



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

**March 15, 2012
3:00 p.m. – 4:30 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. March 1, 2012 (attachment)**
- 5. Presentation**
 - a. Budget Update – Ms. Diana Keelan/Mr. Tom Brudage**
- 6. REPORTS (5 minutes maximum)**
 - a. AP&P Report – Ms. Maria Clinton**
 - b. Honors Committee/Program – Ms. Karen Lubick**
- 7. ACTION ITEM**
 - a. Recommendation from the DETC: Contract with Blackboard Course Management System as AVC's Online Course Management System (attachment)**
 - b. Equivalencies:**
 - Health Care Ancillaries: Medical Office Assistant (attachment)**
- 8. DISCUSSION ITEM**
 - a. Update from Enrollment Services – Ms. LaDonna Trimble**
 - b. Feedback: Hiring Committee Revisions - Role of the Vice President of Academic Affairs on Hiring Committees**
 - c. SPBC Review Update**
- 9. SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments**
 - Academic Ranking**
 - Pavinee Villapando – Associate Professor**
 - b. Announcements**
 - Vocational Education Leadership Institute – March 21, 2012 – March 23, 2012, San Francisco Airport Westin**
 - Statewide Academic Senate Spring 2012 Plenary Session – San Francisco Airport Westin**
 - Faculty Leadership Institute – June 14, 2012 – June 16, 2012, TBA**
 - Curriculum Institute – July 12, 2012 – July 14, 2012, San Francisco Airport Westin**
 - Statewide Academic Senate Fall 2012 Plenary Session – November 8, 2012 – November 10, 2012, Irvine Marriott**
- 10. 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 Valiottis, 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
ADDENDUM AGENDA
February 15, 2012
3:00 p.m. – SSV 151**

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

1. ACTION ITEM

- a. **AP&P Committee Recommendations for Senate Approval (attachment)**
 1. **Catalog Rights Policy**
 2. **BP 4020: Program and Curriculum Development**
 3. **AP 4020: Program and Curriculum Development**
 4. **AP 4260: Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment**
 5. **AP 5013: Student in the Military**

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ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
March 15, 2012
3:00 p.m. – SSV 151

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis, Academic Senate President, called the March 1, 2011 Academic Senate meeting to order at 3:02 p.m.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Mr. Valiotis reported at a recent College Coordinating Council meeting it was proposed to discuss the possibility of closing the pool at an upcoming Strategic Planning and Budget Council meeting. There has been some recent discussion regarding the possibility of closing the pool due to imminent repairs needed to keep the pool operational.
- Mr. Valiotis reported he contacted the bookstore to discuss the issue of excessive markups being imposed by the bookstore. Mr. Valiotis was told there has been no change in the markup rate on textbooks sold in the bookstore and the book in question is comparably priced to what can be found online. The bookstore provided the senate a price comparison for the last three years that shows the price actually dropped. Mr. Valiotis contacted Dr. Shey to detail the outcome of his conversation with the bookstore.
- Mr. Valiotis extended his congratulations to all faculty achieving Tenure. He encouraged Senators to take an opportunity to congratulate all discipline faculty achieving tenure.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Glenn Haller presented a public statement (see attached) expressing the concerns of the Kinesiology, Athletics and Dance faculty regarding the possible closure of the pool. He requested faculty stand united and condemn any decision to close the pool and force Administration to follow the shared governance process.
- Mr. Mike Pesses stated several faculty have expressed their concern regarding the campus advertisement of the University of Antelope Valley. Faculty are concerned this gives students the wrong message and are concerned about the academic integrity of allowing this to occur as it is misleading to students.

4. APPROVAL OF MINUTES

a. March 1, 2012 (attachment)

A motion was made and seconded to approve the March 1, 2012 Academic Senate meeting minutes. Ms. MaryAnne Holcomb provided a hard copy of corrected minutes. Motion carried as corrected.

5. PRESENTATION (10 minutes max.)

a. Budget Update – Ms. Diana Keelan

Ms. Diana Keelan provided a detailed budget update (see attachment) as of March 15, 2012 and stated given the condition of statewide finances it is very likely the budget numbers will continue to change. She provided an opportunity for Senators to ask questions after a thorough review of the current budget situation. Mr. Ron Chapman inquired about the ramifications to the District if the reserve falls below 5% and if falling below 5% is allowable to invalidate faculty contracts. Dr. Susan Lowry responded that the reserve amount is a non-negotiable item and has serious accreditation ramifications. The Faculty Union would never request the District risk falling below a 5% reserve. If during negotiations the Faculty Union rejects an item on the table then the negotiation process is considered at impasse, which would require fact finding, and mediation. Dr. Lowry stated that fact finding or mediation certainly would side with

district if the union would propose anything that would cause the reserve to fall below a 5%. Mr. Chapman stated the summer 2011 campus closure and reductions generated approximately 475k in savings. Is there any discussion regarding a similar closure this summer and moving to a 4 day work week schedule? Mr. Valiotis reported he has not participated in any discussions regarding summer reductions or changing the work schedule during the summer but it is very likely that the District will make efforts to make reductions during the summer since the budget situation is seemingly worse than last year.

6. REPORTS

a. AP&P Report – Ms. Maria Clinton

Ms. Clinton referred Senators to the attached AP&P Report with pertinent information. The major item on the report is the action item recommendation to approve additional language on catalog rights to clarify catalog rights are not do not apply to course prerequisites. Ms. Clinton stated the issue applies to students who fail a course and go to retake the course and a prerequisite, corequisite, or limitation of enrollment is present that was not in effect the first time the course was taken, the student must meet the most recent academic requirement. AP&P is requesting the Senate approve the recommendation to add language in efforts to clarify the issue for students. Ms. Clinton reported AP&P also reviewed and approved revisions made to Board Policy (BP)/Administrative Policy (AP) 4020: Program, Curriculum, and Course Development, AP 4260: Prerequisite, Co-requisite, Advisories, and Limitations on Enrollment; and AP 5013: Student in Military. The committee is recommending the Academic Senate approve the revised BP and APs. All revisions made to the BP/APs are provided in the report attachment for the Senate review and approval.

b. Honors Committee/Program – Ms. Karen Lubick

Ms. Karen Lubick reported the Honors Committee met on February 27, 2012 and will meet again on March 26, 2012. There will be a couple of position openings on the Honors Committee beginning fall 2012.

Faculty involvement in the program and committee is essential. Ms. Lubick indicated the spring semester is a good time for faculty to submit new Honors Options courses.

Mr. John Vento will be attending the last couple of meetings to transition into the role of Honors Coordinator. One of the meetings will occur at a later time to facilitate the opportunity for Mr. Vento to participate. He will be actively shadowing Ms. Lubick to learn processes and procedures. Ms. Lubick indicated he will continue to shadow Ms. Lubick over the summer months to gain an understanding of the work needing to be completed in preparation for the fall semester.

Ms. Lubick will be working with Ms. Gloria Kastner in the Senate Office to distribute the Subject Area Award Nomination memo in the next week. Faculty who nominate students are asked to be present at the Honors Convocation scheduled for Friday, May 18, 2012 in the Fine Arts Quad from 9:00 a.m. to 11:30 a.m. Faculty should be present to speak to the students' achievements and present awards to students. Some changes will be made to the memo and the graduation list will be distributed and updated daily. The committee approved changes to the graduation requirement in efforts to make the award ceremony more inclusive. The changes will be detailed in the memo. Senators were requested to encourage discipline faculty to nominate worthy students.

Ms. Lubick reported Honors course sections have been severely cut due to the difficulties in filling courses to maximum enrollment of eighteen students. The spring 2012 course sections offered are: Art 100H; English 102H; English 103H; English 265H; Geog 105H; Music 101H; Poli Sci 101H; and Phil 105H. All the courses have eighteen students enrolled except English 103H which has twenty-four students enrolled. The tentative schedule of courses sections offered for the fall 2012 semester are: Anth 101H; Th Art 101H; English 101H; Geology 101H; and History 104H. Ms. Lubick reported the committee approved adding a math requirement for the Honors Program. Students will have to qualify for Math 102 to be eligible to apply for the Honors Program. In addition, Honors students are required to complete a minimum of three Honors course and three Honors Option courses. Senators were requested to encourage constituent faculty to consider offering an Honors Option component to their courses. To

qualify for Honors Option faculty can incorporate a series of work, presentation, research project, or field work. Ms. Lubick reiterated the spring semester is a good time to consider submitting an Honors Option proposal for courses.

Ms. Lubick reported the committee is working to resolve the issue of plagiarism and students who refuse to step down from Honors club due to not meeting the GPA requirement. There have been reports of abuse of the Honor Library study room. These issues are being addressed accordingly.

All UCLA and UCI Transfer Alliance Program Certifications are complete. Seventeen out of twenty-one student certifications were dispersed. One did not complete the unit requirement and the two others did not complete the IGETC components which made them ineligible. Ms. Lubick reported they did not even consider certifying students with GPAs below 3.25 even if they had completed all six honors courses.

Alpha Iota Club members are volunteering at the Achievement Awards dinner. Ms. Lubick is nominating club members for scholarship candidates for Alpha Gamma Sigma. The club is continuing their efforts to participate in joint community service projects and fundraising opportunities.

A motion was made and seconded to approve amending the March 15, 2012 Senate Agenda to include additional action items from AP&P. Mr. Valiotis stated the AP&P Committee approved including additional language to clarify the Catalog Rights Policy, as well as approved the revisions to BP/AP 4020, AP 4260, and AP 5013. As a standing committee of the Senate they are recommending the approval of their actions. Motion carried with one opposing vote to amend the agenda.

7. ACTION ITEM

a. Recommendation from the DETC: Contract with Blackboard Course Management System as AVC's Online Course Management System (attachment)

A motion was made and seconded to approve the DETC recommendation to contract with Blackboard Course Management System as AVC's Online Course Management System. Mr. Ron Chapman stated that it was not the outcome he expected. Based on the presentations provided by Mr. Rick Balogh he believed the committee was leaning towards contracting with a different course management system. Ms. MaryAnne Holcomb stated she was told that there was misrepresentation of annual fees. Mr. Van Rider stated the reality is this type of process generally allows a two year cycle to make a determination. Mr. Ken Shafer reported as a committee member of the DETC he was shocked by the ultimate outcome of the vote. One of the factors contributing to the decision was members of Information Technology Services stated the other course management systems were two-to-three years behind in technology and have compatibility issues with SCT Banner. Motion carried.

b. AP&P Committee Recommendation for Senate Approval (attachment)

- 1. Catalog Rights Policy**
- 2. BP 4020: Program and Curriculum Development**
- 3. AP 4020: Program and Curriculum Development**
- 4. AP 4260: Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment**
- 5. AP 5013: Student in the Military**

A motion was made and seconded to approve the AP&P Committee recommendation to approve the catalog rights policy revision and revisions to BP/AP 4020: Program and Curriculum Development, AP 4260: Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment, and AP 5013: Students in the Military as provided in the report attachment. Ms. Clinton stated all items were disclosed and provided in the report attachment. Motion carried with one opposing vote.

c. Equivalencies:

- **Health Care Ancillaries: Medical Office Assistant (attachment)**
A motion was made and seconded to approve the Health Care Ancillaries: Medical Office Assistant equivalency. Mr. Valiotis reported the equivalency committee expressed concerned of not definitively defining part-time work. The discipline faculty did not want to define part-time work and simply wanted to allow candidates to use all fractions of part-time employment being that in this

discipline a candidate can work in a variety of fields at fractions of part-time employment and all should be calculated to meet the equivalent part-time requirement. Motion carried.

8. DISCUSSION ITEM

a. Update from Enrollment Services – Ms. LaDonna Trimble

Ms. LaDonna Trimble, Dean of Enrollment Services, indicated the State has changed the regulations for students who drop a course. It has recently been announced the withdrawal date for students who do not want any notation (“W”) on their transcripts will be the day before course census are due. In efforts to comply with the new regulation the District will move the drop without a “W” date beginning summer 2012 in order to receive apportionment funding. Ms. Trimble requested faculty begin announcing this change to students so that they receive the announcement from various constituencies on campus. The census date will remain the same but now the ability for students to drop a course without a “W” notation on transcripts will require students to drop courses the day before the census due date. All published calendars will reflect the change but Enrollment Services would appreciate the assistance of faculty in communicating the upcoming change.

In addition, sometime in April 2012 SCT Banner will be updated and include an ethnicity requirement for all students, staff, and faculty logging into the system. After the update is completed students, staff, and faculty will be prompted to identify their ethnicity. There is a federal mandate requiring Districts to submit a report of campus ethnicity statistics. The report has been occurring behind the scenes but the District has agreed to move to a new system where the data is captured within SCT Banner. The upgrade and the ethnicity reporting is simply coincidental. Mr. Valiotis reported the federal government have instituted several laws to protect ethnic groups and are looking for data statistics to determine the demographics of educational institutions. This is also a Chancellor’s Office requirement. If the District does not accurately capture the data there may be funding the institution may be losing.

Ms. Trimble reported there is an increase in the amount of students attending courses beyond the second week who are not officially registered in the course. This adversely effects how the District plans. In the future this will not be taken lightly and is the responsibility of the student to ensure they are officially registered in courses by the end of the second week of the semester or course start date. Please communicate this situation with constituent faculty in divisions and ensure students are following the registration process accordingly.

b. Feedback: Hiring Committee Revisions – Role of the Vice President of Academic Affairs on Hiring Committees

Mr. Valiotis stated the Senate has been discussing the Role of the Vice President of Academic Affairs on Hiring Committees and potentially revising the procedure to include a second interview process. Senators were asked to take these issues back to their divisions for feedback.

BCSED – division faculty did not feel there was a significant reason to change the current process as the likelihood of multiple hiring committees is slim in this budgetary climate. In addition, they were not supportive of the idea to revise the procedure to include a second interview/presentation opportunity for candidates.

HS – division faculty did not offer any feedback on the role of the Vice President on a Hiring committee but did respond negatively to revising the procedure to institute a second interview process. Health Science faculty were not in support of requiring a second interview.

IRES – area faculty did not provide any feedback on these matters.

LA – division faculty were opposed lengthening the hiring process but did not have any objections to allowing the Vice President to designate a proxy to a hiring committee.

MSE - the Math discipline faculty were not in support of incorporating a second interview process but were in support of allowing the Vice President to designate a proxy to a hiring committee. The

Science faculty supported the second interview process or the idea of inviting the public to view a demonstration occurring on the same day as the first interview. The Science faculty offered no input on the Role of the Vice President.

KAD – division faculty were in support of allowing a designee but were opposed to incorporating a second interview.

Soc./Beh. Sciences – division faculty were opposed to allowing a designee, as well as incorporating a second interview process.

Student Services – area faculty responded neutrally to allowing a designee to serve in the role of the Vice President but wanted to ensure that the designee is another Administrator. Faculty were not supportive of incorporating a second interview process.

TE – discipline faculty were opposed to both suggestions.

VAPA – discipline faculty would support allowing a designee to serve in the role of the Vice President but it was dependent on who was appointed as designee. They also supported incorporating a second interview, but only if the second interview was scheduled for the same day later in the afternoon so candidates were not required to be available more than one day.

At-Large Reps. – they indicated they had no additional feedback which would be different from what is being reported.

Adjunct Rep. – feedback received from the adjunct constituency was that the current process should be left alone. Do not change the role of the Vice President or incorporate a second interview process.

ASO – the discussions evolved around the necessity to leave the current process alone.

c. **SPBC Review Update**

Mr. Valiotis provided a brief overview of the attachment on SPBC Review Ad-Hoc Group Notes. See attachment for full details. One of the main issues the ad-hoc group wanted to address was to work to clarify the process and practices. One major accomplishment was to introduce an integrated planning process by changing the Administrative Co-Chair position from the Vice President of Administrative Services to the Dean of Institutional Effectiveness, Research and Planning. Mr. Ted Younglove will assume the role of the Administrative Co-chair effective immediately. The ad-hoc group discussed the importance of documenting meetings appropriately and will conduct council meetings using Robert's Rule of Order. Subgroups of the council will meet at least once a month and provide reports to the larger body monthly. One of the major suggestions the ad-hoc group posed to the council was the need to evaluate the SPBC process and procedures annually to determine if there were any issues that should be addressed. Dr. Lee Grishman inquired if the record keeping for documenting council and subgroup minutes would occur at the Administration level or otherwise. Mr. Valiotis responded by stating no one has identified who would be assisting in the coordination and documentation of council and subgroup work, although he is hoping this issue will be resolved by Wednesday, March 21, 2012.

9. **SENATE ADMINISTRATIVE BUSINESS**

a. **Appointments**

- **Academic Ranking**

- Pavinee Villapando – Associate Professor

A motion was made and seconded to approve the academic ranking request of Associate Professor for Ms. Pavinee Villapando. Motion carried.

b. **Announcements**

- Vocational Education Leadership Institute – March 21, 2012 – March 23, 2012, San Francisco Airport Westin
- Statewide Academic Senate Spring 2012 Plenary Session – San Francisco Airport Westin

- Faculty Leadership Institute – June 14, 2012 – June 16, 2012, TBA
- Curriculum Institute – July 12, 2012 – July 14, 2012, San Francisco Airport Westin
- Statewide Academic Senate Fall 2012 Plenary Session – November 8, 2012 – November 10, 2012, Irvine Marriott

10. ADJOURNMENT

A motion was made and seconded to adjourn the March 15, 2012 Academic Senate Meeting at 4:39 p.m.
Motion carried.

MEMBERS PRESENT			
Ron Chapman	MaryAnne Holcomb	Terry Rezek	John Toth
Chris Dundee	Sandra Hughes	Van Rider	Christos Valiotis
Lee Grishman (proxy)	Ken Lee	Alexandra Schroer	Larry Veres
Glenn Haller	Ty Mettler	Casey Scudmore	Pavinee Villapando
Jack Halliday	Mike Pesses	Ken Shafer	
Mike Hancock	Berkeley Price	Elizabeth Sundberg	
MEMBERS ABSENT		GUEST PRESENT/EX-OFFICIO MEMBERS	
Mark Covert	Susan Knapp	Maria Clinton	Susan Lowry
Luis Echeverria		Diana Keelen	LaDonna Trimble
		Karen Lubick	



ANTELOPE VALLEY COLLEGE

...imagine the possibilities

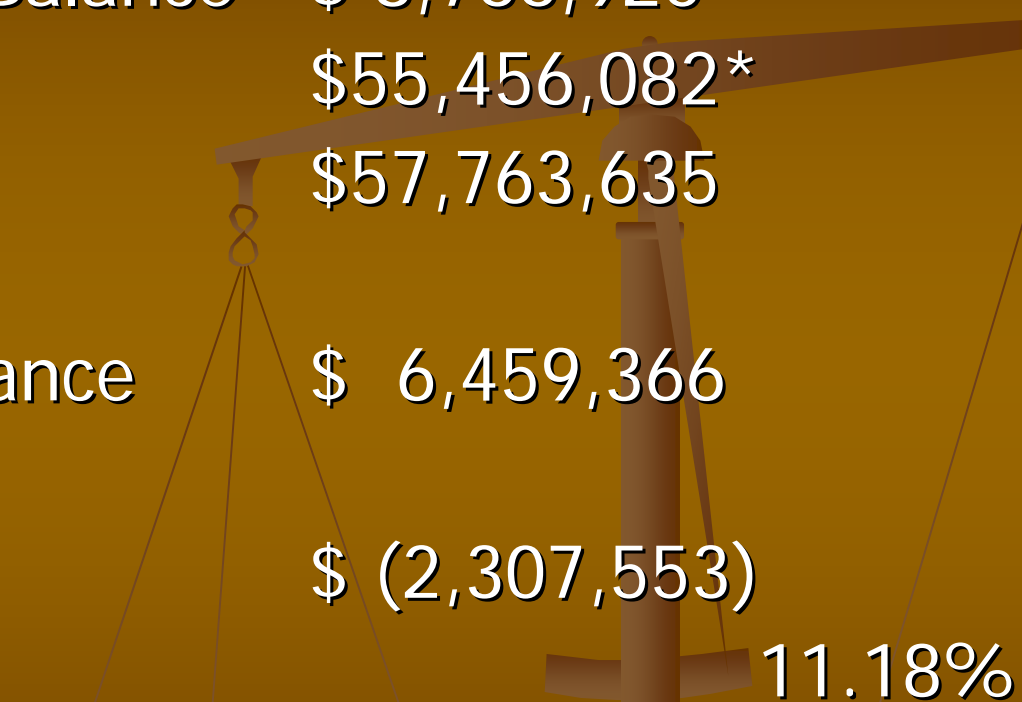
Budget Update Academic Senate

Diana Keelen

As of March 15, 2012

"While the California budget is uncertain, there is one thing that is certain, it will change."

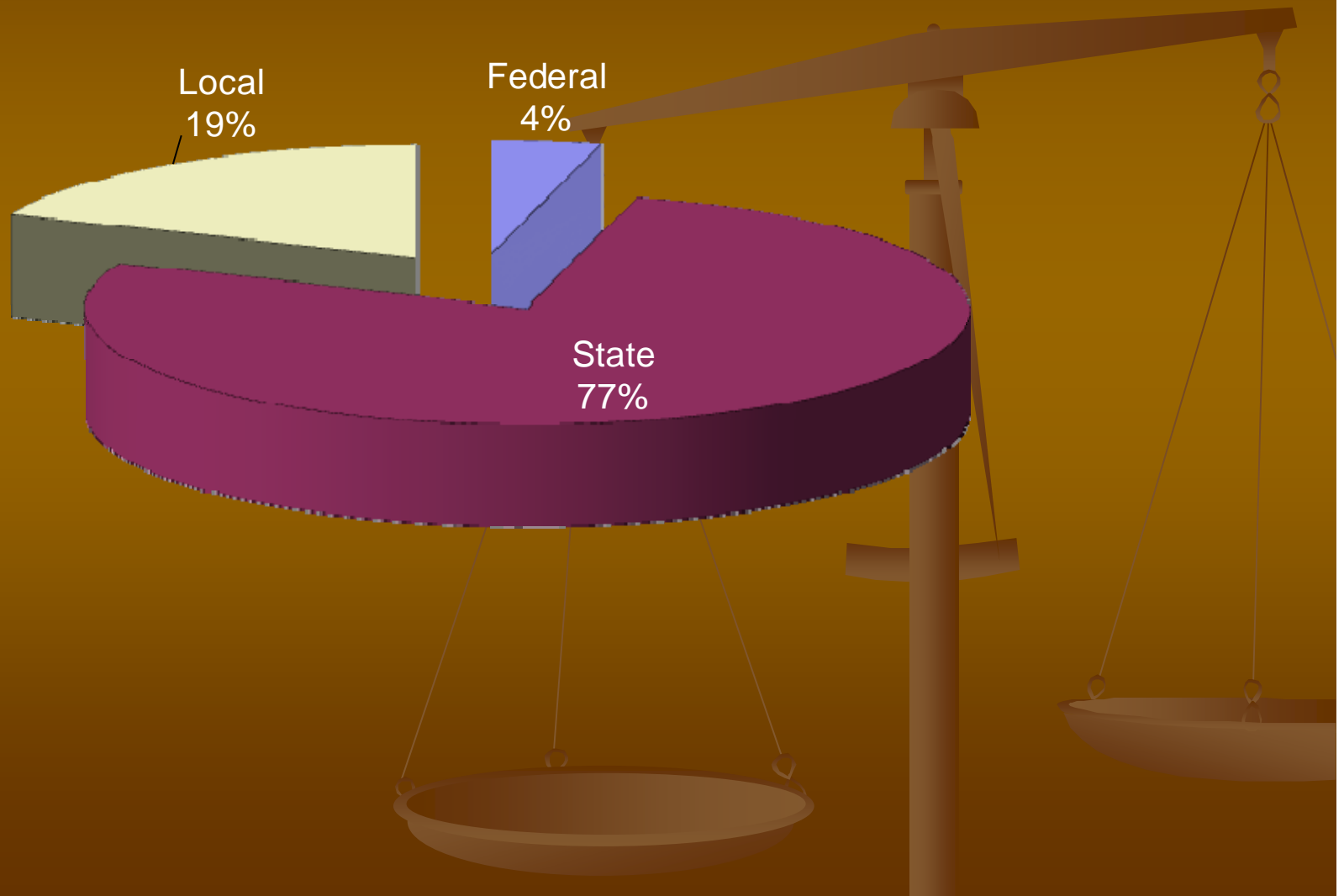
2011-2012 Estimated Actuals General Unrestricted Fund



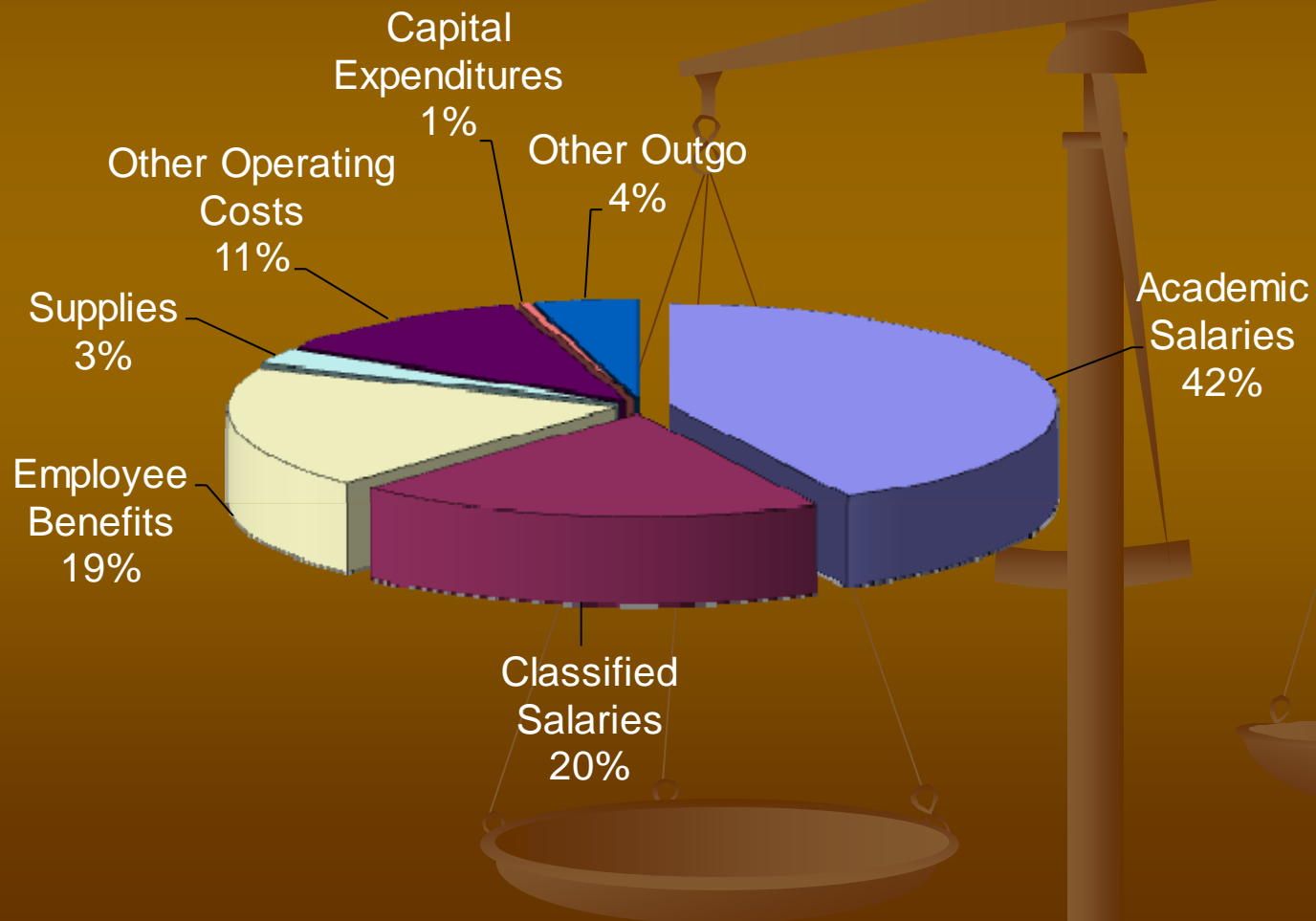
Beginning Fund Balance	\$ 8,766,920
Revenues	\$55,456,082*
Expenditures	\$57,763,635
Ending Fund Balance	\$ 6,459,366
Surplus/(Deficit)	\$ (2,307,553)
Reserve %	11.18%

- Includes anticipated prior year recalculations and mid-year cuts. May revise unknown at this time.
- Includes estimated 3.4% deficit co-efficient for student fee and property tax shortfall. Includes student fee increase of \$26 per credit unit to \$36.
- Includes \$430K in district-funded H&W for 2011-2012 and ~ \$500K reduction in student fee revenue shortfall due to \$46 per credit unit being changed from Spring 2012 to Summer 2012
- This presentation contains estimates. For budget planning purposes ONLY.

General Fund Make Up of Revenue



General Fund Make Up of Expenditures



2011-2012 New Basic Allocation Thresholds

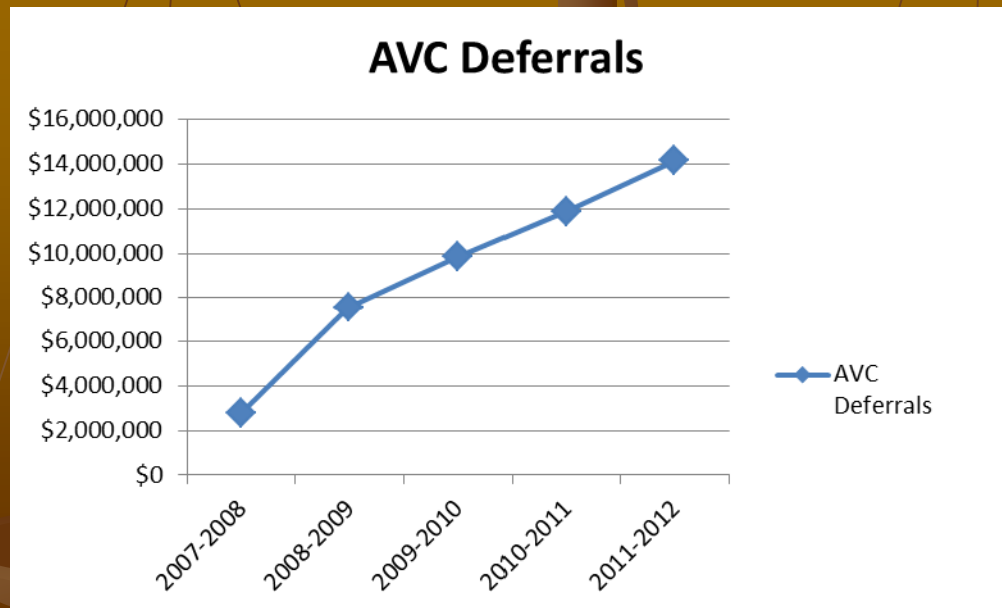
With the original \$313 million workload reduction to Community Colleges, the basic allocation thresholds were also reduced and an additional \$72 million reduction for Tier 2 implementation

<u>Districts</u>	<u>Was</u>	<u>Now</u>
Small Colleges FTES Threshold	< = 10,000	< = 9,236
Medium College FTES Threshold	> 10,000 and < = 20,000	> 9,236 and < = 18,472
Large College FTES Threshold	> 20,000	> 18,472
<u>Grandfathered Centers</u>	<u>Was</u>	<u>Now</u>
	> 750	> 693
	> 500	> 462
	> 250	> 231
	< 250	< = 231

Deferrals

- New additional deferral of \$30 million for a new figure of \$991 million in total deferrals to California Community Colleges. February payments moved to April.
- AVC impact: \$428,823 in additional deferrals for a total of \$14,165,447 or roughly 32% of our apportionment.

	AVC Deferrals
2007-2008	\$2,769,936
2008-2009	\$7,560,021
2009-2010	\$9,856,368
2009-2011	\$11,892,686
2011-2012	\$14,165,447



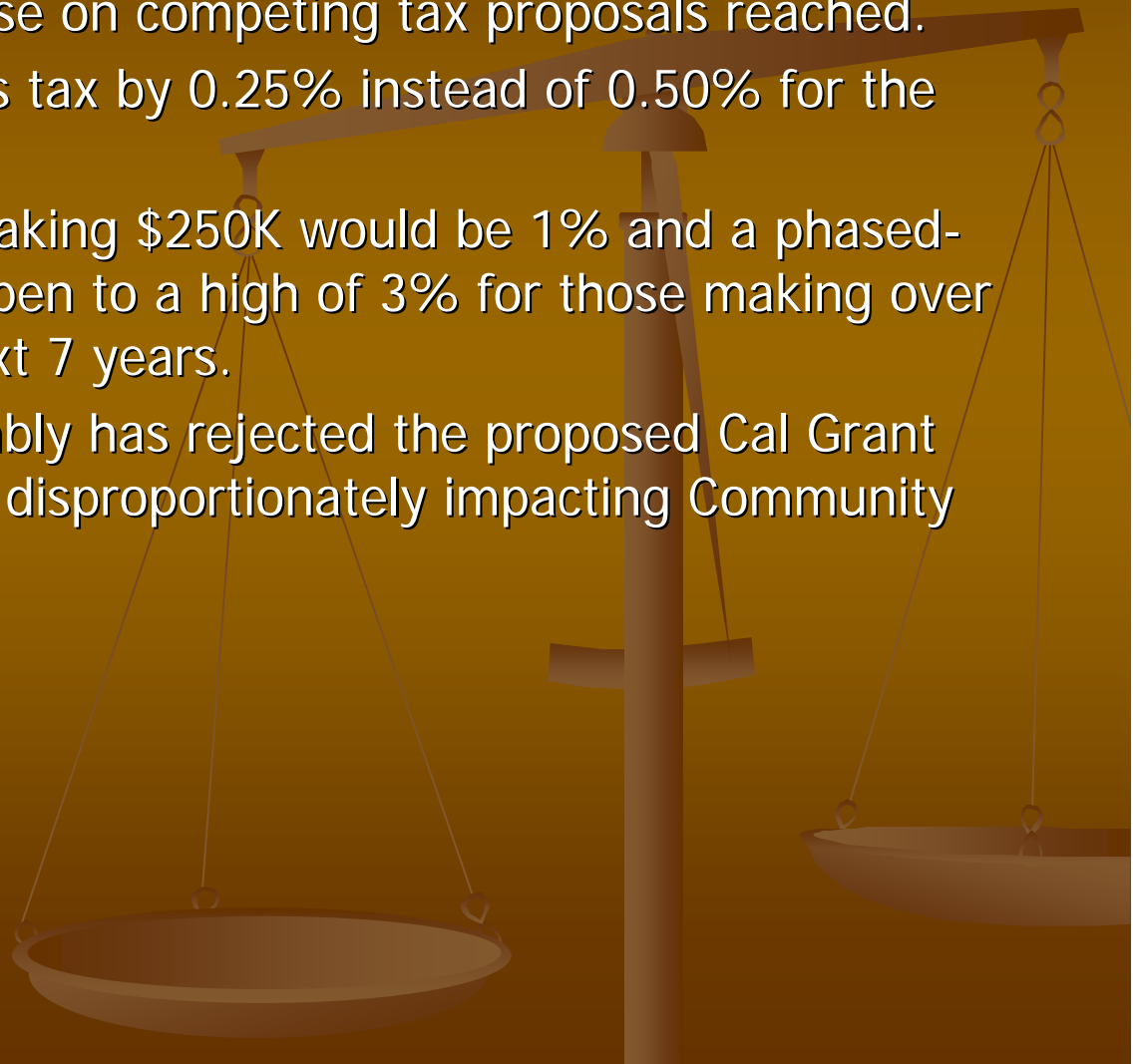
Governor's January Proposed Budget Package

Governor's January Budget Package includes \$4.8 billion in "triggers" to K-12 & higher education if November tax package is not approved

- Includes a tax package to raise sales tax by 0.5% from January 1, 2013 to December 31, 2016
- Also includes raising personal income tax on those making over \$250K from 2012-2016
 - LAO debates the Governor's estimates stating that there is volatility. Estimates only \$4.8 billion of the Governor's \$6.9 billion estimate
- Tax Package has challenges with multiple tax proposals being submitted for the ballot
- 5.56% workload will not be decided until after November 2012, making reductions difficult since it's the middle of the fiscal year
- Property tax shortfalls are likely, especially due to RDA dissolution
- State deficit has gone from \$26.6 billion to \$9.2 billion. (\$5.1 billion from 2012-2013 and \$4.1 billion carryover from prior year)
- Package includes \$4.8 billion in "triggers" to K-12 & higher education if November tax package is not approved
- Includes a categorical consolidation block grant, except for DSPS, TTIP and Foster Care Education
- Reduces the Cal Works program & other significantly by \$2 billion
- Restructuring of the Cal Grants program

March 2012 Update to Governor's Budget

- Close to a compromise on competing tax proposals reached.
- Includes raising sales tax by 0.25% instead of 0.50% for the next 4 years.
- Tax rate for those making \$250K would be 1% and a phased-approach would happen to a high of 3% for those making over \$1 million for the next 7 years.
- The California Assembly has rejected the proposed Cal Grant program cuts due to disproportionately impacting Community College Students.



March 2012 Expenditure Updates

- PERS Employer Contribution increase of 1.2% July 1. This brings PERS to 12.12%. This impacts the budget by roughly \$150K.
- STRS??? Unfunded liability at the State and discussed as to who will pay for this. The State or Employers?
- TRAN interest. Rating was upgraded to highest SP1+. This means lower interest rate. Interest rate went from 1.25% to 0.32%. Budgeted \$250K. Will pay \$42K this year. Savings of \$208K will offset PERS Employer Contribution increase.
- Actual election costs came in lower than the LACOE estimates by \$46,500.
- Includes faculty retirements of \$484K and adjunct backfill of \$200K.

3-Year Projection-Taxes Pass General Unrestricted Fund

Scenario A	2012-13	2013-14	2014-15
Beginning Fund Balance	6,459,366	6,647,936	6,140,030
Revenue	57,283,912	57,283,912	57,283,912
Expenditures w/o add'l staffing	56,720,191	57,397,909	57,540,657
Additional Staffing ⁽¹⁻¹⁸⁻¹²⁾	375,151	393,908	413,603
Ending Fund Balance	6,647,936	6,140,030	5,469,682
Surplus/(Deficit)	188,570	(507,905)	(670,348)
Reserve %	11.64%	10.62%	9.44%
Base FTES	10,502.07	10,502.07	10,502.07
50 % Law Compliance	52.34%	~52.02%	~53.32%

- Includes anticipated prior year recalculations and mid-year cuts. Does not include future unknown student fee or property tax shortfalls
- This presentation contains estimates. For budget planning purposes ONLY.
- 4% in 2013/14-2015/16 breakout not explained. Could deferral buy-back.
- \$430K in H&W is not included in the figures nor increases in H&W

Revenue Reductions Overview

General Unrestricted Fund

Reductions That <u>Have Been</u> Implemented	Fiscal Year	Workload %	Apportionment	Base	FTES	New Base	Head Count
Initial Workload Reduction	2011-2012	-6.21%	(\$3,223,949)	11,371	(706)	10,665	(1,484)
Additional Deficit due to \$23 mil in base funding increase from 2009-2010 and 2010-2011 with no state funding increase (2 new colleges, several new centers and natural increases to basic allocation)			(\$129,285)				
Tier 1 Deficit Co-Efficient			(\$309,085)				
Tier 2 Additional Workload Reduction		-1.52%	(\$741,526)		(162)	10,502	(341)
Student Fee Deficit Co-Efficient/P-Tax Shortfall			(\$1,389,460)				
2011-2012 Total Reductions		-7.74%	(\$5,793,305)		(869)		(1,825)
Reductions That <u>Will Be</u> Implemented if the Tax Package Fails	Fiscal Year	Workload %	Apportionment	Base	FTES	New Base	Head Count
Scenario B-No Taxes	2012-2013	-5.56%	(\$2,666,908)	10,502	(584)	9,918	(1,226)
2012-2013 Potential Reduction		-5.56%	(\$2,666,908)		(584)		(1,226)
Total Reduction + Potential Reduction for 2011-2012 and 2012-2013 Only		-13.30%	(\$8,460,213)		(1,453)		(3,051)

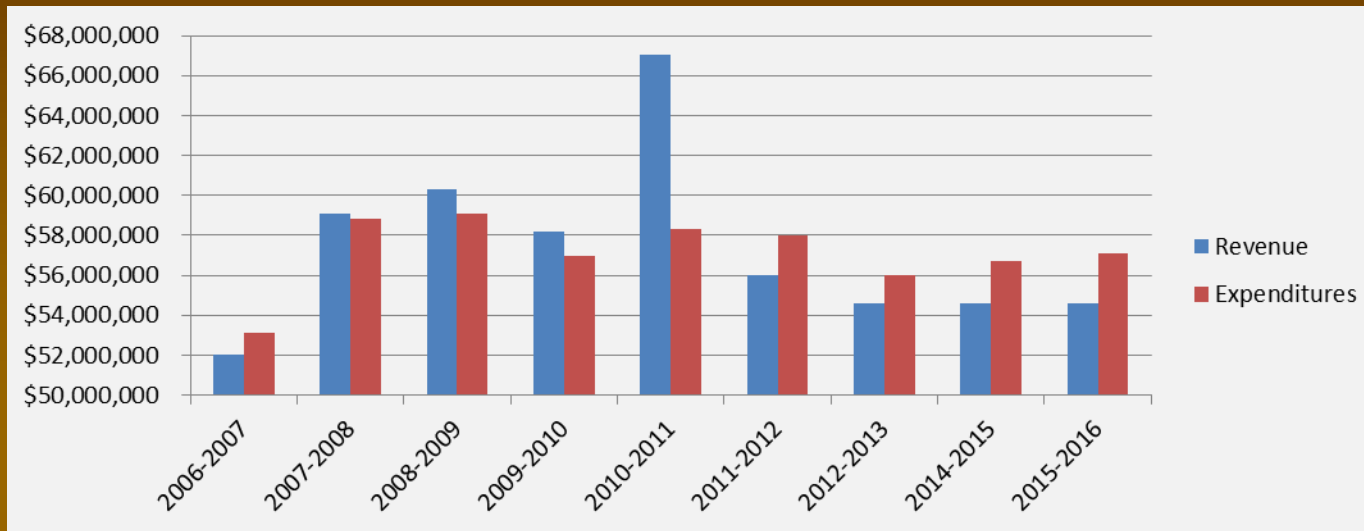
2011-2012 Deficit Co-Efficient is an estimate and does not include potential property tax shortfalls and possible exclusions from districts that are falling below 5% reserve

3-Year Projection-Taxes Do Not Pass General Unrestricted Fund

Scenario B	2012-13	2013-14	2014-15
Beginning Fund Balance	6,459,366	4,803,753	2,452,331
Revenue	54,617,004	54,617,004	54,617,004
Expenditures w/o add'l staffing	55,897,466	56,574,517	56,716,591
Additional Staffing	375,151	393,908	413,603
Ending Fund Balance	4,803,753	2,452,331	(60,860)
Surplus/(Deficit)	(1,655,613)	(2,351,422)	(2,513,191)
Reserve %	8.54%	4.30%	(0.11%)
Base FTES with 5.56% reduction	9,917.66	9,917.66	9,917.66
50 % Law Compliance	51.58%	~50.98%	~51.1%

- Includes anticipated prior year recalculations and mid-year cuts
- This presentation contains estimates. For budget planning purposes ONLY.
- \$430K in H&W is not included in the figures nor increases in H&W

Revenue & Expenditures Trend General Unrestricted Fund



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2014-2015	2015-2016
Revenue	\$52,029,469	\$59,105,016	\$60,316,778	\$58,175,691	\$67,022,921	\$56,000,828	\$54,617,004	\$54,617,004	\$54,617,004
*Taxes do not Pass									
Instructional Salaries	\$26,513,686	\$29,521,974	\$29,785,399	\$27,243,534	\$27,011,528	\$25,787,364	\$24,902,975	\$25,060,652	\$25,519,906
Classified Salaries	\$9,160,778	\$10,874,732	\$10,745,876	\$10,470,638	\$10,621,953	\$10,268,469	\$10,739,389	\$10,854,873	\$10,972,262
Benefits	\$9,929,983	\$11,067,342	\$10,851,393	\$10,884,568	\$11,374,236	\$11,796,414	\$11,602,319	\$11,630,162	\$11,709,102
Supplies	\$1,721,811	\$1,751,544	\$1,378,317	\$1,010,838	\$895,153	\$808,497	\$808,497	\$808,497	\$808,497
Services	\$4,623,069	\$5,159,134	\$5,408,283	\$6,446,763	\$6,152,073	\$6,051,064	\$5,801,064	\$6,351,064	\$6,101,064
Capital Equipment	\$556,015	\$26,602	\$97,584	\$17,816	\$39,303	\$297,591	\$297,591	\$297,591	\$297,591
Other Outgo	\$613,248	\$427,027	\$836,561	\$881,535	\$2,196,772	\$2,754,235	\$2,120,781	\$1,965,585	\$2,021,771
Expenditures	\$53,118,591	\$58,828,354	\$59,103,413	\$56,955,691	\$58,291,018	\$57,763,635	\$56,272,617	\$56,968,424	\$57,430,193

What Needs to Happen For An 8% Reserve If Tax Package is Fails

	2012-2013	2013-2014	2014-2015
Beginning Fund Balance	\$6,459,366	\$5,546,253	\$4,679,831
Revenues	\$54,617,004	\$54,617,004	\$54,617,004
Expenditures	\$55,530,117	\$55,483,425	\$54,902,695
Ending Fund Balance	\$5,546,253	\$4,679,831	\$4,394,140
Surplus/(Deficit)	(\$913,113)	(\$866,422)	(\$285,691)
Reserve %	9.99%	8.43%	8.00%
Targeted Reduction Amount	(\$742,500)	(\$742,500)	(\$742,500)
(\$2,227,500) Total Targeted Amount over the next 3 years			
(\$742,500) Average amount each year			

- Does not include unknown future property tax and student fee shortfalls
- Deficit Spending will need to be addressed in the outyears beyond 2014-2015
- These figures do not include the \$430K in H&W nor any increase to H&W
- This presentation contains estimates. For budget planning purposes ONLY.

Deficit Co-Efficient Trend

Deficit Co-Efficient	Percentage	Amount	Source
2007-2008	0.32%	-\$180,331	Recalc dated 2/23/09
2008-2009	1.19%	-\$678,322	Recalc dated 3/18/10
2009-2010	0.00%	\$0	Recalc dated 2/17/11
2010-2011	0.32%	-\$185,559	Exhibit E dated 2/7/12
2011-2012	3.40%	-\$1,827,830	P1 dated 2/15/12
Total		-\$2,872,042	

Questions?



Memo

To: Academic Senate

From: Rick Balogh
Faculty Co-Chair, Distance Education and Technology Committee

Date: March 9, 2012

Re: AVC's Course Management Platform

At the February 28, 2012 Distance Education and Technology Committee meeting, after a lengthy discussion, the majority of the committee members voted to recommend the continuation of using Blackboard as AVC's Course Management Platform after the current contract with Blackboard ends on June 30, 2012. The Committee believes this decision is in the best interest of academic integrity as well as financial prudence. Even though we have a five year summary statement of the new contract from Blackboard, Mr. Calvin Madlock has agreed to negotiate with Blackboard regarding the details of the new contract that will begin July 1, 2012.

gmk



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Health Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Health Care Ancillaries: Medical Office Assistant.

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: 02/13/2012

Christy W. Sundberg
Academic Senate Representative

Sandra Robinson
Academic Senate Representative

Discipline Faculty:

Sandra Hughes RN, MN

Equivalency Committee Approval:

Member Initials:

Equivalency Committee Chair

Date



ANTELOPE VALLEY COLLEGE

**Health Sciences Division
Minimum Qualifications & Equivalencies
Health Care Ancillaries: Medical Office Assistant**

Minimum Qualifications: Any Bachelor's degree and two years of experience OR any Associate's degree and six years of experience.

Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency:

- **Any Bachelor's degree plus two years of full-time or equivalent part-time experience in medical transcription and/or insurance coding, registered nursing, licensed vocational nursing, respiratory therapist or radiology technician; OR**
- **Any Associate's degree plus six years of full-time or equivalent part-time experience in medical transcription and/or insurance coding, registered nursing, licensed vocational nursing, respiratory therapist or radiology technician.**

ACADEMIC POLICES AND PROCEDURES REPORT

TO: ACADEMIC SENATE
FROM: MARIA CLINTON-AP&P COCHAIR
SUBJECT: AP&P REPORT
DATE: MARCH 13, 2012
CC: CHRISTOS VALIOTIS-SENATE PRESIDENT, SHARON LOWRY-VP ACADEMIC AFFAIRS

RECOMMENDATIONS TO THE SENATE FOR APPROVAL:

Catalog Rights Policy – the AP&P Committee recommends the additional language to be added to the Catalog Rights Policy. There has been confusion among students as to the extent of catalog rights in reference to course requisites. Students were of the impression that our current catalog rights language does not specifically state that it excludes the requisites on the course if they were to change. As a result, language has been added that clearly states that these rights do not extend to the course requisites.

Proposed - NOTE: Those students, regardless of catalog rights, who receive a substandard grade (D, F, NP) for a course have the opportunity to repeat the course once. If on the subsequent attempt the course has a current prerequisite, co-requisite, or limitation of enrollment **that was not in effect the first time the course was taken**, the student must meet the most recent academic requirement.

This language will be added right after the following sentence in the catalog (pg. 54): “**NOTE:** The “Catalog Rights Policy” sets forth the criteria used for determining the degree requirements under which students may graduate.”

Board Policy (BP) and Administrative Procedures (AP) - The following Board Policy (BP) and Administrative Procedures (AP) have been reviewed and approved by the AP&P committee. Language that has been added to the existing policies or procedures is bold and underlines and any language that is to be removed from the policies or procedures has been lined through.

Board Policies -

- **BP 4020** Program, Curriculum, and Course Development

Administrative Procedures -

- **AP 4020** Program and Curriculum Development
- **AP 4260** Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment
- **AP 5013** Student in the Military

BP 4020 Program, Curriculum, and Course Development

Reference:

Education Code Section 70901(b), 70902(b); 78016, Title 5, Section 51000, 51022, 55100, 55130, 55150 U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

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

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

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

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

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

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The AP&P committee will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The AP&P committee shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The AP&P committee shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

AP 4020 Program and Curriculum Development

Reference:

Title V Sections 51021, 55000 et seq., 55100 et seq.; Accreditation Standards II.A.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

Procedures for course and program development, review, approval, and evaluation processes; designated responsibility and authority for development, review, and approval of courses; time lines for the process, required forms, and publication of curriculum changes; and the criteria and standards for all program and curriculum development can be found in the Academic Policies and Procedures Committee “Standards & Practice Handbook,” available on the AVC Intranet.

Note: This procedure is legally required in an effort to show good faith compliance with the applicable federal regulations

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- **One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], or the equivalent amount of work over a different amount of time; or**
- **At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.**

AP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment

Reference:

Title 5, Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review.

Antelope Valley College establishes pre-requisites, co-requisites, advisories, and limitations on enrollment in accord with the California Community Colleges Model District Policy developed by the Chancellor’s Task Force. The following procedures assure compliance with the Model District Policy.

1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
 - B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
 - C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
 - D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree applicable basic skills courses, prerequisite and satisfactory grade.
2. Challenge Process
- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 - 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
 - 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
 - B. Grounds for challenge shall include the following:
 - 1. Those grounds for challenge specified in Title 5, Section 55201(f).
 - 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
 - 3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
 - 4. The student has the obligation to provide documented satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.
 - C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

 - 1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.

2. Establish prerequisites, co-requisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 **and within the limits set forth in** of Title 5 **Section 55003**. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, and advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - (vii) maintain documentation that the above steps were taken.
 - (b) ~~The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.~~
 - (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for

establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

- (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
 - b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. Program Review. As a regular part of the program review process or at least every six years, **except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years,** the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
 5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
 6. Instructor's Formal Agreement to Teach the Course as Described. Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

Review of Individual Courses:

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

~~1. Prerequisites and Co-requisites~~

~~A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:~~

- ~~1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.~~
- ~~2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.~~
- ~~3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - ~~a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
 - ~~b) Research is conducted as provided above.~~~~

~~The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.~~

- ~~4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.~~
- ~~5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.~~

6. ~~Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:~~
 - a) ~~The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and~~
 - b) ~~The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.~~
7. ~~Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:~~
 - a) ~~A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.~~
 - b) ~~Data are gathered according to sound research practices in at least one of the following areas:~~
 - (1) ~~The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.~~
 - (2) ~~Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.~~
 - (3) ~~Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.~~
 - (4) ~~Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.~~
 - c) ~~The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.~~
 - d) ~~If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:~~
 - (1) ~~All other requirements for establishing the prerequisite or co-requisite have already been met; and~~
 - (2) ~~Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.~~

~~Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.~~

~~B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.~~

2. **Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.
3. **Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.
 - A. **Performance Courses.** The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
 1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

- B. **Blocks of Courses or Sections.** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree

requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

AP 5013 STUDENTS IN THE MILITARY

Reference:

Education Code Sections 68074, 68075, 68075.5; Title 5, Section 55023, 55024, 54041, 54042, 54050, 58620

Residence Determinations for Military Personnel and Dependents

A student who is a member of the armed forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification.

An undergraduate student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification.

A student who was a member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he or she lives in California after being discharged up to the minimum time necessary to become a resident.

A parent who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

A student claiming the residence classifications provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of the date of the assignment to California, and that the assignment to active duty in California is not for educational purposes. A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's duty station is in California on active duty as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date. (*Title 5, Sections 54041; 54042*)

Withdrawal Policies for Members of the Military

A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders.

Military withdrawal shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals.

Background: At the February 1st, 2012 meeting the SPBC created a small ad-hoc group to review the existing operational procedures for the council, and charged it with the responsibility to submit recommendations for possible changes that will help align the planning and budgeting process with program review, as well as incorporate SLO assessment in the decision making process. What follows below is the document that the ad-hoc group presented for discussion to the whole body during the March 2nd 2012 SPBC retreat. Recommendations/actions are shown after each item in red.

SPBC Review Ad-Hoc Group Notes
(Members: Pamela Ford, Lee Grishman, Ted Younglove, Christos Valiotis)
(Meetings: 2/15/12, and 2/21/12)

Documents reviewed: (1) AP 2510; (2) SPBC Budget Development Process; (3) Planning and Budgeting processes at other CC's from web sites and personal discussions.

Discussion Points

1. Meetings:

- Maintain the current schedule of one meeting (first Wednesday of the month) for main body.
- Budget & Finance subcommittee meets on third Wednesday of the month.
- Establish procedures for emergency meetings

Action/Result: Adopt 1.a and 1.b above. There were varying opinions as to what constitutes an emergency. The council will continue to review the emergency definition and make suggestions as to how it will deal with emergency requests. The change of the co-chair should be effective immediately upon approval by CCC.

2. Improve record keeping

- Follow Brown Act
- Call for agenda items goes out the Wednesday before the main body meeting
- Co-chairs meet and establish the agenda; agenda is published by 3 pm on the Friday before the Wednesday meeting.
- Does B&F Sub-Co follows Brown Act?
- Detailed minutes are kept and distributed to members no later than Monday (end of day) on the week of the meeting.
- Council approves the minutes; minutes are posted on the website.

Action/Result:

- The council adopted Roberts's rules for the conduct of its meetings (1.a above should have read "Follow Roberts's rules" instead "Follow Brown Act".)

- There will be a call for agenda items on the Wednesday one week before the next meeting with the deadline being the end of closing of the Friday before the next meeting.
- The agenda is published at least 48 hours before the meeting and is emailed along with all supporting documents to all council members.
- The meeting agenda is developed to include approval of minutes, before considering new business.
- Detailed but not verbatim minutes will be kept for discussion and approval at the next meeting. After approval the minutes will be posted on the public website.
- All committees will continue to meet monthly and keep detailed minutes for their meeting. The sub-committee meetings will also be posted in the public website.
- Those changes will become official at the start of the Fall 2012 semester.

3. Co-Chairs

- Plan 1: Keep current structure as stated in AP 2510: Administrative co-chair- One of the VPs, Faculty co-chair-Senate President
- Plan 2: Change AP 2510 to allow for administrative co chair to be a VP or designee.
- Plan 3: Make a permanent change to have the Dean of Institutional Research and Effectiveness to be the administrative co-chair. Senate President remains the faculty co-chair.

Action/Result: The council adopted Plan 3 above. See attached recommendation to CCC. After a quite lengthy discussion everyone agreed that having the Dean of Institutional Effectiveness as the co-chair of the council is the best choice that reflects the college's commitment in improving the decision making process by incorporating program review results and SLO assessment in the planning and budgeting process. This is also satisfies the standards recommended by the accreditation body.

4. Communication with sub-groups

- Each subgroup establishes and publishes a monthly schedule of meeting(s). Sub group agendas and minutes are posted regularly (before the next meeting) on the website.
- Sub group chair(s) report to SPBC on a monthly basis. Follow existing reporting procedure at SPBC Handbook.

Action/Result: The subgroups will meet at least once a month and each group will report once a month to the main body as per the existing schedule in the SPBC Handbook. In addition, the education master plan group will also report to the main body once monthly during the second meeting of the month.

5. Decision Making – Establish, Strengthen or Rewrite existing procedures for

- Personnel Hiring
 - i. District funded positions
 - ii. Categorically funded positions
 - iii. Grant funded positions

- Staffing Plan – Evaluation of positions
 - i. Vacant positions
 - ii. Frozen positions
 - iii. Emergencies
- Establish and clearly delineate consensus reaching process (define consensus in AP 2510)
 - i. Voting process
 1. 50% +1 or something else?
 2. Do chairs vote or break ties?
 - ii. Does voting negate the concept of consensus?
 - iii. What happens when we do not agree?
- Write procedures delineating the role of President, Union Leadership, and Senate Leadership in deciding positions.

Action/Result: On the request of a few members that had to leave after three and half hours of discussion had passed, the council decided to table this item until the next SPBC meeting where it will be placed as an official agenda item.

6. Continuous Improvement Process

- Plan for effectiveness
 - i. Staffing and other budgetary requests are accompanied by justification that relates to SLO/PLO/OO assessment/action plans and/or adherence to state/federal regulations as well as preserving the district's fiscal health.
 1. Rewrite existing budget request process/forms to include relationship to: SLO/PLO/ILO (already exists) assessment and plans, and need identified in Program Review.
 - ii. SLO and Program Review Coordinators report to SPBC regularly (how often?).

Action/Result: The council charged Mr. Younglove-Dean of Institutional Research and Effectiveness, to consult with the Program Review Coordinator, the SLO coordinator, and the Accreditation Coordinator and Liaison, and develop a strategy to be presented to the main SPBC body at the second meeting in April 2012.

7. Membership

- Plan 1: Keep current structure (25)
- Plan 2: Reduce existing membership to about 15
- Plan 3: Reduce existing membership to about 15 and appoint Program review, SLO, and Accreditation coordinators as non-voting members.

Action/Result: There was no clear agreement on this item, but we eventually reached consensus to table this discussion for at least one year and after we have a chance to evaluate the rest of the changes suggested in this document.

8. General Procedures

- Establish and annual retreat for review and update of existing procedures (beginning of each fall semester?)

- Develop a training procedure for new members

Action/Result: The council agreed to dedicate the first meeting of each fall semester to review and update, if necessary, the existing procedures. That will also provide the opportunity for the chairs to conduct an orientation to all new members as well as provide training for the Roberts' rules of order. The ITS director will explore the possibility of holding a training meeting through CCC Confer to accommodate the classified staff that expressed the desire not to hold a meeting during the first week in September because it is a very hectic time for them.