed Budget Reductions
Beginning 2011-2012

1. Deficit spend for the 2011-12 a.y. with maintaining an unrestricted reserve 10%
    a. Anticipated 15% unrestricted reserve balance end of 2010-11
2. Maintain a 5 day work week
    a. Summer intersession and winter intersession
3. No elimination of programs and services
    a. Personnel assigned to Offices, Departments, and Areas will submit plans to reduce expenditures
    b. President and Vice Presidents will collect plans and send to Board of Trustees for approval
4. Strong possibility of issuing March 15th to mitigate budget reduction
    a. All Educational Administrators
    b. CMS
    c. No furloughs
    d. Salary reduction (e.g., percent reduction, and/or freeze step and column)
    e. Capping health benefits
5. Maintain compliance with 50% law
6. Maintain Full-Time Faculty Obligation Number (FON)
7. Classified employees
    a. Must negotiate all agreements regarding compensation
8. Employee lay-offs as last step to mitigate budget reductions

All budget reduction plans are due to President and Vice Presidents by the end of February 2011.

Prepared by: J. Fisher
Date:2/7/2011

McCallum Group, Inc.
A Catalyst for Change

SACRAMENTO REPORT
February 7, 2011

IN THIS SACRAMENTO REPORT

- **Budget Update**
- **SB 1440 Implementation**
- **STRS Penalties and Interest**
- **Entrepreneur Support**
- **College Health**
- **Bills of Interest**

EXECUTIVE SUMMARY

- **Budget Update:** The Senate Budget Subcommittee #2 on Education met last week to focus on community college issues. The three-member committee was split on the administration's census date proposal with Senator Huff favoring the change, Senator Wright opposed and Senator Liu undecided. The good news is that the budget votes will take place with the entire committee chaired by Senator Leno and not within the Subcommittee. Due partly to the structure of the vote, the census proposal is almost 90% dead. The focus is now on the LAO proposals of prioritization and limiting repeatability and overall units should a workload reduction be included as a part of the overall budget solution. We are working with FACCC and the League to develop a template/manual for you to use to promote the June ballot measures in your free time, assuming that they are adopted as part of the budget plan (which is not a done deal). We continue to meet with members and staff in the capitol, be we also need you to be meeting with your representatives in the district, particularly those that have Republican representatives, and emphasize how important it is that the budget solution contains a balanced approach to bridging the gap.

- **SB 1440 Implementation:** We met with Senator Padilla's office last week to discuss SB 1440 implementation. There are concerns from students and from the Senator's staff regarding some of the classes being included in the transfer model curricula (TMC). The concern is that not many colleges offer some of the courses and with the Chancellor's Office only able to fast track approval of the TMC degrees, colleges would have to add courses while absorbing a $400 million cut in order to be in compliance with the new law.

- **STRS Penalties and Interest:** The Teachers' Retirement Board will take up the second reading on the penalties and interest regulations. Among the changes made were pushing out the effective date of the regulations, the exclusion of any retroactive

pay increases, and additional time to report part-time work assignments. Additionally, the board will seek legislation to eliminate the $500 penalty leaving the penalty as the regular interest that would have accrued.

- **Entrepreneur Support:** A new initiative from the American Association of Community Colleges being supported by the White House will provide resources to community colleges to assist in local business development. Ten pilot colleges were selected and they will look to develop and implement best practices and AACC hopes to expand the program so that other community colleges, particularly those in economically depressed areas, can provide necessary assistance for business development in their local communities.

- **College Mental Health:** A new UCLA study finds that while an increasing number of students are reporting a high drive to achieve, emotional health for first-year students is at an all-time low. The study finds that less than half of all women in the survey reported that their health was either in the "highest 10%" or "above average" while 59% of men reported their emotional health was at least above average.

BUDGET UPDATE

The Senate Budget Subcommittee number 2 on Education met last week and focused entirely on the proposed community college budget. Community college representatives argued that the colleges cannot serve more students with less funding as the administration proposes in their January budget.

It was clear from his comments during the hearing that Senator Huff supports changing the census date. Additionally, Senator Huff suggested increasing fees to $40/unit rather than the proposed $36. Senator Wright indicated opposition to the census date change. We understand that Senator Liu has not made up her mind, but is initially partial to vetting the issue through the SB 1143 task force of which she is a part. The good news is that the budget votes will not be taken in the subcommittee, but rather by the entire budget committee which is chaired by Senator Mark Leno who has indicated opposition to the census date proposal. So this is where we are:

- Census Proposal: The census proposal is about 90% dead. The recently released trailer bill language does not contain the census language and we do not see the votes on either budget committee to put it through.

- Will the legislature pass a budget: We understand that the legislature will put together a budget as opposed to just passing trailer bills as the Governor had requested.

- What form will the budget take: Senator Steinberg has asked the Legislative Analysts' Office to put together a "contingency budget" that assumes $25 billion in cuts. However,

it is unclear if the budget passed will assume the revenues, or lay out all $25 billion in cuts with the backfill should the tax extensions pass. That the tax extensions will make it to the ballot is still a sticking point as Republicans continue to say that they do not support placing the extension on the ballot. Those of you that have Republican members need to continue to meet with them and stress how important it is that this budget problem be solved through a balanced approach that includes the extension of the recent tax increases.

If they do build a $25 billion cut budget, we have been working to ensure that the initial $400 million cut to community colleges is accounted for in the next round and that the K-14 cut is proportional.

- Issues still outstanding: While budget staff prefers to "keep it simple" and not make the $400 million cut to community colleges effective through a census date change, they are looking at some of the LAO proposals that may be included in the solutions, particularly if a workload reduction is a part of the budget solution. Those include:
  1. *Repeatability for PE and Certain Recreational Courses* – this proposal would limit the number of times most students could repeat "activity courses" which the LAO estimates could lead to $60 million savings.
  2. *100 Unit Limit* – this proposal would limit students to 100 state subsidized units saving the state approximately $175 million.
  3. *Prioritization of Students* – this proposal would set up statewide registration guidelines that districts would be required to follow. Under the recommendation, students fully matriculating would have higher priority for registration than would others.
  4. *75/25 and 50% Law* – there have been some discussions regarding changes to the 50% law and FON, however, there is little consensus regarding what the changes would be. There is a proposal to provide limited flexibility on the 50% law that would exempt maintenance costs on added square footage when new facilities go online or when certain facilities are expanded.

Working for the Budget

While there is still no certainty that there will be a June election, we are preparing for it as we lobby Republican members on the need for a balanced approach to solving the budget. It will be a short campaign assuming the measures make it to the ballot and we are coordinating with John McDowell, President of FACCC, and Scott Lay, CEO of the League, who will be collaborating on a template/manual to go out to districts to provide guidance for your work in your off-time to promote the June ballot measures, assuming the tax extensions make it to the ballot. If you have any suggestions, let us know.

We are still in a full-court-press to get our message out. Please continue to make visits to your members' offices on Fridays; particularly those of you in Republican districts. At Least 5 republicans, two in the Assembly and three in the Senate, will need to vote to place the measures on the June ballot and the majority of them have taken "no tax" pledges. Please let

us know if you need help in setting these up and if you need talking points once the meetings are set up.

Budget Tools
The Faculty Association of California Community Colleges (FACCC) has a point and click letter writing campaign that makes it easy for you to express your opinion on the state budget. Visit their website at www.FACCC.org and find the "Point & Click/Online Letter Writing" section.

The *Sacramento Bee* has a tool on their website that lets you solve the state budget. Make a number of decisions on taxing and spending to fill the $25 billion gap. Go to the *Bee's* website: http://www.sacbee.com/2011/02/03/3281240/erase-californias-budget-deficit.html

SB 1440 IMPLEMENTATION

The SB 1440 Implementation Task Force has completed three of the transfer model curricula (TMC) that have been developed in Communication Studies, Sociology, and Psychology. Three other areas of study are currently in the review phase. Those three areas are Math, Criminal Justice and Kinesiology. Due to the short timeline required to implement the bill, the model curricula are being left up for review for only a limited time.

We met with Senator Padilla's office last week and they were concerned with the implementation process. Their office is concerned, in looking at the first set of model curricula, that colleges will be able to offer all of the courses that are being required in each TMC. For example, one of the course requirements for Psychology is estimated to only be offered at about 50 colleges. Since the Chancellor's Office is only fast tracking approval for TMC degrees, this would mean that colleges would be forced to add courses while they are absorbing at least a $400 million cut in order to be in compliance with the law.

Another issue with the implementation of the bill is that over half of the CSU campuses are impacted and those campuses believe that they are not subject to the requirements of the bill that SB 1440 degree students have priority over all other transfer students. The Senator may introduce legislation clarifying that SB 1440 transfer students only have priority at non-impacted campuses.

Adding to the issue of implementation are not only the cuts to community colleges, but the cuts to CSU. The proposed $500 million cut to the State University system will certainly mean less students that CSU campuses are able to accept and could impact the ability of the system to take students once they have completed the SB 1440 requirements.

You can view the transfer model curriculum that have been developed as well as track the progress of others at the Course Identification Numbering System (C-ID) website here.

STRS PENALTIES AND INTEREST

The California State Teachers' Retirement Board will meet this week and take up new regulations governing penalties and interest for late payments to the fund. The regulations that will be presented to the board have a number of changes from those that were presented for first reading in November of last year. In response to a number of concerns that we articulated and concerns that were voiced by the board at the November meeting, the regulations that will be presented this week will contain the following changes:

1. The effective date of the regulations will be pushed back to July 1, 2012.
2. No penalties or interest will be assessed for retroactive salary changes unless the monthly report is not received within 60 days of the change.
3. No penalties or interest will be assessed for late reporting or payment during the time that a workers' compensation claim is being revaluated or when a salary adjustment is required by state or federal law.
4. All part-time work assignments will be provided with extra calendar days before the assessment of penalties.
5. The employer appeal process is clarified.

Staff will also see legislation to eliminate the $500 penalty which was believed by many to be excessive. The only penalty under the new legislation would be the regular interest that would be assessed.

You can download the Penalties and Interest agenda item with the changes to the proposed regulations here and view the entire agenda at the STRS website here.

ENTREPRENEUR SUPPORT

Ten community colleges, including one in California, will test a new initiative to provide online assistance to business entrepreneurs. The White House has also included the program in their "Startup America" initiative. The program is sponsored by the American Association of Community Colleges in collaboration with the National Association for Community College Entrepreneurship.

The program is intended to help increase the capacity for community colleges to assist their local business communities. The ten pilot colleges will look to develop and implement best practices and AACC hopes to expand the program so that other community colleges, particularly those in economically depressed areas, can replicate the program.

You can view more details on the program and the grants on the AACC website here.

SB 184 (Steinberg) would require the Controller annually to allocate $8,000,000 from the Energy Resources Program Account, upon appropriation by the Legislature, to the Superintendent of Public Instruction for expenditure in the form of grants to school districts to be allocated pursuant to the existing provisions for creating and maintaining partnership academies. The bill would require a grantee to implement or maintain a partnership academy that focuses on employment in clean technology businesses and renewable energy businesses and provides skilled workforces for the products and services for energy or water conservation, or both, renewable energy, pollution reduction, or other technologies.

SBX1 1 (Steinberg) would require the Controller annually to allocate $8,000,000 from the Energy Resources Program Account, upon appropriation by the Legislature, to the Superintendent of Public Instruction for expenditure in the form of grants to school districts to be allocated pursuant to the existing provisions for creating and maintaining partnership academies. The bill would require a grantee to implement or maintain a partnership academy that focuses on employment in clean technology businesses and renewable energy businesses and provides skilled workforces for the products and services for energy or water conservation, or both, renewable energy, pollution reduction, or other technologies.

REPORT OF THE JANUARY 11-13, 2011 COMMISSION MEETING

At its meeting, January 11-13, 2011, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

Reaffirmed Accreditation on the Basis of a Comprehensive Evaluation
Antelope Valley College
College of Marin
Moorpark College
Mt. San Antonio College
San Diego City College
San Diego Mesa College

Placed on Warning on the Basis of a Comprehensive Evaluation
Evergreen Valley College
Irvine Valley College
Oxnard College
Saddleback College
San Diego Miramar
Ventura College

Placed on Probation on the Basis of a Comprehensive Evaluation
San Jose City College

Continued on Show Cause on the Basis of a Show Cause Report
Northern Marianas College

Removed from Warning and Reaffirmed Accreditation on the Basis of a Follow-Up Report with Visit
American Samoa Community College
Feather River College
Pasadena City College

Removed from Warning on the Basis of a Follow-Up Report
Riverside City College

Removed from Probation and Reaffirmed Accreditation on the Basis of a Follow-Up Report with Visit
Crafton Hills College
Diablo Valley College

Removed from Probation on the Basis of a Follow-Up Report with Visit
Solano Community College

Continued on Warning on the Basis of a Follow-Up Report with Visit
Taft College

Continued on Probation on the Basis of a Follow-Up Report with Visit
Cuesta College
Southwestern College

Follow-Up Report
Butte College
Chabot College
College of Alameda
College of the Redwoods
Contra Costa College
DeAnza College
El Camino College
Folsom Lake College
Foothill College
Las Positas College
Los Medanos College
Los Angeles County College of Nursing and Allied Health
Merritt College
Moreno Valley College
Mt. San Jacinto College
Norco College
Palo Verde College
Rio Hondo College
San Bernardino Valley College
Santa Ana College
Santa Monica College
Santiago Canyon College

Midterm Report
Cabrillo College
Cañada College
College of San Mateo
Cuyamaca College
Grossmont College
MTI College
Sierra College
Skyline College
The Salvation Army College for Officer Training at Crestmont

Closure Report
National Polytechnic College of Science
Northern Marianas College

Continued on Probation on the Basis of a District Report with Visit
Berkeley City College
College of Alameda
Laney College
Merritt College

ANTELOPE VALLEY COLLEGE
Accreditation Standards
Guide

This guide provides assistance in identifying the AVC documents that offer evidence useful in demonstrating to all campus constituents how effectively the standards are being addressed. The evidence is identified as it relates to each of the accreditation standards. For each standard under review, other documentation (evidence) that the college has created and used should be included as accreditation reports are being developed by the campus community.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Accreditation Standards	AVC Documents
I.A	Academic Affairs Program Review Procedure
I.A	Basic Skills Plan
I.A	College Catalog
I.A	Communication/Marketing Plan
I.A	Computer and Information Technology Plan
I.A	District Mission
I.A	Educational Master Plan
I.A	Enrollment Plan
I.A	Equal Opportunity Plan
I.A	Facilities Plan
I.A	Faculty Handbook
I.A	Financial Plan
I.A	Human Resources Plan
I.A	Institutional Learning Outcomes
I.A	Matriculation Plan
I.A	Noninstructional Program Review Procedure
I.A	Program Review Standardized Data

Accreditation Standards	AVC Documents
I.A	SPBC Annual Review Reports
I.A	SPBC ILO Survey
I.A	Student Equity Plan
I.A	Student Handbook
I.A	Student Services Program Review Procedure
I.A	Tentative and Adopted Budget Reports

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Accreditation Standards	AVC Documents
I.A.1	Academic Affairs Program Review Procedure
I.A.1	AVC Fact Books
I.A.1	Early Alert Data
I.A.1	Student Services Program Review Procedure

I.A.2 The mission statement is approved by the governing board and published.

Accreditation Standards	AVC Documents
I.A.2	District Mission
I.A.2	SPBC Annual Timeline

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Accreditation Standards	AVC Documents
I.A.3	Academic Senate Operating Procedures Handbook
I.A.3	Faculty Handbook
I.A.3	SPBC Annual Timeline
I.A.3	Student Handbook

I.A.4 The institution's mission is central to institutional planning and decision making.

Accreditation Standards	AVC Documents
I.A.4	2010 SPBC Program Review Survey
I.A.4	Academic Affairs Program Review Procedure
I.A.4	Educational Master Plan
I.A.4	Institutional Learning Outcomes

Accreditation Standards	AVC Documents
I.A.4	Student Services Program Review Procedure

I.B Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Accreditation Standards	AVC Documents
I.B	Basic Skills Plan
I.B	Blueprint for Planning Graph
I.B	Computer and Information Technology Plan
I.B	Cycle of Evaluation Graph
I.B	Educational Master Plan Form
I.B	Enrollment Plan
I.B	Facilities Plan
I.B	Financial Plan
I.B	Matriculation Plan
I.B	Notes from the Researcher
I.B	Program Review Self Studies and Peer Review Team Reports
I.B	SLO Committee Rubric
I.B	SPBC Budget Request Form
I.B	WEAVE Online

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Accreditation Standards	AVC Documents
I.B.1	Academic Senate Organizational Chart
I.B.1	Campus Goals Led by the Superintendent/President
I.B.1	Dialogue with the President Evaluation Form
I.B.1	Dialogue with the President Presentation List
I.B.1	Flex Evaluation Form

Accreditation Standards	AVC Documents
I.B.1	FLEX Program
I.B.1	SLO Data Assessment Results
I.B.1	SPBC Annual Review Reports
I.B.1	Student Services Program Review Procedure

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Accreditation Standards	AVC Documents
I.B.2	2010 SPBC Program Review Survey
I.B.2	Academic Affairs Goals
I.B.2	Blueprint for Planning Graph
I.B.2	District Mission
I.B.2	Educational Master Plan
I.B.2	Human Resources Plan
I.B.2	Institutional Learning Outcomes
I.B.2	Past Accreditation Reports
I.B.2	SPBC Annual Review Reports
I.B.2	SPBC Annual Timeline

I.B.3 The institution assesses progress toward achieving its stated goals and make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Accreditation Standards	AVC Documents
I.B.3	Academic Affairs Program Review Procedure
I.B.3	Blueprint for Planning Graph
I.B.3	Campus Goals Led by the Superintendent/President
I.B.3	Cycle of Evaluation Graph
I.B.3	Educational Master Plan
I.B.3	Past Accreditation Reports
I.B.3	SPBC Annual Review Reports
I.B.3	SPBC Handbook
I.B.3	Student Services Program Review Procedure

Accreditation Standards	AVC Documents
I.B.3	WEAVE Online

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Accreditation Standards	AVC Documents
I.B.4	Blueprint for Planning Graph
I.B.4	Cycle of Evaluation Graph
I.B.4	Human Resources Plan
I.B.4	Institutional Research and Planning Project List
I.B.4	Past Accreditation Reports
I.B.4	SPBC Annual Timeline

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Accreditation Standards	AVC Documents
I.B.5	Course Validation Studies
I.B.5	Notes from the Researcher
I.B.5	Program Review Self Studies and Peer Review Team Reports

I.B.6 The institution assures the effectiveness of ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Accreditation Standards	AVC Documents
I.B.6	Academic Affairs Program Review Procedure
I.B.6	SLO Data Assessment Results
I.B.6	SPBC Annual Timeline
I.B.6	Student Services Program Review Procedure

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Accreditation Standards	AVC Documents
I.B.7	SLO Data Assessment Results
I.B.7	WEAVE Online

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Accreditation Standards	AVC Documents
II.A.1	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.1	AP&P for New Course Development
II.A.1	Blueprint for Planning Graph
II.A.1	College Catalog
II.A.1	Cycle of Evaluation
II.A.1	District Mission
II.A.1	Educational Master Plan
II.A.1	Fact Book
II.A.1	Institutional Learning Outcomes
II.A.1	Program Review Self Studies and Peer Team Reports

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Accreditation Standards	AVC Documents
II.A.1.a	AP&P for New Course Development

Accreditation Standards	AVC Documents
II.A.1.a	Accountability Reporting for the Community College Report
II.A.1.a	Approved Student Learning Outcomes Spreadsheet
II.A.1.a	Class Schedule
II.A.1.a	College Catalog
II.A.1.a	Consequential Validity Study
II.A.1.a	Departmental of Institutional Research and Planning—Research Project List
II.A.1.a	Faculty Contract
II.A.1.a	Probability Based Advising Sheets
II.A.1.a	Program Review Self Studies and Peer Team Reports
II.A.1.a	Student Evaluation Form

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Accreditation Standards	AVC Documents
II.A.1.b	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.1.b	AP&P Role of Course Outline of Record

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificated, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Accreditation Standards	AVC Documents
II.A.1.c	Approved Student Learning Outcomes Spreadsheet
II.A.1.c	Faculty Professional Development Program
II.A.1.c	SLO Action Plan Form

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Accreditation Standards	AVC Documents
II.A.2	AP&P for New Course Development
II.A.2	AP&P Role of Course Outline of Record

Accreditation Standards	AVC Documents
II.A.2	COR Matrix
II.A.2	College Catalog
II.A.2	District Mission
II.A.2	Program Review Procedure—Academic Affairs
II.A.2	Program Review Procedure—Student Services

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Accreditation Standards	AVC Documents
II.A.2.a	AP&P Webpage
II.A.2.a	Cycle of Evaluation

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Accreditation Standards	AVC Documents
II.A.2.c	Approved COR
II.A.2.c	Faculty Professional Development Program
II.A.2.c	Faculty Self Evaluation Procedure
II.A.2.c	Procedures and Practices for Hiring Full-Time and Adjuncts Faculty
II.A.2.c	Program Review Procedure—Academic Affairs
II.A.2.c	Program Review Procedure—Student Services
II.A.2.c	Tenure and Evaluation Procedure

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Accreditation Standards	AVC Documents
II.A.2.d	Approved COR

Accreditation Standards	AVC Documents
II.A.2.d	Communicating SLOs to Students Handout
II.A.2.d	Tenure and Evaluation Procedure

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Accreditation Standards	AVC Documents
II.A.2.e	District Mission
II.A.2.e	Program Review Procedure—Academic Affairs
II.A.2.e	Program Review Procedure—Student Services
II.A.2.e	Program Review—Noninstructional

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Accreditation Standards	AVC Documents
II.A.2.f	Blueprint for Planning Graph
II.A.2.f	Cycle of Evaluation
II.A.2.f	Educational Master Plan
II.A.2.f	Fact Book
II.A.2.f	Program Review Procedure—Academic Affairs
II.A.2.f	Program Review Procedure—Student Services
II.A.2.f	Program Review Self Studies and Peer Team Reports
II.A.2.f	Program Review—Noninstructional
II.A.2.f	SPBC Annual Reports
II.A.2.f	SPBC Budget Request Forms

II.A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.h	**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Accreditation Standards	AVC Documents
II.A.2.h	COR and corresponding Course Syllabi

II.A.2.i	**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Accreditation Standards	AVC Documents
II.A.2.i	COR and corresponding Course Syllabi

II.A.3	**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Accreditation Standards	AVC Documents
II.A.3	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.3	College Catalog General—Education Philosophy

General Education has comprehensive learning outcomes for the students who complete it, including the following:	
II.A.3.a	**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Accreditation Standards	AVC Documents
II.A.3.a	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.3.a	College Catalog General—Education Philosophy

II.A.3.b	**A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Accreditation Standards	AVC Documents
II.A.3.b	Academic Policies & Procedures (AP&P) Standards & Practices Handbook

II.A.3.c **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Accreditation Standards	AVC Documents
II.A.3.c	BP 4025: Philosophy and Criteria for Associate Degree and General Education
II.A.3.c	BP 4400: Community Service Programs
II.A.3.c	Community Services Program Schedule

II.A.4 **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Accreditation Standards	AVC Documents
II.A.4	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.4	College Catalog Liberal Arts Options

II.A.5 **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Accreditation Standards	AVC Documents
II.A.5	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.5	AP&P Guidelines for Creating an Effective Syllabus

II.A.6 **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning objectives consistent with those in the institution's officially approved course outline.**

Accreditation Standards	AVC Documents
II.A.6	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.6	AP&P Guidelines for Creating an Effective Syllabus
II.A.6	Communicating SLOs to Students Handout
II.A.6	Tenure and Evaluation Procedure

II.A.6.a **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Accreditation Standards	AVC Documents
II.A.6.a	AP 4021: Program Discontinuance

II.A.6.b **When programs are eliminated or program requirements are significantly changes, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

II.A.6.c **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representation about its mission, programs, and services.**

Accreditation Standards	AVC Documents
II.A.6.c	Academic Policies & Procedures (AP&P) Standards & Practices Handbook
II.A.6.c	Blueprint for Planning Graph
II.A.6.c	Cycle of Evaluation
II.A.6.c	SPBC Annual Timeline

II.A.7 **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Accreditation Standards	AVC Documents
II.A.7	BP 4030: Academic Freedom
II.A.7	BP 5500: Standards of Conduct
II.A.7	Student Handbook

II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Accreditation Standards	AVC Documents
II.A.7.a	Faculty Handbook
II.A.7.a	Tenure and Evaluation Procedure

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Accreditation Standards	AVC Documents
II.A.7.b	AP 5520: Procedures for Discipline Related to Standards of Conduct
II.A.7.b	Student Code of Conduct Booklet
II.A.7.b	Student Handbook

II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Accreditation Standards	AVC Documents
II.A.7.c	AP 3410: Nondiscrimination
II.A.7.c	AP 5520: Procedures for Discipline Related to Standards of Conduct
II.A.7.c	AP 5530: Student Rights and Grievance
II.A.7.c	BP 3410: Nondiscrimination
II.A.7.c	BP 3430: Prohibition of Harassment

II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable commission policies.

II.B	**Student Support Services** **The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

Accreditation Standards	AVC Documents
II.B	Academic Probation Online Workshop
II.B	Counseling Online Orientation
II.B	District Mission
II.B	Educational Master Plan
II.B	Student Services Advisory Committee list
II.B	Student Services Goals
II.B	Student Services public webpage
II.B	Student Services Student Learning Outcomes

II.B.1	**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Accreditation Standards	AVC Documents
II.B.1	Admission & Records Online Application
II.B.1	Assessment Online
II.B.1	College Catalog
II.B.1	Counseling Online Orientation
II.B.1	Educational Master Plan Guiding Principles
II.B.1	Fact Book
II.B.1	Financial Aid webpage
II.B.1	Job Placement Center Central Network
II.B.1	Online Counseling
II.B.1	Schedule of Classes
II.B.1	Student Services Student Learning Outcomes

II.B.2	**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

II.B.2.a General Information

- ❑ **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- ❑ **Educational Mission**
- ❑ **Course, Program, and Degree Offerings**
- ❑ **Academic Calendar and Program Length**
- ❑ **Academic Freedom Statement**
- ❑ **Available Student Financial Aid**
- ❑ **Available Learning Resources**
- ❑ **Name and Degrees of Administrators and Faculty**
- ❑ **Names of Governing Board Members**

Accreditation Standards	AVC Documents
II.B.2.a	College Catalog

II.B.2.b Requirements

- ❑ **Admissions**
- ❑ **Student Fees and Other Financial Obligations**
- ❑ **Degree, Certificates, Graduation and Transfer**

Accreditation Standards	AVC Documents
II.B.2.b	College Catalog

II.B.2.c Major Policies Affecting Students

- ❑ **Academic Regulations, including Academic Honesty**
- ❑ **Nondiscrimination**
- ❑ **Acceptance of Transfer Credits**
- ❑ **Grievance and Complaint Procedures**
- ❑ **Sexual Harassment**
- ❑ **Refund of Fees**

Accreditation Standards	AVC Documents
II.B.2.c	College Catalog

II.B.2.d Locations or publications where other policies may be found.

Accreditation Standards	AVC Documents
II.B.2.d	Schedule of Classes
II.B.2.d	Student Services Goals
II.B.2.d	www.avc.edu

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Accreditation Standards	AVC Documents
II.B.3	Chancellor's Office Technical Review Team Oral Visit Notes
II.B.3	College Catalog
II.B.3	Matriculation Research Project List

Accreditation Standards	AVC Documents
II.B.3	Program Review Summaries
II.B.3	Student Services Goals
II.B.3	Student Services Program Review Reports and Peer Team Reports

II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Accreditation Standards	AVC Documents
II.B.3.a	Chancellor's Office Technical Review Team Oral Visit Notes
II.B.3.a	Extended Opportunities Program and Services Data
II.B.3.a	Fact Book
II.B.3.a	Faculty Professional Development Program (FLEX)
II.B.3.a	Human Development SLOs
II.B.3.a	Student Services public webpage
II.B.3.a	www.avc.edu

II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Accreditation Standards	AVC Documents
II.B.3.b	Active Club List
II.B.3.b	AP 5530: Student Rights and Grievance
II.B.3.b	BP 5500: Standards of Conduct
II.B.3.b	CCCSE Survey
II.B.3.b	Faculty Professional Development Program (FLEX)
II.B.3.b	Human Development SLOs

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Accreditation Standards	AVC Documents
II.B.3.c	Academic Probation Online Workshop
II.B.3.c	Adjunct Counselor's Training Schedule
II.B.3.c	Chancellor's Office Technical Review Team Oral Visit Notes
II.B.3.c	Counselor Department Mission Statement

Accreditation Standards	AVC Documents
II.B.3.c	Counselors Manual
II.B.3.c	Human Development SLOs
II.B.3.c	Program Review Summaries
II.B.3.c	SOAR Agreement and Data
II.B.3.c	Student Success & Equity Committee Data

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Accreditation Standards	AVC Documents
II.B.3.e	Assessment Validity Research

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follow established policies for release of student records.

Accreditation Standards	AVC Documents
II.B.3.f	AP/BP 5040: Student Records, Directory Information, and Privacy
II.B.3.f	AP 5045: Student Records - Challenging Content and Access Log

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Accreditation Standards	AVC Documents
II.B.4	EOP&S Program Self Evaluation Form
II.B.4	Probability Advising Sheet
II.B.4	Student Services Program Review Reports and Peer Team Reports
II.B.4	Student Services PLOs

II.C	**Library and Learning Support Services** **Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

II.C.1	**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

Accreditation Standards	AVC Documents
II.C.1	Advertisement for class schedule: Learning Center Services
II.C.1	College Reading and Learning Association Tutoring Program Certification
II.C.1	Council for Advancement of Standards Learning Center Standards and Rubric
II.C.1	Early Alert Referral System Survey
II.C.1	Learning Center Program Review
II.C.1	Learning Center Schedule
II.C.1	Library Program Review
II.C.1	NCES Academic Libraries Survey Data
II.C.1	Student Evaluations of Tutoring Program forms
II.C.1	Study Skills Handouts
II.C.1	Writing Center Advisory Committee minutes

II.C.1.a	**Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Accreditation Standards	AVC Documents
II.C.1.a	Basic Skills Request
II.C.1.a	College Catalog
II.C.1.a	Early Alert: Faculty Survey
II.C.1.a	EBSCOhost Purchase Requisition

Accreditation Standards	AVC Documents
II.C.1.a	EBSCOhost Usage Report
II.C.1.a	Horizon Catalog Collection Age Report
II.C.1.a	IMC Equipment Check Out Forms
II.C.1.a	IMC Equipment Report Forms
II.C.1.a	IMC Event Set Up Forms
II.C.1.a	IMC Media Check Out Forms
II.C.1.a	IMC Program Review Report
II.C.1.a	Learning Center Referral form
II.C.1.a	NCES Academic Libraries Survey Data
II.C.1.a	Library Collection Development Policy
II.C.1.a	Library Periodical Statistics
II.C.1.a	Library Program Review
II.C.1.a	OCLC Borrower Activity Overview Report
II.C.1.a	OCLC Lender Activity Overview
II.C.1.a	Worksheet for Library Support

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Accreditation Standards	AVC Documents
II.C.1.b	Educational Master Plan
II.C.1.b	IMC Program Review Report
II.C.1.b	Learning Center Program Review
II.C.1.b	Learning Center Workshop Schedule
II.C.1.b	LibGuides Report
II.C.1.b	Library Program Review
II.C.1.b	Library Research Methods Workshop Evaluation Form
II.C.1.b	Library Statistics Table

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Accreditation Standards	AVC Documents
II.C.1.c	Educational Master Plan
II.C.1.c	Library Program Review
II.C.1.c	SMARTHINKING

II.C.1.d	**The institution provides effective maintenance and security for its library and other learning support services.**

II.C.1.e	**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis, The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Accreditation Standards	**AVC Documents**
II.C.1.e	SMARTHINKING

II.C.2	**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as a basis for improvement.**

Accreditation Standards	**AVC Documents**
II.C.2	SLO Data Analysis
II.C.2	SLO Tutor Reports
II.C.2	Tutee Pre-Learning Inventory

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Accreditation Standards	AVC Documents
III.A.1	Academic Senate Approved Equivalency List
III.A.1	Academic Senate Equivalency Procedure
III.A.1	College Catalog
III.A.1	Minimum Qualifications for Faculty & Administrators in California Community Colleges

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Accreditation Standards	AVC Documents
III.A.1.a	College Mission
III.A.1.a	Educational Master Plan
III.A.1.a	EEO Training Program
III.A.1.a	Human Resources Job Seeking Tips
III.A.1.a	Job Announcements: Classified sample

Accreditation Standards	AVC Documents
III.A.1.a	Job Announcements: Classified/Confidential/Management /Supervisory sample
III.A.1.a	Job Announcements: Educational Administrator sample
III.A.1.a	Job Announcements: Faculty sample
III.A.1.a	Procedure for development of interview questions *For Faculty in Faculty Hiring Procedures*
III.A.1.a	Revision of format for faculty job announcements – *in Faculty Hiring Procedures* samples
III.A.1.a	Tenure Track faculty positions advertised in other appropriate discipline related publications
III.A.1.a	Tenure Track faculty positions in Chronicle for Higher Education sample

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Accreditation Standards	AVC Documents
III.A.1.b	AP 7150: Evaluations
III.A.1.b	Classified Confidential/Management/Supervisory Employee Evaluation Form
III.A.1.b	Classified Confidential/Management/Supervisory Employee Evaluation Procedure
III.A.1.b	Collective Bargaining Agreement, Classified Contract
III.A.1.b	Collective Bargaining Agreement, Faculty Contract

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Accreditation Standards	AVC Documents
III.A.1.c	SLO Webpage

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Accreditation Standards	AVC Documents
III.A.1.d	AP 3050: Institutional Code of Ethics
III.A.1.d	BP 2715: Code of Ethics/Standards of Practice

Accreditation Standards	AVC Documents
III.A.1.d	BP 5500: Standards of Conduct
III.A.1.d	College Catalog: Code of Conduct
III.A.1.d	Faculty Handbook

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Accreditation Standards	AVC Documents
III.A.2	Human Resources Staffing Plan
III.A.2	Program Review Procedure: Academic Affairs, Student Services, Noninstructional Areas

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Accreditation Standards	AVC Documents
III.A.3	Collective Bargaining Agreement, Faculty Contract
III.A.3	Collective Bargaining Agreement, Classified Contract
III.A.3	BP 3410: Nondiscrimination
III.A.3	BP 3420: Equal Employment Opportunity
III.A.3	EEO Plan

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Accreditation Standards	AVC Documents
III.A.3.a	BP 3410: Nondiscrimination
III.A.3.a	BP 3420: Equal Employment Opportunity
III.A.3.a	Collective Bargaining Agreement, Classified Contract
III.A.3.a	Collective Bargaining Agreement, Faculty Contract
III.A.3.a	EEO Plan

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Accreditation Standards	AVC Documents
III.A.4	BP 3420: Equal Employment Opportunity
III.A.4	BP 5300: Student Equity
III.A.4	BP 7100: Commitment to Diversity
III.A.4	Faculty Professional Development Guidelines *FLEX Book*
III.A.4	Student Equity Plan Executive Summary

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Accreditation Standards	AVC Documents
III.A.4.a	Faculty Professional Development Committee
III.A.4.a	Flex complete sign in sheets, completed contracts – Documentation of flex attendance for faculty and adjunct faculty

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Accreditation Standards	AVC Documents
III.A.4.b	BP 7100: Commitment to Diversity
III.A.4.b	Documentation to verify official transcripts and work experience *For Faculty equivalency see required supplemental form*
III.A.4.b	EEO Advisory committee minutes sample
III.A.4.b	Foreign Transcript with documentation submitted with a job application – sample

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Accreditation Standards	AVC Documents
III.A.4.c	3-5 Syllabi for the same course by three different faculty members
III.A.4.c	Academic Freedom Policy
III.A.4.c	AP 3435: Complaint Procedure for Discrimination or Harassment
III.A.4.c	BP 3410: Nondiscrimination
III.A.4.c	BP 3420: Equal Employment Opportunity
III.A.4.c	BP3430: Prohibition of Harassment

Accreditation Standards	AVC Documents
III.A.4.c	MIPS/IPEDS annual report for the Chancellor's Office
III.A.4.c	Textbook selection policies *(part of Academic Freedom)*

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Accreditation Standards	AVC Documents
III.A.5	AP 7160: Professional Development
III.A.5	Basic Skills Committee
III.A.5	Basic Skills Initiative (goals)
III.A.5	CMS Training Needs Assessment and Survey Results
III.A.5	Faculty Professional Development Guidelines *FLEX Book*
III.A.5	Orientation of new employees training agenda and handouts
III.A.5	SLO Workshop/Seminar Trainings
III.A.5	Welcome Back Day Program

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Accreditation Standards	AVC Documents
III.A.5.a	Annual Employee evaluations that include professional development goals
III.A.5.a	AP 7160: Professional Development
III.A.5.a	Basic Skills Committee
III.A.5.a	Basic Skills Initiative (goals)
III.A.5.a	CMS Training Needs Assessment and Survey Results
III.A.5.a	Faculty Professional Development Guidelines *FLEX Book*
III.A.5.a	Professional Development Needs Process
III.A.5.a	SLO Workshop/Seminar Trainings
III.A.5.a	Welcome Back Day Program

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Accreditation Standards	AVC Documents
III.A.5.b	BP 3420: Equal Employment Opportunity

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Accreditation Standards	AVC Documents
III.A.6	SPBC: Annual Review

III.B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Accreditation Standards	AVC Documents
III.B.1	Accreditation Midterm Report
III.B.1	BP 6340: Bids and Contracts
III.B.1	California Public Contract Code
III.B.1	Capital Outlay Project List
III.B.1	Educational Master Plan
III.B.1	Facilities Planning and Campus Development Operational Outcomes
III.B.1	Maintenance Project List

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Accreditation Standards	AVC Documents
III.B.1.a	Educational Master Plan
III.B.1.a	Facilities Plan
III.B.1.a	Five Year Construction Plan
III.B.1.a	CCCCO Fusion Database
III.B.1.a	SPBC Annual Review
III.B.1.a	Maintenance & Operations Operation Outcomes and Assessment

III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Accreditation Standards	AVC Documents
III.B.1.b	Crime Reports
III.B.1.b	BP 1200: District Mission
III.B.1.b	AVC Organizational Chart

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a The Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Accreditation Standards	AVC Documents
III.B.2.a	Educational Master Plan
III.B.2.a	Facilities Condition Assessment Report
III.B.2.a	Facilities Plan
III.B.2.a	Five Year Construction Plan

III.B.2.b The Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Accreditation Standards	AVC Documents
III.B.2.b	Facilities Condition Assessment Report
III.B.2.b	Facilities Work Request Form

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Accreditation Standards	AVC Documents
III.C	Computer and Information Technology Plan
III.C	Educational Master Plan
III.C	Information Technology Committee: CCC Information Sheet

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Accreditation Standards	AVC Documents
III.C.1	BP/AP 3720: Computer Use
III.C.1	Computer and Information Technology Plan
III.C.1	Educational Master Plan
III.C.1	Information Technology Committee: CCC Information Sheet
III.C.1	Institutional Learning Outcomes
III.C.1	Program Review Self Studies and Peer Team Reports

III.C.1.a Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Accreditation Standards	AVC Documents
III.C.1.a	Academic Policies & Procedures Committee: Distance Education Form
III.C.1.a	Blackboard Contract
III.C.1.a	Educational Master Plan
III.C.1.a	FLEX Technology Training Activities
III.C.1.a	Information Technology Accomplishments List
III.C.1.a	ITS Operational Outcomes

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Accreditation Standards	AVC Documents
III.C.1.b	Educational Master Plan
III.C.1.b	FLEX Technology Training Activities

III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Accreditation Standards	AVC Documents
III.C.1.c	Total Cost of Ownership Ratios

III.C.1.d	**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

III.C.2	**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

III.D	**Financial Resources** **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner than ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

Accreditation Standards	**AVC Documents**
III.D.	Adopted Budget
III.D.	Audit Reports
III.D.	Blueprint for Planning Graph
III.D.	Cycle of Evaluation Graph
III.D.	Department of Institutional Research and Planning Project List
III.D.	Educational Master Plan
III.D.	SPBC minutes - samples

III.D.1	**The institution relies upon its mission and goals as the foundation for financial planning.**

Accreditation Standards	**AVC Documents**
III.D.1	Computer and Information Technology Plan
III.D.1	Cycle of Evaluation Graph
III.D.1	Educational Master Plan
III.D.1	Enrollment Management Plan
III.D.1	Facilities Plan
III.D.1	Human Resources Plan
III.D.1	SPBC: CCC Information Sheet
III.D.1	Strategic Planning & Budget Council Budget Subcommittee notes – sample

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Accreditation Standards	AVC Documents
III.D.1.a	BP 1200: District Mission
III.D.1.a	Budget Request Form – sample
III.D.1.a	Goals Led by the Superintendent/President
III.D.1.a	Program Review Reports and Peer Team Reports
III.D.1.a	SPBC & Enrollment Management Committee joint meeting minutes – sample

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Accreditation Standards	AVC Documents
III.D.1.b	Blueprint for Planning Graph
III.D.1.b	Board of Trustees Meeting: Approved Adopted Budgets
III.D.1.b	Cycle of Evaluation Graph
III.D.1.b	SPBC Annual Review
III.D.1.b	SPBC Development Process Handbook

III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identified and plans for payment of liabilities and future obligations.

Accreditation Standards	AVC Documents
III.D.1.c	Actuarial Studies
III.D.1.c	Adopted Budget
III.D.1.c	Board of Trustees Meeting minutes samples
III.D.1.c	Foundation Budget and Audit Reports
III.D.1.c	Foundation Grants
III.D.1.c	Goals Led by the Superintendent/President
III.D.1.c	Government Accounting Standards Board Report
III.D.1.c	Other Post Employment Benefits
III.D.1.c	SPBC & Enrollment Management Committee joint meeting minutes – sample

III.D.1.d	**The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Accreditation Standards	AVC Documents
III.D.1.d	SPBC: CCC Information Sheet

III.D.2	**To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision making.**

Accreditation Standards	AVC Documents
III.D.2	CCFS 311
III.D.2	Messner & Hadley Accounting Firm
III.D.2	SPBC Annual Review
III.D.2	SPBC Budget Subcommittee Budget Request Notebook
III.D.2	SPBC Development Process Handbook

III.D.2.a	**Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

II.D.2.b	**Appropriate financial information is provided throughout the institution.**

III.D.2.c	**The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

III.D.2.d	**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs contractual relationships, auxiliary organizations or foundations and institutional investments and assets.**

Accreditation Standards	AVC Documents
III.D.2.d	Advanced Apportionment Schedule
III.D.2.d	Auxiliary Fund Form sample
III.D.2.d	Citizen's Oversight Committee
III.D.2.d	Foundation Policies and Procedures

III.D.2.e All financial resources, including those from auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Accreditation Standards	AVC Documents
III.D.2.e	ASO Budget
III.D.2.e	BP 1200: District Mission
III.D.2.e	Educational Master Plan

III.D.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Accreditation Standards	AVC Documents
III.D.2.f	AP 6340: Bids and Contracts
III.D.2.f	AP 6370: Contracts – Personal Services
III.D.2.f	SP 6360: Contracts – Electronic Systems and Materials

III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Accreditation Standards	AVC Documents
III.D.3	Department of Institutional Research and Planning Project List
III.D.3	Program Review Reports and Peer Team Reports

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 leaning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Accreditation Standards	AVC Documents
IV.A	Board Policy and Administrative Procedures Manual
IV.A	College Catalog

IV.A.1 Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Accreditation Standards	AVC Documents
IV.A.1	ASO Constitution and Bylaws
IV.A.1	Board Agendas
IV.A.1	BP/AP 2015: Student Trustee
IV.A.1	BP/AP 2510: Participation in Local Decision-Making
IV.A.1	BP/AP 7240: Confidential Staff
IV.A.1	CCC Classified Employee of the Year Award
IV.A.1	College Catalog
IV.A.1	Dialogue with the President Dates
IV.A.1	Educational Master Plan

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

Accreditation Standards	AVC Documents
IV.A.2	Academic Senate Constitution
IV.A.2	AP&P Standards & Practice Handbook

Accreditation Standards	AVC Documents
IV.A.2	AVC Federation of Classified Employees Collective Bargaining Agreement with AVC District
IV.A.2	BP/AP 2510: Participation in Local Decision-Making
IV.A.2	BP/AP 4020: Program and Curriculum Development
IV.A.2	Collective Bargaining Agreement with AVC Federation of Teachers
IV.A.2	Institutional Research and Planning
IV.A.2	Title 5 §55601

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Accreditation Standards	AVC Documents
IV.A.2.a	Academic Senate Constitution
IV.A.2.a	AP&P Standards & Practice Handbook
IV.A.2.a	AVC Federation of Classified Employees Collective Bargaining Agreement with AVC District
IV.A.2.a	BP/AP 2510: Participation in Local Decision-Making
IV.A.2.a	BP/AP 4020: Program and Curriculum Development
IV.A.2.a	Collective Bargaining Agreement with AVC Federation of Teachers
IV.A.2.a	Institutional Research and Planning
IV.A.2.a	Title 5 §55601

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Accreditation Standards	AVC Documents
IV.A.2.b	Academic Senate Website
IV.A.2.b	Basic Skills Committee Webpage
IV.A.2.b	BP/AP 2510: Participation in Local Decision-Making
IV.A.2.b	BP/AP 3250: Institutional Planning
IV.A.2.b	Program Review
IV.A.2.b	SLOs Committee Website

IV.A.3	**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Accreditation Standards	AVC Documents
IV.A.3	BP/AP 2510: Participation in Local Decision-Making
IV.A.3	BP/AP 3100: Organizational Structure
IV.A.3	SPBC Brochure

IV.A.4	**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Accreditation Standards	AVC Documents
IV.A.4	Accreditation Reports: Progress Report, Midterm Report, Follow Up Report

IV.B	**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.**

Accreditation Standards	AVC Documents
IV.B	BP/AP Chapter 2: Board of Trustees

IV.B.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.**

Accreditation Standards	AVC Documents
IV.B.1	BP/AP Chapter 2: Board of Trustees

IV.B.1.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.**

Accreditation Standards	AVC Documents
IV.B.1.a	BP/AP Chapter 2: Board of Trustees

IV.B.1.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.**

Accreditation Standards	AVC Documents
IV.B.1.b	BP/AP 2510: Participation in Local Decision-Making
IV.B.1.b	BP/AP 3250: Institutional Planning
IV.B.1.b	BP/AP 6100: delegation of Authority
IV.B.1.b	BP/AP 6200: Budget Preparation
IV.B.1.b	BP/AP 6400: Audits
IV.B.1.b	BP/AP Chapter 4: Academic Affairs
IV.B.1.b	BP/AP Chapter 5: Student Services
IV.B.1.b	Board Policy and Administrative Procedures Manual
IV.B.1.b	Campus Goals
IV.B.1.b	SPBC Brochure

IV.B.1.c **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Accreditation Standards	AVC Documents
IV.B.1.c	BP/AP 2200: Board Duties and Responsibilities
IV.B.1.c	BP/AP 4020: Program and Curriculum Development
IV.B.1.c	CCC Budget and Accounting Manual

IV.B.1.d **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Accreditation Standards	AVC Documents
IV.B.1.d	Board Policy and Administrative Procedures Manual

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Accreditation Standards	AVC Documents
IV.B.1.e	Board of Trustees Public Webpage
IV.B.1.e	BP/AP 2410: Policy and Administrative Procedure
IV.B.1.e	BP/AP 2510: Participation in Local Decision-Making
IV.B.1.e	BP/AP 6330: Purchasing
IV.B.1.e	BP/AP 6340: Bids and Contracts
IV.B.1.e	myAVC Board Policy Group

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Accreditation Standards	AVC Documents
IV.B.1.f	BP/AP 2015: Student Trustee
IV.B.1.f	BP/AP Chapter 2: Board of Trustees

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Accreditation Standards	AVC Documents
IV.B.1.g	Board of Trustees Self Evaluations

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Accreditation Standards	AVC Documents
IV.B.1.h	BP/AP Chapter 2: Board of Trustees

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Accreditation Standards	AVC Documents
IV.B.1.i	Board of Trustees minutes

IV.B.1.j **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively.**

Accreditation Standards	AVC Documents
IV.B.1.j	BP/AP 2435: Evaluation of Superintendent/President
IV.B.1.j	Campus Goals Led by the Superintendent/President

IV.B.2 **The president has primary responsibilities for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Accreditation Standards	AVC Documents
IV.B.2	BP/AP 2430: Delegation of Authority to Superintendent/ President
IV.B.2	Dialogue with the President Dates

IV.B.2.a **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Accreditation Standards	AVC Documents
IV.B.2.a	BP/AP 3100: Organizational Structure

IV.B.2.b **The president guides institutional improvement of the teaching and learning environment by the following:**

- ❑ **Establishing a collegial process that sets values, goals, and priorities.**
- ❑ **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.**
- ❑ **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.**
- ❑ **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Accreditation Standards	AVC Documents
IV.B.2.b	Educational Master Plan

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Accreditation Standards	AVC Documents
IV.B.2.c	BP/AP 2410: Policy and Administrative Procedure
IV.B.2.c	Program Review: Office of the Superintendent/President

IV.B.2.d The president effectively controls budget and expenditures.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

Accreditation Standards	AVC Documents
IV.B.2.e	Program Review: Office of the Superintendent/President

Subject: RE: RE: Unstable Students
From: BENSON_BRENDA <BENSON_BRENDA@smc.edu>
Date: Mon, 07 Feb 2011 21:06:11 -0800
To: rhaley@avc.edu
CC: dcoleman@avc.edu

Dear Roz--

The online simulated training mentioned in the LA Times article is called "At-Risk" and was created by a New York based company called Kognito (www.kognito.com/atrisk/) . I encourage you to contact them directly so you can demo the product. Our Crisis Prevention Team at SMC piloted it last spring and purchased 100 licenses this fall and another 100 licenses this spring. We are currently rolling it out to Dept Chairs and Program Leaders with the hope of rolling it out to the entire campus next year if funding permits. It takes 45 minutes to complete and our faculty and staff love it. It is educational, informative and fun.

For more information, please contact Doug Birmingham at doug@kognito.com <mailto:doug@kognito.com> .

Good luck and please let me know if you have other questions.

Sincerely,

Brenda

Brenda Johnson Benson
Dean, Counseling and Retention
Santa Monica College
Email: benson_brenda@smc.edu
Phone: 310.434.4433
Fax: 310.434.4007

From: rhaley@avc.edu [mailto:rhaley@avc.edu]
Sent: Mon 2/7/2011 2:43 PM
To: LORENZ_GEORGIA
Cc: BENSON_BRENDA; dcoleman@avc.edu
Subject: Re: RE: Unstable Students

Thanks very much. We look forward to the training and greatly appreciate SMC's innovative approach to finding solutions that are empowering. I look forward to speaking with Brenda and will propose a visit to your campus so that we can meet to discuss your programs and success in this regard.

Warm Regards,
Roz Haley

----- Original Message -----From: LORENZ_GEORGIA Date: Monday, February 7, 2011 2:23 pmSubject: RE: Unstable StudentsTo: Roslyn Haley Cc: BENSON_BRENDA > Dear Roslyn,
> > Thanks for your call and email. I am cc'ing Brenda Benson, our Dean of> Counseling and Retention, who has really been the leading force at SMC> for the launching of the "At-Risk" Gatekeeper training that is> referenced in the article. She can let you know how to get in touch > withthe company as she

has worked very closely with them.> > > > Thanks,> > Georgia Lorenz> > > > From: Roslyn Haley [mailto:rhaley@avc.edu] > Sent: Friday, February 04, 2011 1:16 PM> To: LORENZ_GEORGIA> Subject: Fwd: Unstable Students> > > > Dear Georgia,> > I was very impressed with the LA Times article and have used it since> its publication to empower my faculty, directors, and staff. AFter> having received postitive input from them regarding SMCs training, the> consensus is to participate in the same level of training. Please> forward any information related to the training program and/or> additional tools that you have acquired that are useful in this > regard.Your support and assistance is greatly appreciated.> > Warm Regards,> Roz Haley> > > > > -------- Original Message -------- > > Subject: > > Unstable Students> > Date: > > Fri, 04 Feb 2011 13:02:55 -0800> > From: > > Roslyn Haley > > To: > > Dr. Lee H. Grishman > , Dr.> De'Nean Coleman-Carew ,> Carol Eastin , Jessica > Eaton , Luis Echeverria> , Rosa Fuller> , Robert B Harris> , Susan Knapp> , Audrey Moore > , Patricia Marquez > , Mike Rios > , Rodney T Schilling > , Gary A > Roggenstein > , Linda Noteboom > , Ryan Widmer > , Kelley M Hare > , andres cruzalegui > , Evita Antwi > , Wade Saari > , Dietra Jackson > , Darcell Jarrett-Bowles> , Salvador> Suarez , Walter R. Briggs,> III , Susan Moody> , Diane Mogg > , Monica Mode > , Tiesha R. Klundt > , Marina Sangkavichai > , Reyna Burgos > , Jenny Judd > , Sandra Sampson@avc.edu, Cassandra A Dumas> , Kay Mathis > , Yvette Cruzalegui > , Yvette Petrin > , Hilda Thompson > , Jenell Paul > , Rosa Hall > , Nancy Jo Hatfield > , Sara E Stanton > > > > | Dear Division Members,> > I am forwarding information that I shared with Directors and> Administrators in January in preparation for training related to | dealingwith unstable students. Please review the article and > provide input> regarding training.> > Warm Regards,> Roz> > -------- Original Message -------- | | Subject: > > California Code 5150> > Date: > > Thu, 27 Jan 2011 14:42:59 -0800> > From: > > Roslyn Haley > > To: > > Wade Saari , Linda Noteboom> , andres cruzalegui> , Ryan Widmer> , Kelley Hare > , Diane Mogg > , Susan Moody > , "Dr. De'Nean Coleman-Carew" > , Carol Eastin > , Gary Roggenstein > > > CC: > > Nancy Jo Hatfield > > > > Dear Team,> > Here's the California Code that I referenced in our meeting. I am > alsoproviding a link to an excellent article that addresses these > issues and> training that Santa Monica College has implemented for faculty and> staff. My goal is to get authorization for this online training > programfor our team and others who would benefit. The article is > entitled,Community colleges seek ways to deal with unstable > students: Santa> Monica College is among those working with an online training | program to> learn how to help those in trouble.> http://articles.latimes.com/2011/jan/16/local/la-me-college-> behavior-201> 10116. > > > CALIFORNIA CODES > WELFARE AND INSTITUTIONS CODE > > > SECTION 5150-5157 > > > > > 5150. When any person, as a result of mental disorder, is a danger > to others, or to himself or herself, or gravely disabled, a peace > officer, member of the attending staff, as defined by regulation, > of > an evaluation facility designated by the county, designated members > of a mobile crisis team provided by Section 5651.7, or other > professional person designated by the county may, upon probable > cause, take, or cause to be taken, the person into custody and > place > him or her in a facility designated by the county and approved by > the > State Department of Mental Health as a facility for 72-hour > treatment and evaluation. > Such facility shall require an application in writing stating the > circumstances under which the person's condition was called to the > attention of the officer, member of the attending staff, or > professional person, and stating that the officer, member of the > attending staff, or professional person has probable cause to > believe > that the person is, as a result of mental disorder, a danger to > others, or to himself or herself, or gravely disabled. If the > probable cause is based on the statement of a person other than the > officer, member of the attending staff, or professional person, > such > person shall be liable in a civil action for intentionally giving a > statement which he or she knows to be false. > >

Students' rights weighed as colleges try to assess threats

Updated 1/14/2011 10:54 AM

By Mary Beth Marklein, USA TODAY

By Shaun Tandon, AFP/Getty Images

A sign welcomes visitors to Pima Community College, where Jared Loughner, the alleged Tucson gunman, attended.

A growing majority of colleges nationwide are keeping tabs on students through "threat assessment teams" charged with identifying dangerous students, causing debate to erupt over how much power the schools should have as they try to flag disturbing behavior.

Two states — Virginia and Illinois — now legally require such teams and 80% of colleges nationwide have started them since the 2007 massacre at Virginia Tech that left 32 people dead. At Pima Community College in Arizona, a Behavior Assessment Committee identified alleged gunman Jared Loughner as a person of concern months before a weekend massacre that killed six and injured 13 others, and the school suspended him.

Questions are now being raised about the appropriateness and effectiveness of the teams. In the wake of the Arizona shooting, some experts are questioning whether the school could have done more to help Loughner, or to alert authorities beyond campus borders. "There's a dangerous person put out in the community," says Stetson University College of Law professor Peter Lake.

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Other critics say administrators may try to use threat assessment teams for their own purposes. In a case involving a student dismissed from Valdosta State University, a federal judge ruled that the former president improperly called for an investigation into the student's mental health, employment and grades mostly because the student opposed plans to build a campus parking garage.

Since April 2007, news reports show that at least 67 people have been killed and 69 others injured in attacks by U.S. college students.

Threat assessment teams, also given softer names such as "behavioral intervention" or "student of concern" committees, spread quickly after the Virginia Tech tragedy, where various officials each

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noticed red flags but didn't connect the dots in time to stop Seung Hui Cho from going on a rampage.

Nobody tracked threat assessment teams before 2007, but experts such as Brett Sokolow, past president of the National Behavior Intervention Team Association, say about 20 colleges had them before Virginia Tech. The association estimates about 1,600 campuses have them today.

United Educators, which insures 1,160 schools and colleges, recommends such teams as a way to identify students who may pose a risk on campus, gather information to assess the situation, and determine whether there is need for an intervention. That could involve, for example, an evaluation for disability services, a referral for medical treatment, a call to parents or suspension.

Students, faculty and staff are encouraged to submit confidential reports detailing concerns about b ehaviors they've seen. The reports go to a committee, which meets regularly to discuss cases and intervene when necessary.

"We try to look at each case objectively, to see whether we're dealing with a goofy, immature kid, or s omeone who's truly a danger," says Patricia Lunt, head of Campus Assessment, Response and Evaluation (CARE) Teams at Northern Virginia Community College, which enrolls 78,000 students.

Last year, the first year the school began tracking students, 130 reports were submitted, about half involving "concerning" behaviors such as verbal threats, erratic or disrespectful behavior or talk of suicide. Fewer than five students were dismissed, Lunt said.

Pima Community College, which suspended Loughner and steered him toward mental health treatment, has been praised for following standard p olicies. "The school did what they were supposed to do, which is protect their school, require an evaluation," says Brian Van Brunt, president of the American College Counseling Association and director of counseling at Western Kentucky University.

Some mental health officials argue that suspension is inappropriate. "The fear is that rather than using (teams) as a vehicle to support students, they're using them as a vehicle to get rid of them," says Karen Bower, senior staff attorney at Bazelon Center for Mental Health Law, an advocate for mentally ill people.

"Colleges are in a unique position to engage students and work with them, support them to get them the help they need ...They are in an environment where people can reach out and make a difference." She says the existence of threat assessment teams might discourage students from getting the help they need.

Students' rights groups say administrators are infringing on students' free-speech rights. "Putting innocent outbursts into a campus database is a chilling way to police discourse on campus," says Adam Kissel, vice president of the Foundation for Individual Rights in Education. "In the name of security, behavioral intervention teams are encouraged to go far beyond what they need to do."

Advocates acknowledge colleges face complicated decisions.

"No one wants to be the college who fails to react. But no one wants to be the college that overreacts," Sokolow says. "The key is do due diligence."

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The
Potentially Dangerous Student

* **Learn how to identify and separate them from just a prankster.**

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"School Shooting Map"

The title of this article is disgusting. No one should ever have to consider their students as "dangerous." However, that is where we are in our society.

Some refuse to believe it and rely on "*it will never happen in my school*" philosophy [Erfurt, Germany]. Fortunately, most of these officials are right. Most schools will never experience the horror of Paducah, Jonesboro or Columbine. Many other school officials have decided that playing the odds belongs in a casino, not in a school, and have taken proactive steps in trying to identify which kid will be the next shooter. This too, can be a perilous course with dire consequences for certain students caught up in the frenzy.

Any student who wears a trench coat. Any student who listens to Punk, Thrash, Gothic, etc. Any student who plays video games. This list goes on. These are well meaning policy statements, but they are statistics out of context. All students are a mosaic of different features, characteristics and backgrounds. To truly see a student, it is important to see the whole picture. Focusing on a single tile in the mosaic has caused pain and embarrassment to schools, students and families.

"Zero Tolerance" Policies were born out of the frustration of not knowing what to do.

The infamous "Zero Tolerance" approach has probably caused far more problems than it has averted. An attorney (Mr. Whitehead) said, "zero-tolerance policies are flawed because they do not take into account children's intentions and often result in school officials suspending a child before telling the parents about the problem." A number of controversial cases of children being suspended and expelled for childhood pranks and little discretion as to what is considered a real school threat versus child's play have brought national attention to school discipline and zero-tolerance policies in America's schools. [*Assessment Instrument helps determine Prank from Potentially Dangerous Student - Learn More*]

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The table below points up some the over-reactions recorded in the media.

- An 8-year-old boy in Ark., was suspended for three days after pointing a breaded chicken finger at a teacher and saying, "Pow, pow, pow."
- The Colorado Springs school district suspended a 6 year old boy 1/2 day for giving another child a lemon drop candy. The child was disciplined under the school's "zero-tolerance" drug policy for "distributing" the candy to another person. Answering public criticism, a school official pointed out that bringing candy to school was as disruptive as bringing a gun.
- Two second-grade students in New York, who were suspended and criminally charged with making terrorist threats for pointing paper guns and saying, "I'm going to kill you." The criminal charges were dropped.
- Four kindergartners in New Jersey, who were suspended for three days after they pretended their fingers were guns and said they wanted to shoot one another.
- Cape Central High School today suspended 253 students who drove their cars to school. "We have a strict policy against any student who brings a weapon that can cause harm, injury, or disruption," explained Assistant Principal Herman Stasi. "An automobile is the most dangerous weapon a person can legally own. It's time we put a stop to this deadly menace."
- A five-year-old found a razor blade at the bus stop and turned it in to his teacher. He was suspended for having a weapon at school.
- A six-year-old kissed a classmate and was suspended for sexual harassment.
- A nine year old found a manicure set on his way to school. He was suspended for having a weapon.
- A sixth grader came to school with a small knife in her lunch box for cutting chicken. She went straight to the teacher and asked if that was OK. She was arrested and taken from school in a Police car, then suspended.

If it does not work to focus on a single facet, then what are we to do? Obviously, the answer is to look at the whole student, but that takes a psychological assessment and the time and cost are too great for the average school to bear. What is needed is a simple set of observable characteristics and a method for school personnel to record and rate these observations. Multiple governmental agencies have developed lists from exhaustive research into the school shootings of the past 10 – 15 years and have identified a number of common traits. Unfortunately, each of these reports are as exhausting to read as they were to compile. Any attempt to use them without further refinement has left teachers and administrators frustrated at the effort. "Zero Tolerance" Policies were

born out of this frustration.

The basic idea is good: "If a student is violent, quick to anger, from a broken home, listens to hard core music, plays violent video games, is an outcast, and the victim of bullying, he or she may be a P.D.S. (***potentially dangerous student***)." In practice, the problem becomes apparent when confronted with real kids who have varying degrees of such characteristics, or perhaps do not have some at all, or perhaps only experienced a particular trait one time. What effect would these variables have? Are all students then potentially dangerous? If classroom teachers become aware of these traits in a student, will that student ever again be treated fairly?

The good news is that there is a three-tiered program to help schools identify the **Potentially Dangerous Student** and to differentiate between dangerous students and the pranksters. This program, developed and taught by ***Keys To Safer Schools.com*** gives schools a method to observe, assess and get help for students who are following a path similar to that followed by school shooters. The heart of the program involves a simplified list of observable traits and characteristics gleaned from the multitude of well-researched national reports.

- **TIER ONE** - The first tier in the program involves familiarizing the entire school staff with these characteristics and teaching them to be aware of and how to report their observations. The approach taken by ***Keys To Safer Schools.com*** does not add any additional burden or paperwork to the seriously overworked classroom teacher. It is important that schools include the entire staff in this process. Too often, schools reserve such training for the teaching or professional staff. It is important that support staff, Bus Drivers, Custodians, Maintenance, Food Service, Nurses, Aides, Volunteers and even involved parents, are included. These staff see all the students but in an entirely different relationship from the classroom and administrative staff. The instructional portion is essential. Without it, the staff will read the list of characteristics and flood the **Assessment Team** with reports on every student in school. The instruction, usually an in-service training, presents the characteristics but informs the staff how to observe in context and in developmental settings. What may be appropriate for a 3rd grader is reportable if seen in a 7th grader. What may be acceptable during a competition in the gym is not acceptable in the classroom. Not every single-parent home is a "broken" home. Once the staff is familiar with these characteristics, what do they do about it?

- **TIER TWO** - The second tier of this program is establishing and training an **Assessment Team**. Each school district should identify 3 or 4 personnel from each school to form Assessment Teams. These numbers are not required for collaboration as a single, trained individual can perform an assessment. The numbers are to insure the ability of any staff member to reach a qualified Assessment Team person without undue delays for meetings, conferences and such. The Assessment Team is trained in the use of a ***unique one-page*** **Assessment Instrument**. Each of the

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Reported By:
Frank Green
Director
Keys To Safer Schools.com

If you have any comments or questions please Email us at keys@keystosaferschools.com.

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characteristics is presented in detail and variations. It is then ranked on a lacquered scale for severity or number of occurrences. These are summed and applied to an overall rating that tells the school if the student is in need of intervention immediately or should they continue to watch and observe. There is also a sample decision tree for the school to use in developing their own. A decision tree is important because it frees the administration from personal involvement with every case and allows the Assessment Team to put solutions into motion without having to wait until they can confer with the administration. When the training is completed, each Assessment Team member present is awarded **Certification** that is valid for two years. An abbreviated refresher training is required every two years to maintain Certification and stay current with trends and developments. The school is awarded a **license** to reproduce the Assessment Instrument without the added cost of having to purchase the copyrighted form. Schools that have this in place report great success with the added benefit of having an objective tool to record why disciplinary actions varied from one student to another. Another very important part of TIER THREE which is cover else where is the "First Responders".

- **TIER THREE** - The third element of the **Potentially Dangerous Student** program is entire student body. In every one of the school shootings, other students knew about it to some degree but either told no one or were ignored if they did report. The ***Keys To Safer Schools.com*** student assembly, **Kids are the Keys**, presents the concept to the students that they are responsible for what happens at their school. In many instances, it is a new concept for the students feel any ownership of their school. Many students think that telling an adult about what another kid is doing is "narcing" or tattling. This interactive Assembly introducing them to responsible reporting as good citizenship. The **Keys To Safer Schools.com** staff meets with the school staff before the assembly to map out ways in which the students can report with fear of reprisal. These methods are then presented to the students and the school follows through with drop boxes, voice mail, anonymous email or whatever system the school chooses.

* **SEE - THE ASSESSMENT MODEL** *for determining the PDS*

The biggest disappointment reported is that the schools were hoping to gain a "predictor of violence." The ***Keys To Safer Schools.com*** program does not do that. However, every school that has adopted this program reports being satisfied. It has help schools identify students who are in need help or they could become a Potentially Dangerous Student.

Once again we ask ourselves, "Have we done all that we can to insure the safety of our schools?" ***Keys To Safer Schools.com*** is making a special offer to any school to review your crisis planning and provide a written critique of any shortcomings found. To take advantage of this offer, mail your school's Crisis Plan and supporting documents to:

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Learn how to determine the *Potentially Dangerous Student* from the *Prankster* and learn about a NEW researched based Assessment Tool

The "NATIONAL SCHOOL SAFETY CENTER" warns that children showing two, possibly three or more of these traits may become predisposed to violence.

1. Has tantrums and uncontrollable angry outbursts.
2. Has been truant, suspended or expelled from school.
3. Has little or no supervision and support from parents or a caring adult.
4. Prefers reading materials dealing with violent themes, rituals and abuse.
5. Characteristically resorts to name calling, cursing or abusive language.
6. Habitually makes violent threats when angry.
7. Has previously brought a weapon to school.
8. Has a background of serious disciplinary problems.
9. Has a background of drug, alcohol or other substance abuse or dependency.
10. Has few or no close friends.
11. Is preoccupied with weapons, explosives or other incendiary devices.
12. Displays cruelty to animals.
13. Has witnessed or been a victim of neglect or abuse in the home.
14. Has been bullied and/or bullies or intimidates peers or younger children.
15. Tends to blame others for difficulties and problems they cause.
16. Consistently prefers TV shows, reading materials, movies or music expressing violent themes, rituals and abuse.
17. Reflects anger, frustration and the dark side of life in school writing projects.
18. Is involved with a gang or an antisocial group on the fringe of peer acceptance.

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19. **Is often depressed and has significant mood swings.**
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