AMERICAN RIVER COLLEGE
MIDTERM REPORT

Submitted to

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

Submitted by

American River College
4700 College Oak Drive
Sacramento, CA 95841

Los Rios Community College District
Board of Trustees
Bruce Pomer, President
Kay Albiani
Ann Blackwood
Terry Cochran
Pamela Haynes
Timothy Loree
Ruth Scribner
Barbara Hamlett, Student Trustee
Dr. Brice W. Harris, Chancellor

Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825
# Table of Contents

Certification of the Midterm Report ................................. 4  
Statement on Report Preparation .................................. 5  
Response to Team Recommendations and Commission Action Letter ................. 6  
   A. Recommendation #1 ...................................................... 7  
   B. Recommendation #2 ...................................................... 13  
   C. Recommendation #3 ...................................................... 16  
Response to Self-identified Issues .................................. 20  
Update on Substantive Change in Progress, Pending, or Planned ..................... 29  
Appendix ............................................................................. 30  
   A. College Goals and Objectives  
   B. Sample Educational Master Plan report  
   C. Sample Professional Development committee funding applications  
   D. Decision Making Handbook  
   E. Draft Centers Development Policy  
   F. North Natomas Education Center  
      a. Substantive Change Report  
      b. Fiscal Statement Addendum  
   G. President’s Letter in support of classified participation
CERTIFICATION
of the
MIDTERM REPORT

DATE: September 1, 2006

TO: Accrediting Commission for Community and Junior Colleges
    Western Association of Schools and Colleges

FROM: American River College
      4700 College Oak Drive
      Sacramento, CA 95841

This Midterm Report is submitted for the purpose of assisting in the determination of the institution’s progress on meeting the team recommendations and Commission action letter of January 16, 2004.

We certify that there was broad participation by the college constituencies, and we believe the Midterm Report accurately reflects the nature and substance of the institution’s progress in meeting the identified recommendations and self-identified issues, and provides an update on substantive change in progress, pending, or planned.

Bruce Pomer, President
Board of Trustees

David Viar, President
American River College

Shelly Jose, President
Classified Senate

Debby Ondricka-Bucher, Classified
Classified Accreditation Chair

Rachel Rosenthal, Dean
Planning, Research and Development
Accreditation Liaison Officer

Brice W. Harris, Chancellor
Los Rios Community College District

Jane de Leon, President
Academic Senate

Scott Cunhe, President
Associated Student Government

Kathie Read, Faculty
Faculty Accreditation Chair
STATEMENT ON REPORT PREPARATION

The Accreditation Liaison Officer convened the Progress Report Writing Team in May 2006 to review the visiting team’s report and the College’s subsequent responses. In addition, an overall report preparation timeline was prepared to ensure adequate writing time and input from the college’s Planning Coordination Council, Academic Senate, Classified Senate, and executive staff members prior to submission to the Los Rios Community College District Governing Board.

Sixty-eight planning agendas were identified by the college as part of the 2003 Self Study. Progress updates have been made annually by the executive staff and the results reviewed by the Planning Coordination Council for consideration and action as necessary.

Primary contributing members to this report include:

Bob Allegre   Vice President, Administrative Services
Jim Barr     IT Analyst, Research Office
Barbara Blanchard  Interim Vice President, Student Services (8/15/06 to present)
Cathie Browning  IT Assistant, Research Office
Jane de Leon  Academic Senate President
Shelly Jose    Classified Senate President
Debby Ondricka-Bucher Center for Teaching and Learning Assistant
Colleen Owings  Vice President, Instruction
Gordon Poon    Vice President, Student Services (until 6/30/06)
Kathie Read   Learning Resource Center Coordinator
Rachel Rosenthal Dean of Planning, Research and Development,
               Accreditation Liaison Officer
David Viar    President

These individuals provided the input to the recommendations and planning items as well as established the validity of the responses. Other participants contributed as well, including administrators, faculty and classified staff.

Marie Smith, Los Rios Community College District (LRCCD) Vice Chancellor of Education and Technology, worked with district and college leaders to draft a response to Recommendation #2 regarding the development of college centers, since the same recommendation was received by all four district colleges in January 2004.

In August 2006, a draft of the Midterm Report was distributed to the entire college. Feedback regarding the report was collected from individuals, participatory governance committees, and constituency groups. The final report was submitted to the Planning Coordination Council in August 2006 and was approved for submission to the College President. President David Viar approved the 2006 Midterm Report for submission to the LRCCD Board of Trustees, who subsequently approved the report at their September 6, 2006 meeting.
RESPONSE TO THE 2003 VISITING ACCREDITATION TEAM’S RECOMMENDATIONS and COMMISSION ACTION LETTER

(Team Visit: October 14 -16, 2003)
GENERAL RECOMMENDATIONS RESPONSE

Recommendation #1: The College’s new process for program review, planning and decision-making, while excellent, is in an early stage of development. Accordingly, in order to increase effectiveness, A) it is recommended that the college assess their new process to clarify the links between planning efforts and to insure participation from all campus segments. Furthermore, in order to enhance campus wide understanding of the process and outcomes, B) the College needs to communicate to the college community a description of the process (as suggested in Planning Agenda 3.B.2) and the criteria used in determining final allocations. (3.C.2, 3.C.3)

DESCRIPTION OF PROGRESS

Recommendation #1, Part A: American River College (ARC) continues to refine, implement and assess practices and procedures to clarify the links between planning efforts and to further align institutional processes with the college’s goals and objectives. These efforts were facilitated by the college’s Planning Coordination Council (PCC), which oversees institutional planning activities and is charged with providing communication on major college issues. PCC is comprised of all constituency leaders, participatory governance chairs, instruction and student services management representatives, college vice-presidents and the college president.

- Formalization of Research Office representative to Planning Coordination Council

  In late spring 2004, the Planning Coordination Council (PCC) formally added to its membership a representative from the Research Office to enhance communication regarding strategic planning, research availability, program review process, and the annual Educational Master Planning (EMP) cycle. In previous years, a research office representative had been an invited “guest” at PCC but was not officially a member of this committee.

- Establishment of standing committee websites

  In fall 2005, PCC established its own website on ARC’s intranet which provides the role, responsibilities and functions of this committee, meeting schedule, and related documents, as well as membership information and an archive of approved minutes. PCC then facilitated the establishment of websites for the remaining nine standing committees for posting of committee minutes, document and reference dissemination, and contact information to clarify planning efforts, outcomes and committee processes to the entire college community.

- Inclusion of college goals and objectives in the annual college wide Educational Master Plan (EMP) process
Prior to the 2005-2006 academic year, only a limited number of the twelve possible departmental resource requests such as facilities and staffing required the inclusion of departmental goal(s) and objective(s) in the departmental EMP to be eligible for consideration. Beginning with the 2006-2007 EMP planning cycle (completed spring 2006), all resource requests must include the corresponding departmental goal(s) and objective(s) and provide the status of all previous resource requests. In addition, the departmental goal(s) and objective(s) were required to align with the college’s goals and objectives. (See Appendix A)

EMP resource requests at both the department and college wide levels are accessible to all college staff through the EMP website. (See Appendix B)

- Increased participation of classified staff in the Educational Master Plan process

During the traditional EMP workshops, department chairs and administrators are strongly encouraged to include classified staff in the preparation of their area EMP. In spring 2006, the college’s Research Office provided one additional EMP workshop targeted specifically for classified staff and presented at a Classified Senate meeting in an effort to encourage classified involvement and contributions to this annual process.

Following completion of the college wide EMP, classified staff actively participate in the prioritization process for the classified staffing requests included in the EMP through the Classified Senate Forum. All classified staff members are invited to attend the Forum and are encouraged to discuss their area’s request(s) with their supervisor and/or dean. They are also strongly encouraged to make the presentation to the senate on behalf of their department.

Following the presentations, the classified senators prepare a prioritized list which is submitted to the college president for consideration. The college president then prepares the final prioritized list that is shared with the Classified Senate

- Improved alignment between Program Review and the EMP process

Beginning with the 2005-2006 year, the Program Review orientation workshop included a complete overview of the EMP process. Departments were requested to review and update their EMP goals and objectives and specific resource requests to ensure full alignment between the Educational Master Plan and Program Review documents.

In spring 2006, the 29 departments participating in Program Review presented a summary of their results to the Planning Coordination Council, which oversees the Educational Master Plan process.

- College planning documents now readily available
The college’s EMP website now includes links to program planning, current and previous year department goals and objectives, resource requests, program review documents, and college goals and objectives. Prior to 2006, only a limited number of planning documents were available online and those that did exist were not in one central location.

- **New Professional Development Committee**

In spring 2005, PCC oversaw the establishment of a new, overarching professional development standing committee whose primary function is to align professional development activities with college goals and objectives and to create and maintain a strategic plan for professional development. The new Professional Development Coordination Committee (PDCC) includes representation from the faculty, classified staff and management professional development committees as well as the Center for Teaching and Learning (CTL) co-directors, CTL assistant, Instructional Technology Center (ITC) coordinator, two faculty members appointed by the Academic Senate, and one supervisor and one classified staff member appointed by the Classified Senate.

During its first year, PDCC discussions included ensuring consistency across the faculty, classified staff, and management professional development committees with respect to funding allocations. PDCC strongly encouraged all professional development committee chairs to ensure that applications for professional development funding submitted to their committee include an indication of the applications’ alignment with the college’s goals and objectives. The Classified Professional Development Committee implemented the college goals and objectives into their application process during the 2005-2006 year.

- **Alignment of professional development activities with the college goals and objectives**

Beginning with the spring 2006 semester, all published professional development workshops and activities offered by the CTL and ITC include a notation indicating to which of the five corresponding college goals and objectives and nine state professional development guidelines the activity applies. (See Appendix C)

- **Program Review presentations to PCC**

For the first time at ARC, all areas undergoing Program Review during the 2005-2006 academic year were requested to present a summary of their Program Review results to the Planning Coordination Council. All 29 areas complied, with twelve instructional and seventeen student services areas presenting to PCC in May 2006.

In prior years, Program Review participants typically presented only to one another with few other audience members; this narrow process limited the dissemination of the results and knowledge of the strengths and weaknesses of
the various areas. Presenting to PCC provided a college wide audience containing all constituency groups and representatives from across the campus. It also provided PCC with an overview of institutional and area needs, as well as fostering a higher level of understanding regarding the Program Review process.

Recommendation #1, Part B: In July 2004, the Planning, Research, and Development office prepared a Decision Making Handbook to enhance campus-wide understanding of the evaluation and planning processes and to strengthen and improve communication within the college. This document is available on the college’s intranet and serves to augment the college’s annual Key Effectiveness Indicators and the Institutional Effectiveness Reports that provide ongoing and systematic reviews of institutional and planning outcomes.

- Publication of the Decision Making Handbook

The Decision Making Handbook was evaluated and approved by the Planning Coordination Council, which includes all constituency leaders, participatory governance chairs, instruction and student services management representatives, college vice-presidents and the college president as a pilot project for posting on the college’s intranet webpage in fall 2004, making it available to all faculty and staff.

This document includes specific flowcharts illustrating the decision-making process for resource allocations, institutional budget sources, organizational structures of standing committees, work and governance groups, ad hoc committees and their roles and responsibilities relative to the decision-making processes and one another, and curriculum development procedures. Also included is information on how faculty and staff can participate in the college decision-making process, an overview of the working relationships between the college and the corresponding district committees, and links to critical resource documents. (See Appendix D)

ANALYSIS OF RESULTS TO DATE

Since the accreditation visit in 2003, the college has increased its communication links between planning efforts through myriad strategies, a process overseen by the college’s Planning Coordination Council. These strategies were well received, particularly by participants in the EMP process, and implementation went smoothly.

The college’s Research Office, recognized statewide for their innovative and high quality work, continues to improve the Educational Master Plan interface and linkages between planning documents. Organizational changes such as the formalization of a research office representative to the PCC has increased the level of understanding and connections between the college’s goals and objectives, district’s goals and objectives, the Educational Master Plan process and Program Review. As a result, PCC has taken a more active and participatory role in strategic planning processes and acted as the
college’s advisory group to the district-wide strategic planning process in fall 2005. In addition, several members of PCC attended the district’s strategic planning charette and reviewed the final draft of the strategic plan.

Reorganization of the three existing professional development committees (faculty leaves, faculty travel, and classified staff leave and travel) in conjunction with a new management professional development committee under an overarching professional development committee, PDCC, has been an excellent opportunity for inclusive participation by representatives from all constituency groups. The formation of this new committee provided a springboard for focused discussions regarding the gap between the existing professional development structure and offerings as compared to those required to fully support the college’s goals and objectives.

Technology-based strategies include the establishment of websites for the ten standing committees, implementation of the college’s goals and objectives into the online EMP, and posting of Program Review Reports on the Research Office webpage. American River College has a tradition of successfully utilizing technology to find solutions for specific needs and these examples are no exception. Extensive training was provided for these processes with staff available for on-going support. As a result, these strategies were particularly successful and are actively utilized by college faculty and staff.

The pilot Decision Making Document has been well received by PCC and other college staff members, with multiple requests being made to the Office of Planning, Research, and Development to enlarge its scope to include additional resource allocation processes and search features.

**PLAN**

PCC has continued its quest to clarify the links between planning efforts by aligning the college’s annual Key Effectiveness Indicators (KEI) with the college’s goals and objectives. The KEI is an annual report that includes a global look at a wide variety of indicators useful to the planning process, such as enrollment trends; student demographics; student success rates by gender, ethnicity, and age; and degree and certificate completion rates. PCC has specifically requested that the KEI report for 2005-2006, published in fall 2006, include a section dedicated to a review of the college goals and objectives.

The online EMP process, now in its fifth year, will continue to be refined based upon the specific feedback solicited from the academic and classified senates and administrators during the 2005-2006 year. These suggestions, in combination with requests from the Research Office include: increased reporting capabilities, improved user interface, ability to modify and update data during the approval process, additional linkages and access to related planning processes and documents. In addition, for the 2007-2008 planning cycle during spring 2007, the EMP program will be upgraded to include an automatic feedback request form.
The Program Review process already includes a feedback component and the college will continue to refine this process as needed. During the 2006-2007 year, the Program Review process will also be enhanced to facilitate the reporting structure necessary for the Vocational and Technical Education Act (VTEA).

The Decision Making Handbook will continue to be refined as needed.
**Recommendation #2:** The Los Rios District has developed a strategic plan to serve the people within the District through the creation of four colleges and a series of educational centers affiliated with each of those colleges. **It is recommended that in order to increase effectiveness the District amplify on this strategic plan to include prescriptions for how appropriate instructional and student support systems will be provided at each center, a matrix of service levels associated with different thresholds of student headcount at a center, and a financing plan to ensure that no one college is unduly burdened in their responsibility as the educational center hosts. (6.1, 5.6)**

**DESCRIPTION OF PROGRESS**

In 2001, the Los Rios Board of Trustees determined that educational services would be delivered to the region through four comprehensive colleges and the development of educational centers affiliated with those colleges. The Chancellor informed the Accreditation Commission of the Board’s decision shortly thereafter. The comprehensive accreditation visits of 2003 led to similar recommendations for all colleges regarding center development, particularly in regard to providing appropriate support for centers development in Los Rios.

Since 2003, the district has reaffirmed its commitment to center development as a regional approach to growth and set about developing a common set of expectations about how centers should be developed and supported throughout the district. In 2004 and 2005, a series of discussions occurred in both Chancellor’s Executive Staff meetings and Chancellor’s retreats about the development of centers and the essential elements that would guide any policy development. These elements included the development of a common definition of “Center”; the relationship of the center to the college; basic tenets of staffing and budgeting based on established formulas and procedures; and the use of district discretionary funds.

- Centers Development Policy paper

Although the colleges may have outreach centers in a variety of locations, an “Educational Center” has been defined as a facility that conforms to the state definition of centers: an off-campus enterprise with a minimum of 500 FTES, on-site administration, and programs leading to certificates or degrees. Also fundamental to the concept is the notion that any center shall be under the direction of one of the comprehensive colleges. As such, it will be developed and operated as an integral part of the college and supported according to the established formulas and support systems of the district. For example, the faculty staffing is by formula based primarily upon a Weekly Student Contact Hour (WSCH) basis. It is the college that determines the allocation of faculty within disciplines, based upon overall programmatic needs at the main campus and the center(s). While support staffing allocations are not determined by a formula, major considerations include the following: FTES growth, programmatic needs, and growth in facilities square footage. The discretionary funds of the district (program development funds) are used to support the administrative
needs of the colleges and their centers. *A Centers Development Policy* concept paper that describes these concepts and the mechanisms used to support the development of college centers within the district underwent district-wide review and discussion in Spring 2006 with implementation following in Fall 2006. *(See Appendix E)*

- **District and college budget processes**

  Both the District’s and the college’s budget processes are fiscally conservative. A core value of the District is financial stability including accountability and prudent management of fiscal resources. The funding formulas utilized at both the District and college levels ensure that adequate resources are available to fund operations. New initiatives, including the NNEC, are only undertaken after careful analysis of resource availability to support the initiative without negatively impacting resource requirements of existing programs and services.

- **Opening of the American River College (ARC) North Natomas Education Center (NNEC) Fall 2005**

  American River College recently built and established, on its own property, a 19,750 square foot center (Phase I) at a total cost of $8,511,764 which opened in August 2005. The North Natomas Education Center (NNEC) is located in the northwest corner of American River College’s service area and served approximately 4,000 students during its first year. NNEC is the first center to be established under the Los Rios Board’s new educational plan and supports the district’s strategic planning efforts to promote student success, access, and community and economic development.

  NNEC is 13.7 miles and approximately 20 to 25 minutes from ARC’s main campus and is under the jurisdiction of American River College and part of the Los Rios Community College District’s (LRCCD) plan to distribute educational opportunities in areas of most rapid population growth such as the North Natomas area. Consequently, the location reduces travel time and provides greater community access to higher education.

  The curriculum of this Center supports the college’s general education and transfer and appropriate vocational education missions. The intent is to offer primarily the first year of instruction of a program, and the second year only when it does not require specialized facilities. The fundamental notion is that the terminal courses of a program and specialized facilities shall reside at the main campus of which the Center is a part. Curriculum is to be designed and delivered by college faculty in accordance with curricular guidelines established by the college.

  As a part of fulfilling the mission of the college regarding course offerings and student services, NNEC offers courses in English as a Second Language, basic skills, general education for transfer to universities, and life-long learning. The
Center also provides student services to help students in identifying and achieving their educational goals, and refers students to the ARC main campus for services when appropriate.

In addition to NNEC, extensive collaborative efforts between the LRCCD, the City of Sacramento Library System, Natomas Unified School District (NUSD), and the Sacramento Parks and Recreation department has resulted in the development of a plan for joint use facilities for a public library, NUSD Inderkum High School, and a plan for a community parks and recreation facility at the North Natomas site. (See Appendix F)

ANALYSIS

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges approved the substantive change proposal for American River College’s North Natomas Educational Center (NNEC) on May 19, 2006.

According to population data from the Sacramento Area Council of Governments (SACOG), North Natomas grew from 650 residents in 1995 to 14,865 by the year 2005 and is expected to reach a population of 26,994 by 2010.

PLAN

American River College will continue the work needed to expand services at the North Natomas Education Center. The college will continue to implement the plans and processes already in place and refine them as needed.
Recommendation #3: The College has committed to inclusion of classified staff as active participants in the governance process. Accordingly, it is recommended that in order to increase effectiveness the College implement in a timely manner the Planning Agenda items identified in Standard 10.B.9. More specifically, it is recommended that the College:

a. “explore ways to provide staff coverage for operational functions to ensure that all interested classified staff have the opportunity to serve on the college governance committees.

b. “explore ways to increase the participation of classified staff in matters of classified staffing projections in their area Educational Master Plan.

c. “explore ways to include classified staff leadership in the prioritization process for new classified positions,” (10.B.9)

DESCRIPTION OF PROCESS

Recommendation #3, Part A: The college has carefully considered and explored ways to ensure classified staff have the opportunity to serve on college governance committees. The college’s executive staff has discussed this issue repeatedly in an effort to assess the college’s progress towards this recommendation and to determine additional strategies for consideration.

- Annual reminder from American River College’s new president, Dr. David Viar

  The college’s new president, Dr. David Viar, has strongly encouraged and recognized the importance of participation in the shared governance process for all staff members since his arrival on July 1, 2005. He has committed to sending each administrator an annual reminder that he strongly supports participation by the classified staff in the governance process. (See Appendix G)

- Establishment of the “Circle of Presidents”

  President Viar established the “Circle of Presidents,” comprised of the presidents of the college, academic senate, classified senate, and the student association. This group speaks at all major college functions such as convocation, graduation, and award ceremonies, and provides a much higher level of visibility for the classified staff leadership than has existed previously.

- Regular meetings with College President

  Regular monthly meetings are scheduled between the classified senate president and the college president. These regularly scheduled, one-to-one meetings allow for greater communication regarding all issues affecting the classified staff.

- Additional professional development opportunities regarding the governance process
The Center for Teaching and Learning (CTL) provided a series of workshops and activities during the 2005-2006 year specifically targeted at classified staff to enhance their job knowledge and skills and overall understanding of governance processes. These workshops include, but are not limited to, the semester-long Classified Professional Development Series, Connections Program which is designed to improve personal communication skills with an increased sensitivity toward students, faculty, and other staff members, and the Classified Master Mentor Program.

- Increase in number of classified staff participating on college standing committees

The college established a tenth standing committee, the Professional Development Coordinating Committee, which increased the number of classified staff serving on governance groups. Classified staff are now represented on seven of the ten college standing committees, with the remaining three committees dedicated to academic and professional matters such as curriculum and faculty professional development.

- Increase in attendance at Classified Leadership Institute

The Classified Professional Development Committee funded ten classified staff to attend the Classified Leadership Institute, sponsored by the Community College League and the California Community Colleges Classified Senate. This workshop focuses on classified involvement in the shared governance process at their colleges.

**Recommendation #3, Part B:** The college has addressed methods to encourage classified staff to participate in the preparation of their area’s Educational Master Plan primarily through professional development activities and training.

- Educational Master Plan workshops now include support for classified staff participation and expanded training opportunities

The college expanded both the content and number of workshops during the 2005-2006 year to facilitate participation by classified staff in the annual Educational Master Plan (EMP) process. Annual EMP workshops provided by the college’s Research Office now include clear directives to the faculty and administrative participants regarding the expectation that classified staff actively participate in their area’s EMP, with special attention given to new classified staffing needs.

The Research Office also provided specialized workshops specifically designed for classified staff on the EMP process and procedures during the 2005-2006 academic year.
Recommendation #3, Part C: The classified staff now formally participate in the classified staff prioritization for new classified hires. This new process is the result of an agreement between the classified senate and the college president, and includes the core components listed below.

- Classified Senate votes on recommended prioritization of classified hiring requests

Beginning in fall 2004 and continued each year thereafter, the Classified Senate reviews a listing of all classified staffing requests categorized as “critical” in the college-wide Educational Master Plan. The Classified Senate then prioritizes these requests via a vote of the classified senators following presentations from the areas requesting positions during the Classified Forum.

To encourage participation from all classified staff, the date of the Forum is announced in advance along with the listing of all classified positions under consideration. All classified staff are invited to attend the Forum and are encouraged to discuss their area’s request(s) with their supervisor and/or dean. They are also strongly encouraged to make the presentation to the senate on behalf of their department.

The prioritized list is then submitted to the college president for consideration. The college president prepares the final prioritized list which is then shared with the Classified Senate.

- New classified senator orientation process

In 2005-2006, a new classified senator orientation was implemented, including an overview of the classified hiring prioritization process and a presentation by the college president, David Viar, on the importance of classified participation in the shared governance process.

- New Classified Hiring Manual

The new classified hiring manual published in fall 2005 includes details on the prioritization process. This document is available on the college’s intranet and is distributed to all classified staff who serve on hiring committees. It is also available from the Classified Senate President.

ANALYSIS

The college has explored methods to boost staff coverage to allow interested classified staff members the opportunity to serve on college governance committees. Encouragement and support are evident through written and verbal communications from the college president, the higher level of visibility and engagement of classified staff at college-wide events and activities, and new opportunities for service on college standing committees and additional professional development training opportunities.
Eighteen classified staff attended an EMP workshop and an estimated ten participated in the preparation of their area’s EMP during the 2005-2006 year as compared to an unknown, but minimal number, in years past. Although progress has been made regarding classified participation in the planning process, the college is committed to providing expanded opportunities for involvement.

In addition, 37 classified staff members have completed the Connections program since its inception in spring 2005, and the Classified Professional Development Series had a total of 48 unduplicated participants for fall 2005 and spring 2006 semesters, an all-time high for any classified staff professional development activity. Further, 6 ARC classified staff members attended the year-long Classified Leadership Academy in 2004-2005 sponsored by the Los Rios Community College District to promote career advancement into leadership roles.

The classified-staffing-prioritization process has experienced significant advancement with increases in the number of classified staff participating in this process, as evidenced by the number attending the Forum prioritization presentations which increased from 19 in fall 2004 to 26 in fall 2005, and the increased number of presentations in recognition of their importance and role in the classified prioritization process.

**PLAN**
The college will continue to explore ways to increase the participation of classified staff in the EMP of each individual area.

The Classified Senate has plans for future improvement of the classified staffing prioritization process by establishing limitations on the allowable presentation styles at the Classified Forum to foster more objective and consistent formats.
SUMMARY OF PROGRESS IN

SELF-IDENTIFIED PLANNING AGENDA ITEMS

The American River College 2003 Institutional Self-Study for Reaffirmation of Accreditation document includes a planning agenda that lists a total of sixty-eight planning items for the ten standards. Each of the items is listed in the chart that follows with description of the progress made to date and all sixty-eight items are either in progress or completed.

In Spring 2004, the Accreditation Liaison Officer (ALO) developed the Planning Agenda database, which includes the sixty-eight planning items along with corresponding college goal, executive staff member accountable, lead unit(s), completion status, timeline for completion, and comments. A database report is created each spring which is reviewed and updated by the college’s ALO with assistance from the college’s executive staff, Academic Senate, Classified Senate, and the instructional and student services administrators.

The status of the planning-agenda items is also reviewed each fall by the college’s Planning Coordination Committee, with directives to appropriate college constituency groups or standing committees as necessary.
<table>
<thead>
<tr>
<th>Item</th>
<th>Standard</th>
<th>ARC Goal</th>
<th>2003 Planning Agenda</th>
<th>In Progress</th>
<th>Semester Completed</th>
<th>2006 Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.1.a</td>
<td>4</td>
<td>The college will improve the data entry process for developing the schedule of classes.</td>
<td>X</td>
<td></td>
<td>A Peoplesoft room scheduling process was adopted in 2004. A new R/S25 software package is being implemented to see if it can enhance the process.</td>
</tr>
<tr>
<td>2</td>
<td>2.1.b</td>
<td>2</td>
<td>The paper version of the schedule of classes will refer students to the electronic version for periodic updates and the most current schedule.</td>
<td>May-04</td>
<td></td>
<td>Currently 90% of the students refer to the schedule on-line rather than purchase the printed schedule.</td>
</tr>
<tr>
<td>3</td>
<td>2.2</td>
<td>4</td>
<td>The college will improve its procedures to update and distribute the Faculty Handbook.</td>
<td>May-04</td>
<td></td>
<td>The Academic Senate Executive Officers agreed to play a more major role by revamping the faculty handbook annually. The handbook is available in hard copy and on the college website.</td>
</tr>
<tr>
<td>4</td>
<td>2.5</td>
<td>1</td>
<td>The college will revise the Student Conduct Code and the Faculty Handbook to include more specific information on academic misconduct.</td>
<td>May-05</td>
<td></td>
<td>Revisions to the Student Conduct Code have been drafted by the Student Services office and are under review by district General Counsel.</td>
</tr>
<tr>
<td>5</td>
<td>2.6</td>
<td>4</td>
<td>The college will implement a plan to require equity representatives retraining or updating every two years.</td>
<td>May-04</td>
<td></td>
<td>Numerous equity training sessions are offered throughout the calendar year. Equity representatives who don't update their training every two years are removed from the eligibility list.</td>
</tr>
<tr>
<td>6</td>
<td>2.9</td>
<td>1</td>
<td>The college will add the mission statement to the schedule of classes, including the online version, and also include the mission statement in the Student Guide.</td>
<td>May-05</td>
<td></td>
<td>The mission statement was reviewed by PCC in Spring 2006. It is available to be included into a Spring 2007 Student Guide once the review process in completed by the Student Life Coordinator Phil Sanders, the Dean of Student Services K. Jones and the AVP Trudy Walton.</td>
</tr>
<tr>
<td>7</td>
<td>3.A.2.a</td>
<td>3</td>
<td>The college will establish workshops for faculty, staff, and managers on how to access and use major college and district research reports, as well as how to set up research projects in their classrooms and work sites.</td>
<td>X</td>
<td></td>
<td>First workshop for faculty held January 13, 2005 and will be repeated each semester. Workshops for administrators held February 10, 2005 and will be repeated each year.</td>
</tr>
<tr>
<td>8</td>
<td>3.A.2.b</td>
<td>3</td>
<td>The college will review department-specific research to formulate a more effective method of disseminating research in a format that is relevant to faculty at the department level.</td>
<td>X</td>
<td></td>
<td>First workshop for faculty held January 13, 2005 and will be repeated each semester. Workshops for administrators held February 10, 2005 and will be repeated as necessary.</td>
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<td>10</td>
<td>3.A.3</td>
<td>1</td>
<td>The college will conduct further research to ascertain whether students have been adequately exposed to global issues and pursue methods for helping students to incorporate this knowledge into their lives as members of a global community.</td>
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<tr>
<td>11</td>
<td>3.B.1</td>
<td>4</td>
<td>The college will develop a formal review process for the PCC that occurs at designated time intervals to reassess its mission and operational effectiveness, and will implement any needed improvements.</td>
<td>Dec-04</td>
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<tr>
<td>PCC reviewed, updated and approved Operating Procedures in fall 04. A copy of the document is available on the PCC webpage.</td>
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<td>12</td>
<td>3.B.2</td>
<td>4</td>
<td>The college will review the use of the new Decision-Making Handbook and improve it as needed.</td>
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<tr>
<td>Decision Making Handbook reviewed and approved by PCC for uploading to college website fall 2004. Evaluation by PCC needed to determine next steps.</td>
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<tr>
<td>13</td>
<td>3.C.1</td>
<td>4</td>
<td>The college will re-establish a formal annual process to report on the college’s progress in achieving its goals and objectives.</td>
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<td>PCC requested that KEI add section which specifically measures college goals and objectives for 05/06.</td>
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<td>14</td>
<td>4.B.3.a</td>
<td>3</td>
<td>The college will explore ways to extract program learning outcomes from course descriptions.</td>
<td>May-04</td>
<td></td>
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<tr>
<td>15</td>
<td>4.B.3.b</td>
<td>3</td>
<td>The college will develop a plan to review its practices for identifying, assessing, and documenting student learning outcomes and then implement needed improvements.</td>
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<tr>
<td>The college is now in the phase of assessing and implementing improvements. The outcomes have already been identified.</td>
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<td>16</td>
<td>4.C.2</td>
<td>3</td>
<td>The college will update the college catalog and the Curriculum Handbook to include the philosophy and rationale on which the general education requirements are based.</td>
<td>May-05</td>
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<tr>
<td>The college will continue to work with the Academic Senate to ensure updates are made in the future.</td>
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<tr>
<td>17</td>
<td>4.C.4</td>
<td>1</td>
<td>The college will request discussion options for fulfilling oral competency expectations during the districtwide general education meetings.</td>
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<tr>
<td>Discussion on options for fulfilling oral competency are occurring district wide; a district-wide committee is conducting research on this.</td>
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<td>18</td>
<td>4.D.1</td>
<td>3</td>
<td>The college will survey faculty who have participated in program review after implementation of the new program review format to see if perceptions of this process have improved. (To be repeated in spring 05.)</td>
<td>May-06</td>
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<tr>
<td>In the spring 2005, the faculty members who were surveyed expressed satisfaction (at 80% or more) with the new process and the new format.</td>
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<tr>
<td>19</td>
<td>4.D.5</td>
<td>1</td>
<td>The college will develop guidelines to help students determine if courses that use alternative scheduling, delivery systems, and/or modes of instruction are appropriate for them.</td>
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<td>In 2004, The Technology Committee developed guidelines for students to use when selecting on-line course as an appropriate mode of instructional delivery.</td>
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<tr>
<td>20</td>
<td>5.2.a</td>
<td>The college will develop a procedure to ensure all information related to students' rights and responsibilities, codes and regulations, and college programs is consistent in all college publications.</td>
<td>May-05</td>
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<tr>
<td>21</td>
<td>5.2.b</td>
<td>The college will ensure student grievance procedures and timelines are clearly defined in the class schedule, catalog, website, and Student Guide.</td>
<td>May-05</td>
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<tr>
<td>22</td>
<td>5.3</td>
<td>The college will develop a process to link enrollment application information regarding student interest in support services to the appropriate program.</td>
<td>May-05</td>
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<tr>
<td>23</td>
<td>5.5</td>
<td>The college will select and implement other assessment instruments/processes to better meet the English, ESL and mathematics placement recommendation needs of students, counselors, and faculty.</td>
<td>X</td>
<td></td>
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<tr>
<td>24</td>
<td>5.6.a</td>
<td>The college will provide expanded student services both on campus and at off-site centers to meet the needs of all students including those who are disabled.</td>
<td>May-05</td>
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<tr>
<td>25</td>
<td>6.1.a</td>
<td>The college will develop guidelines for courses incorporating information competency skills.</td>
<td>X</td>
<td></td>
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<tr>
<td>26</td>
<td>6.1.b</td>
<td>The college will evaluate supporting a districtwide information competency graduation requirement</td>
<td>X</td>
<td></td>
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<td>#</td>
<td>Section</td>
<td>Action</td>
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<tr>
<td>27</td>
<td>6.2.a</td>
<td>4</td>
<td>The college will develop a comprehensive approach to ensuring critical departmental IT equipment is maintained in good working order.</td>
<td>May-04</td>
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<tr>
<td>28</td>
<td>6.2.b</td>
<td>3</td>
<td>The college will investigate supporting a library sign-off for all new courses.</td>
<td>May-04</td>
<td></td>
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<tr>
<td>29</td>
<td>6.4</td>
<td>4</td>
<td>The college will review ways to assume support for the library computers, formerly supported by a districtwide IT position.</td>
<td>The library uses the services of the IT tech from the English area 5 hours per week.</td>
<td></td>
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<tr>
<td>30</td>
<td>6.5.a</td>
<td>4</td>
<td>The college will work to provide adequate and continuing funds to systematically support growth and maintenance of library computer systems and software.</td>
<td>Dec-04</td>
<td></td>
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<tr>
<td>31</td>
<td>6.5.b</td>
<td>4</td>
<td>The college will work to improve security measures in the library and to provide police assistance with securing the building for closing in the evening.</td>
<td>Fall 05</td>
<td></td>
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<tr>
<td>32</td>
<td>6.5.c</td>
<td>4</td>
<td>The college will explore possibilities for increasing allocations for IT services to replace the loss of state technology funds.</td>
<td>May-05</td>
<td></td>
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<tr>
<td>33</td>
<td>6.5.d</td>
<td>4</td>
<td>The college will develop a more comprehensive approach to maintaining and updating media and computer equipment in instructional areas.</td>
<td>May-05</td>
<td></td>
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<tr>
<td>34</td>
<td>6.7</td>
<td>3</td>
<td>The college will ensure the library and learning resource center will undergo a formal program review process in fall 2003.</td>
<td>May-05</td>
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<tr>
<td>35</td>
<td>7.A.2</td>
<td>4</td>
<td>The college will work with the district human resources office to develop methods to augment current advertising avenues for positions with small applicant pools.</td>
<td>Ongoing process by district Human Resources Department</td>
<td></td>
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<td>36</td>
<td>7.B.1</td>
<td>4</td>
<td>The college will request the district to assess the evaluation process for managers and determine whether changes should be recommended.</td>
<td>The district is engaged in an on-going effort to improve the evaluation processes for managers.</td>
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<tr>
<td>No.</td>
<td>Plan</td>
<td>Description</td>
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<tr>
<td>37</td>
<td>7.C.1.a</td>
<td>The college will develop and implement strategies to improve professional development activities for managers.</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>38</td>
<td>7.C.1.b</td>
<td>The college will investigate alternate sources of funding to offset the decrease in state professional development funds.</td>
<td>May-05</td>
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<tr>
<td>39</td>
<td>7.D.1</td>
<td>The college will encourage the Los Rios Supervisors’ Association (LRSA) to include an equity or non-discrimination statement in the Los Rios Community College District Agreement with the LRSA.</td>
<td>May-04</td>
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<tr>
<td>40</td>
<td>8.1.a</td>
<td>The college will develop and implement a long range Facilities Master Plan with participation from all campus areas.</td>
<td>Fall 03</td>
<td></td>
<td></td>
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<tr>
<td>41</td>
<td>8.1.b</td>
<td>The college will develop an automated classroom usage tracking system in order to identify opportunities for expanded course offerings.</td>
<td>Dec-04</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>42</td>
<td>8.1.c</td>
<td>The college will develop a process to address issues of data backup and disaster recovery for all college servers.</td>
<td>May-04</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>43</td>
<td>8.2.a</td>
<td>The college will assess the need for additional custodial staff and document those needs in the maintenance department’s Educational Master Plan.</td>
<td>Fall 04</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>44</td>
<td>8.2.b</td>
<td>The college will implement a more aggressive training program for college maintenance department staff in order to maximize staff efforts.</td>
<td>X</td>
<td></td>
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<tr>
<td>45</td>
<td>8.2.c</td>
<td>The college will implement a method to increase timely feedback to originators on their work request status.</td>
<td>X</td>
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<tr>
<td>46</td>
<td>8.4</td>
<td>The college will develop a plan to replace and upgrade college instructional servers on a three to five year rotational basis to ensure uninterrupted service.</td>
<td>Dec-04</td>
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<tr>
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<td><strong>American River College</strong></td>
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<td><strong>47</strong></td>
<td>8.5</td>
<td>4</td>
<td>The college will develop a long range Facilities Master Plan which ensures all appropriate stakeholders are involved in the planning process, improves communication to all staff, and ensures that projects address the changing needs of the college.</td>
<td>Fall 03</td>
<td>The Facilities Master Plan was completed in October, 2003. It is available on the ARC Insider.</td>
<td></td>
</tr>
<tr>
<td><strong>48</strong></td>
<td>9.A.1</td>
<td>4</td>
<td>The college will develop a process to improve understanding and communication regarding the connection between planning and resource allocation.</td>
<td>X</td>
<td>ARR 1 - Research Office representative added to PCC fall 2004, Inclusion of college G&amp;O into Educational Master Plan (EMP) process, increased participation by classified staff in EMP process, linkage of all professional development activities to G&amp;O</td>
<td></td>
</tr>
<tr>
<td><strong>49</strong></td>
<td>9.A.2</td>
<td>4</td>
<td>The college Budget Committee will be given the charge of providing oversight and coordination of the allocation of financial resources.</td>
<td>May-04</td>
<td>The functions of the Budget Committee were revised to reflect the change of coordinating the allocation of financial resources.</td>
<td></td>
</tr>
<tr>
<td><strong>50</strong></td>
<td>9.A.3</td>
<td>4</td>
<td>The college will develop a comprehensive Facilities Master Plan based upon the Educational Master Plan that will define the college's facilities needs within the constraints of the district's Long Range Capital Needs Plan and the State Capital Outlay Five</td>
<td>Fall 03</td>
<td>The Facilities Master Plan was completed in October, 2003. It is available on the ARC Insider.</td>
<td></td>
</tr>
<tr>
<td><strong>51</strong></td>
<td>9.A.4</td>
<td>4</td>
<td>The college will revise the College Discretionary Funds budget development process to reduce the burden of requiring information already provided in the Educational Master Plan.</td>
<td>May-04</td>
<td>New process was implemented for 2004-2005 Budget process.</td>
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<tr>
<td><strong>52</strong></td>
<td>9.A.5</td>
<td>4</td>
<td>The college will consolidate the oversight and coordination of financial resource allocation processes under the auspices of the college Budget Committee.</td>
<td>May-04</td>
<td>The functions of the Budget Committee were revised to reflect the change of coordinating the allocation of financial resources.</td>
<td></td>
</tr>
<tr>
<td><strong>53</strong></td>
<td>9.B.2</td>
<td>4</td>
<td>The college will request the internal auditor perform an internal control review and identify areas of opportunity to strengthen internal controls given the recent conversion to the PeopleSoft system.</td>
<td>X</td>
<td>The request has been made; internal auditor has not yet been assigned task.</td>
<td></td>
</tr>
<tr>
<td><strong>54</strong></td>
<td>9.B.4</td>
<td>2</td>
<td>The college, working with the district, will assess cafeteria operations to improve services.</td>
<td>X</td>
<td>Satisfaction surveys are administered annually by the contractor Aramark, and are used to evaluate and improve services.</td>
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<tr>
<td><strong>55</strong></td>
<td>10.A.5</td>
<td>4</td>
<td>The college will request that the district publicize the evaluation process used to evaluate the Board of Trustees.</td>
<td>X</td>
<td>The board conducts an annual evaluation of its work that is noted in Board Policy.</td>
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<td></td>
<td>The college will request the board to establish procedures for the orientation and training of new board members.</td>
<td>X</td>
<td>The process for orientation and training of new board members is outlined in Board Policy.</td>
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<td>56</td>
<td>10.A.6</td>
<td>4</td>
<td>The college will explore ways to improve communication between and among college constituent groups.</td>
<td>X</td>
<td>PCC reviewed operating procedures in fall 2004 and included strengthened emphasis on responsibilities of members for college wide dissemination of information. All ten college standing committees established webpages in fall 2004 for posting of minutes, memberships, and key resource documents.</td>
<td></td>
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<tr>
<td>57</td>
<td>10.B.3</td>
<td>4</td>
<td>The college will provide all members of governance committees with systematic training to include the function, purpose, and role of the members of the committees.</td>
<td>X</td>
<td>PCC prepared and distributed sample orientation packets for use by all standing committees spring 2006.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>10.B.5</td>
<td>4</td>
<td>The college will provide all members of all standing committees with systematic training that includes the purpose of the committees and the roles of the members of the committees.</td>
<td>X</td>
<td>PCC prepared and distributed sample orientation packets for use by all standing committees spring 2006.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>10.B.6.a</td>
<td>4</td>
<td>The Academic Senate will improve communication between the faculty and the Academic Senate by all appropriate means.</td>
<td>May-05</td>
<td>1. Academic senate president emails twice-monthly &quot;Reports to the ARC Faculty From the Academic Senate President&quot; 2. Academic senate secretary maintains the academic senate's web page.</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>10.B.6.b</td>
<td>4</td>
<td>The Academic Senate will request that the Senate Union Joint Issues Committee plan and implement an activity to explain the roles and responsibilities and shared interests of the two faculty bodies.</td>
<td>July-06</td>
<td>Information about the roles and responsibilities of the Academic Senate and the LRCFT was added to the electronic version of the Faculty Handbook.</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>10.B.7</td>
<td>4</td>
<td>The college will explore ways to provide staff coverage for operational functions to ensure that all interested classified staff have the opportunity to serve on college governance committees.</td>
<td>X</td>
<td>President has ongoing discussion with Classified Senate President, bimonthly President's Report includes encouragement for participation, classified staff now serving on seven of the ten college standing committees, Center for Teaching and Learning provided three workshop series targeted for classified staff which include curriculum regarding the college governance structure: Classified Professional Development Series, Connections Program and Master Mentor Program.</td>
<td></td>
</tr>
</tbody>
</table>
The college will explore ways to increase the participation of classified staff in matters of classified staffing projections in their area Educational Master Plans.  

Beginning 05/06, expanded training for faculty and administrators which encourages participation by classified staff. Research Office also provided specialized training for classified staff on the EMP process and procedures. This workshop will be repeated annually.

The college will explore ways to include classified staff leadership in the prioritization for new classified positions.  

Classified Senate now provides president with prioritized list of classified positions. (See also ARR 3c)

The college will provide all classified members of governance committees with systematic training on functions of the committees and the roles of the members of the committees.  

PCC prepared and distributed sample orientation packets for use by all standing committees spring 2006.

The college will provide all student members of governance committees with systematic training on functions of the committees and the roles of the members of the committees.  

Progress made at ARC and expanding to district level as SA president assumes District Student Trustee position and Student Life Coordinator Phil Sanders assumes district role in Student Leaders advisor.

The college will review the grants process at the district and college level and recommend improvements as needed.  

Grants process reviewed in fall 2004 and ARC tracking system in place. Continued improvement needed.
UPDATE

on

SUBSTANTIVE CHANGE

IN PROGRESS, PENDING, OR PLANNED

When American River College received its reaffirmation of accreditation without condition in January 2004, the college’s programs and services were offered at the main campus in Sacramento, Inderkum High School, Ethan Way Center, Sunrise Center, Sacramento Regional Public Safety Training Center, and the Mission Oaks Center.

NORTH NATOMAS EDUCATION CENTER:

In August 2005, the college opened the North Natomas Education Center (NNEC) on its own property near Inderkum High School which is in the northwest corner of American River College’s service area, approximately 13.7 miles and 20 to 25 minutes from ARC’s main campus. This new center served approximately 4,000 students during its first year with the North Natomas area expected to reach a population of 26,994 by 2010.

NNEC is under the jurisdiction of American River College and part of the Los Rios Community College District’s (LRCCD) plan to distribute educational opportunities in areas of most rapid population growth such as the North Natomas area. Consequently, the location reduces travel time and provides greater community access to higher education.

In addition to NNEC, extensive collaborative efforts between the LRCCD, the City of Sacramento Library System, Natomas Unified School District (NUSD), and the Sacramento Parks and Recreation department has resulted in the development of joint use facilities for a public library, NUSD Inderkum High School, and a community parks and recreation facility at the North Natomas site.

The curriculum of this Center will support the college’s general education and transfer and appropriate vocational education missions. The intent shall be to offer primarily the first year of instruction of a program, and the second year only when it does not require specialized facilities. The fundamental notion is that the terminal courses of a program, and specialized facilities shall reside at the main campus of which the Center is a part. Curriculum will be designed and delivered by college faculty in accordance with curricular guidelines established by the college.

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges approved the substantive change proposal for American River College’s North Natomas Educational Center (NNEC) on May 19, 2006.
American River College is committed to achieving five overarching goals that align with the Los Rios Community College District’s five strategic directions. These five goals support the college’s commitment to offer high quality programs and services that facilitate and demonstrate the achievement of our stated student learning outcomes at the course, program, and institutional levels. Progress toward meeting these goals and objectives is measured annually through the Key Effectiveness Indicators Report and the college-wide Educational Master Plan process.

**Goal 1: Student Success**
Our primary goal is our students’ success in their education, their work lives, and their ability to engage in an increasingly complex world.

1.1  Provide additional opportunities for students to identify their educational goals and develop plans for achieving them.

1.2  Increase the number of students who achieve their educational goals.

1.3  Improve student retention and persistence.

1.4  Improve awareness and access to student and instructional support services for all students including those in evening, weekend, off-campus and distance learning programs.

1.5  Increase student participation in college activities and programs.

**Goal 2: Access and Growth**
We will respond to the changing needs of our community and region through new educational delivery approaches and support services.

2.1  Recruit and retain students with diverse backgrounds and educational goals.

2.2  Coordinate the development of program offerings, scheduling of courses, and delivery methods to better serve student needs.

2.3  Identify, develop, and implement programs that reflect the diversity of the community.

2.4  Identify, develop, and improve support services to better meet student needs.
American River College

**Goal 3: Teaching and Learning Effectiveness**
We are committed to providing the highest quality programs in transfer, vocational, and general education using the best current and emerging methods and technologies.

3.1 Expand access to instructional support services to improve learning effectiveness.

3.2 Enhance faculty and staff development activities to improve teaching and learning effectiveness.

3.3 Improve the use and effectiveness of technology in teaching and learning.

3.4 Provide effective learning processes to students of diverse backgrounds, learning styles, and levels of preparation.

3.5 Create, publish, and disseminate institutional and general education student learning outcomes.

3.6 Provide students with student learning outcomes for their courses and programs.

**Goal 4: Organizational Effectiveness**
We will continually improve organizational processes to ensure effectiveness, integrity, and fiscal accountability.

4.1 Further develop the planning process for the renovation and modernization of existing facilities and the development of new facilities.

4.2 Improve the effectiveness of facility use and maintenance.

4.3 Provide a work environment that embraces diversity, supports positive working relationships, enhances collaboration and effective communication, supports employee wellness and safety programs, and provides on-going professional development opportunities for all staff.

4.4 Strengthen college operating processes by maintaining an up-to-date technology work environment, timely technology support services, and comprehensive employee training.

4.5 Improve college programs and services through effective evaluation processes that support college and district planning.

4.6 Increase alternative funding sources to support college programs and services.
American River College

**Goal 5: Community and Economic Development**
We will promote the economic health and vitality of our community and region through partnerships with community, business, and industry groups; through staff involvement in civic affairs; through occupational program development; and through events that are open to the public.

5.1 Create and expand workforce partnerships and programs to meet business and industry needs.

5.2 Increase staff involvement in civic affairs, including service on external boards and agencies.

5.3 Increase alternative funding sources that facilitate community and economic development.

Request for New Full-Time Faculty Position Detail for English

Type: Instructional
Reason for Position: Growth
Number of work days: 175
When do you need this position? Fall
What priority would you assign to this specific request? Mission Critical

Justification
In the space below, provide a brief description that includes the background and justification for your request. Your justification should be supported by enrollment trend data (see Course Sections and Average Enrollment document), and your stated goals and objectives.

Given our strong growth (including at the Natomas Center) and
Summary of Objectives for English Faculty Position Request

Below is the list of college goals and departmental objectives that support this resource request.

<table>
<thead>
<tr>
<th>College Goal</th>
<th>Title of Department Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>Reduce Class Size</td>
</tr>
<tr>
<td>Access and Growth</td>
<td>Hybrid classes</td>
</tr>
<tr>
<td>Teaching and Learning Effectiveness</td>
<td>Holistic Training</td>
</tr>
</tbody>
</table>

Date Last Modified: **December 5, 2005**

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APPENDIX C
AMERICAN RIVER COLLEGE
Classified Professional Development Funding Application

Name ___________________________________________ Bargaining Unit
Area/Department ___________________________________ LRCEA ☐
Telephone ________________________________________ LRSA ☐
                                      SEIU ☐

Title of Activity/Event _______________________________________________________
Date(s) ___________________________ Time(s) ___________________________
Site of Event ___________________________ City/State ___________________________

How do the objectives of this activity relate to your professional growth?

_________________________________________________________________________

Which of the five college goals does this activity meet?

☐ Student Success ☐ Organizational Effectiveness
☐ Access and Growth ☐ Community and Economic Development
☐ Teaching and Learning Effectiveness

How do you plan to share this activity with others?

_________________________________________________________________________

Have you received funds from this committee during this academic year? ___ If so $ __________
Amount requested from your area or another source $ __________
Amount funded by your area or another source $ __________

Itemized Budget

Lodging Information: Registration $ __________
Hotel Name: ___________________________________________ Travel $ __________
                             Night(s) ______@ $ ______ per night Lodging $ __________
Meal(s) $ __________

List Other Expenses (Be specific) __________
                              Requested Subtotal $ __________
                             Less other funding $ -

Amount requested from classified professional development funds $ __________

Applicant’s signature _______________________________________________________

Supervisor’s recommendation _________________________________________________

Has applicant passed the probationary period? ☐ Yes ☐ No

Supervisor’s signature _______________________________________________________

☐ Conference/workshop brochure of activity must be attached to each application.
☐ Submit nine copies of application packet to Planning, Research & Development Office or Center for Teaching & Learning.
☐ All recipients of staff development funds are required to complete a brief written report and an evaluation for indicating the success and impact of the activity within 30 days.

Revised 8/30/2005
American River College
Evaluation Report

Staff Development Activity
(to be completed within 30 days of activity)

Name ____________________________________________________________

Faculty □  Classified □  Management □

Position/Assignment ______________________________________________

Please use a separate sheet of paper to briefly (1-2 pages) answer the following statements:

1. Describe the staff development activity.

2. Indicate your overall evaluation of this activity/event. Describe your impressions – good or bad – of the activity, including whether you would recommend it to others.

3. Describe the specific changes you have made or plan to make as a result of this staff development activity. Focus on how you have or will integrate the information from this activity into your assignment.

ATTENTION
Please complete this form and attach your 1-2 page statement within 30 days of the staff development activity. Return one copy to the Office of Planning, Research and Development.
Welcome to the American River College's Decision Making pilot website! Many of you may have wondered how decisions are made at our college and what processes are used to make them. You may have also wondered how you could get involved in the planning efforts and ensure that the needs of your area are heard.

The purpose of this website to help answer those important questions. The college is committed to sharing its decision making processes and encouraging a fully informed college community. Your knowledge of, and involvement in, these critical processes will lead to continued success for our institution.

Please bookmark this site and refer to it often. Should you have suggestions or corrections, please send them to me via email at Rosentr@arc.losrios.edu. Thanks in advance for your contributions, as it is through your efforts that this site will continue to improve!

Rachel Rosenthal
Office of Planning, Research and Development
# TABLE OF CONTENTS

I. Introduction ........................................................................................................ 5

II. How Can I Get Involved? ..................................................................................... 7
   A. Faculty ........................................................................................................... 8
   B. Classified Staff ................................................................................................ 8
   C. Students ......................................................................................................... 9
   D. Managers ...................................................................................................... 9

III. Decision Making Structure ............................................................................... 11
   A. American River College .................................................................................. 11
      1. Standing Committees .................................................................................. 11
         - Budget
         - Buildings, Grounds & Safety
         - Classified Professional Development
         - Curriculum
         - Equity
         - Faculty Professional Development
         - Information Technology
         - Planning Coordination Council
         - Professional Development Leaves
      2. Work Groups .............................................................................................. 11
         - President's Executive Staff
         - Instructional Dean's Council
         - Student Services Dean's Council
         - President's Cabinet
      3. Governance Groups .................................................................................... 11
         - Academic Senate
           a. Matriculation Committee
           b. Faculty Handbook Committee
         - Classified Senate
         - Student Association
      4. Ad Hoc Committees ..................................................................................... 12
   B. Los Rios District ............................................................................................ 12
      1. Standing Committees .................................................................................. 12
         - Administrative Technology
         - Budget
         - Educational Technology
         - Student and Academic Services
         - Curriculum Coordination
         - Matriculation
         - Grants Coordination
         - Student Advisory
2. Work Groups ................................................................. 12
   - Chancellor's Executive Staff
   - Education and Technology
   - Vice Presidents of Instruction
   - Vice Presidents of Administration
   - Vice Presidents of Student Services
   - Counseling Deans
   - Insurance Review
   - Reclassification Review Board
   - Research Council
   - Staff Development
   - Safety
3. Governance Groups ......................................................13
   - Chancellor's Cabinet
   - Academic Senate
   - Joint Issues
   - Classified Collaborative Issues
   - Bargaining Units

IV. Resource Allocation Processes ........................................... 16
   A. Budgets .............................................................................16
   B. Staff Development ..............................................................16
      1. Funding .........................................................................16
      2. Faculty Release Time .......................................................17
   C. Staffing ..............................................................................17

V. Other College Processes (This area is still "under construction")
   A. Curriculum Development
      1. New Courses
      2. New Programs

VI. Frequently Asked Questions .............................................. 25

VII. Resource Links .................................................................. 26
   A. ARC Organizational Chart
   B. ARC Vision, Philosophy and Mission
   C. ARC Goals & Objectives
   D. Collective Bargaining Agreements
   E. Los Rios District Mission
   F. LRCCD Policies & Regulations
   G. California Education Code
   H. Policy 7612
INTRODUCTION

What guides our decision making processes?

Our decisions at American River College (ARC) are required to

- Be in the best interests of our students
- Support ARC’s institutional mission and college goals and objectives
- Recognize Academic Senate authority in academic and professional matters as described in Assembly Bill (AB) 1725 and Los Rios Community College District (LRCCD) Policy 7612
- Support the Los Rios value of informed decisions made by people close to the issue
- Comply with LRCCD Policies and Regulations and Collective Bargaining Agreements
- Comply with appropriate federal and state laws and regulations, including California Education Code

In addition, while many decisions appear to affect only one department, they often have far reaching ramifications. The college requests local decision-makers to regularly consider who their decisions may affect and communicate with those groups early in the decision making process.

Decisions on issues having major impact to the college or to other areas should be referred immediately to the appropriate standing committee, governance group or collective bargaining group.

Who makes the decisions?

Decisions at ARC and Los Rios are made by a variety of individuals and groups depending on the nature of the decision. All decisions are expected to follow the guidelines listed above. In California, decision-making responsibilities vary by the type of employee as described in AB 1725 and documented in LRCCD Board Policy and Regulation 7612. Final decision-making authority rests with the LRCCD Board of Trustees.

What happens if we can’t reach a decision?

ARC decision-makers support the use of the district-wide Interest Based Alliance (IBA) philosophy and methodology which promotes interests over positions. IBA training is available to all employees on an annual basis. College leaders and other interested employees are especially encouraged to attend. Applications are available from LRCCD Human Resources (e-mail).
How can I be well informed?

The college encourages employees and students to become knowledgeable and involved with decision-making processes in their own departments and areas. Excellent sources of information are your dean or supervisor, as well as representatives to college standing committees and governance groups.

The college’s nine standing committees are listed below.

- Budget Committee
- Buildings, Grounds and Safety Committee
- Classified Professional Development Committee
- Curriculum Committee
- Equity Committee
- Faculty Professional Development Committee
- Information Technology Committee
- Planning Coordination Council
- Professional Development Leaves Committee

The college’s governance groups are as follows.

- Academic Senate
- Classified Senate
- Student Association

Every standing committee and the college governance groups are also required to post minutes from their meetings on the ARC Insider web page. Please check their website for the latest information.
HOW CAN I GET INVOLVED?

Who do I contact?

If you have identified your area(s) of interest, click on the link below for the appropriate committee or group. The link will take you to the committee or group’s main website, where a contact person will be listed.

If you’re not sure where your interests lie, begin by talking to your colleagues. Your involvement can range from minimal to extensive, from department to district levels. The most important idea is to simply get involved, no matter what the level! In addition, don’t hesitate to contact your supervisor, department chair, governance leaders, Dean of Planning, Research and Development, or the collective bargaining representatives for more information.

<table>
<thead>
<tr>
<th>DEPARTMENT LEVEL</th>
<th>PRIMARY FOCUS</th>
<th>CONTACT PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum, travel, technology, scheduling, etc.</td>
<td>Department Spokesperson</td>
</tr>
<tr>
<td>AREA LEVEL</td>
<td>Curriculum, travel, technology, scheduling, etc.</td>
<td>Area Dean</td>
</tr>
<tr>
<td>COLLEGE LEVEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing Committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Committee</td>
<td>College budgetary matters</td>
<td>Chair</td>
</tr>
<tr>
<td>Building, Grounds and Safety</td>
<td>Enhancements and safety for facilities and grounds</td>
<td>Chair</td>
</tr>
<tr>
<td>Classified Professional Development</td>
<td>Assistance and financial support for staff development for classified staff</td>
<td>Chair</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Review and recommend curriculum proposals</td>
<td>Chair</td>
</tr>
<tr>
<td>Equity</td>
<td>Assistance for equity related matters</td>
<td>Chair</td>
</tr>
<tr>
<td>Faculty Professional Development</td>
<td>Assistance and financial support for staff development for faculty</td>
<td>Chair</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Develops and reviews issues related to technology</td>
<td>Chair</td>
</tr>
<tr>
<td>Planning Coordination Council</td>
<td>Monitor and assist with college level planning efforts</td>
<td>Chair</td>
</tr>
<tr>
<td>Professional Development Leaves Committee</td>
<td>Reviews and recommends faculty professional development leaves</td>
<td>Chair</td>
</tr>
<tr>
<td>Governance Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Academic and Professional matters related to faculty</td>
<td>President</td>
</tr>
<tr>
<td>Classified Senate</td>
<td>Representation in shared governance matters</td>
<td>President</td>
</tr>
<tr>
<td>Student Association</td>
<td>Representation in shared governance matters</td>
<td>President</td>
</tr>
</tbody>
</table>
Faculty Participation

Faculty participation in decision-making occurs through a variety of avenues. Individual departments and areas have different processes for how local decisions are made. Faculty are encouraged to check with their department chairs and area deans for detailed information.

The ARC Academic Senate is responsible for formal recommendations regarding academic and professional matters. Faculty are encouraged to communicate regularly with their representatives. Senate minutes are posted on their website. The Senate is also responsible for appointing area faculty to college and district standing committees, peer review teams and various college and district ad hoc committees. In addition, the Senate oversees a major portion of the prioritization process for new faculty positions. The Academic Senate executive officers meet regularly with the President’s Executive Staff to ensure college-wide concerns are communicated and discussed. Staying informed and contributing input to Senate processes is critical in influencing major college and district decisions.

The Los Rios College Federation of Teachers (LRCFT) is the collective bargaining representative for all Los Rios faculty. Questions or concerns regarding faculty working conditions should be directed to your LRCFT representative.

Faculty issues which overlap academic and professional matters and working conditions are addressed by the Senate Union Joint Issues Committee (SUJIC). Questions or concerns regarding possible overlap issues should be directed to Academic Senate and LRCFT leaders.

The Academic Senate president is a member of the President’s Cabinet and serves on the American River College Foundation Board.

Classified Staff Participation

Classified staff participation in decision-making occurs through a variety of avenues. Individual departments and areas have different processes for how local decisions are made. Classified staff are encouraged to check with their supervisors, governance and/or bargaining unit leaders for detailed information.

The Classified Senate is responsible for representing the classified staff in the shared governance processes of the college and district. The Senate consists of four executive officers and 18 representatives from all areas of the college. Classified staff are encouraged to communicate regularly with their representatives and participate in Senate sponsored events and activities. Senate minutes and other timely information are posted on their website. The Classified Senate is also responsible for appointing classified representatives to college and district ad hoc and standing committees. In addition, the Senate provides input to the prioritization process for new classified positions. The Classified Senate president meets regularly with the college president to ensure college-wide classified concerns are communicated and discussed. Staying
informed and contributing input to Senate processes is critical in influencing major college and district decisions.

Three collective bargaining units, the Los Rios Classified Employees Association (LRCEA), the Service Employee International Union (SEIU), and the Los Rios Supervisors Association (LRSA) represent all Los Rios classified employees on work related issues. Questions or concerns regarding working conditions should be directed to your LRCEA, SEIU, or LRSA representatives.

Classified issues which overlap general governance and working conditions are addressed by the district-wide Classified Collaborative Issues Committee. Questions or concerns regarding possible overlap issues should be directed to the bargaining unit leaders.

The Classified Senate president serves on the American River College Foundation Board.

Student Participation

The ARC Student Association (SA) is responsible for representing all ARC students to the college president, Academic Senate, Classified Senate, and college standing committees. The SA includes 17 students elected as officers (7) and representatives (10). The SA's constitution and bylaws establish the duties and responsibilities of its officers and methods of operation. Students are also eligible to serve on a number of college standing committees, including Budget, Buildings Grounds and Safety, Curriculum, Equity, Information Technology, and Planning Coordination Council. All Los Rios students are represented on the Los Rios Board of Trustees by a non-voting Student Trustee (Board Regulation 3122).

The SA president is a member of the President’s Cabinet and serves on the American River College Foundation Board.

Each ARC student has specific rights and responsibilities as a student enrolled in the college. All ARC students are encouraged to make their voice heard by voting or participating in student elections and in student clubs or by contributing their opinions to occasional college surveys regarding student satisfaction with the college and specific departments and services.

Manager Participation

Managers participate in decision-making processes in a variety of ways. In their local areas of responsibility they are responsible for seeking faculty, staff and student input to improve programs and services as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for reviewing and approving department and unit educational master plans, which include requests for college-wide resources.
All managers serve on the President's Cabinet, which meets monthly and also includes supervisors, and the presidents of the Academic Senate, Classified Senate and Student Association. When needed, managers provide formal input on governance issues to the college president.

The President’s Executive Staff (PES) meets weekly and is responsible for discussing overall college operational issues and making recommendations to the president based on input from their areas.

Managers are also appointed to serve on a variety of ARC and Los Rios ad hoc and standing committees and/or work groups by the college president.

ARC directors, deans, associate vice presidents and vice presidents are represented by American River College Management Association (ARMA) and the Los Rios Management Association (LRMA). Both ARMA and LRMA are non-collective bargaining groups that also include confidential staff. In addition, both serve to promote educational and professional development for their members. The LRMA provides input to the Chancellor’s Cabinet and chancellor on issues concerning managers/confidential staff and district-wide governance matters.
Decision Making Structure

American River College

ARC Standing Committees

ARC has nine standing committees that report to the college president. Each committee has a specified charge and membership and must comply with appropriate laws and LRCCD Policies and Regulations. Committee members are appointed by their respective governance group president (Academic Senate, Classified Senate, Student Association, or College President). Committee meeting minutes are required to be posted on the ARC Insider page.

The Planning Coordination Council is responsible for general overview of committee names, areas of responsibilities, and memberships to encourage consistency, clarity and alignment with district committees. However, changes to committees are a shared governance issue requiring formal recommendations from the governance groups to the college president. The president is responsible for approving a final recommendation.

College-wide recommendations from each committee are submitted to the college president for final approval. Recommendations requiring formal district approval are submitted through the college president to the Chancellor and the Los Rios Board of Trustees.

ARC Work Groups

ARC work groups are those groups that are defined as operational in nature, meeting regularly to determine best ways to implement previously agreed upon policies and responsibilities. They strive to ensure that areas impacted by a policy or a directive align their operational efforts and ensure communication occurs among the affected groups. Major work groups of the college include the President’s Executive Staff, Deans Council, and Student Services Deans.

ARC Governance Groups

Governance groups include the Academic Senate, Classified Senate and Student Association. Each entity has a constitution and by-laws and operates within AB 1725 requirements and LRCCD Policies and Regulations.

AB 1725, legislation passed in 1987, provided a new direction and focus for the community college system. It established clear priorities regarding the role of the academic senates in academic matters, increased accountability for tracking and student success, and specifically outlined the roles of locally-elected boards and the Board of Governors.

The LRCCD Policies are established by the Los Rios Board of Trustees, with the regulations determined by the Chancellor’s executive staff.
ARC Ad Hoc Committees

Ad hoc committees or task forces may be appointed as subcommittees of a standing committee or governance group or as a stand-alone, temporary group to complete a specific task. Subcommittees or task forces of standing committees or governance groups report through the parent committee or group. In the case of stand-alone ad hoc committees or task forces, the college president must approve their charge and membership. The president is responsible for requesting input from governance group leaders in creating ad hoc committees and to seek appointment of members from the appropriate governance leaders. Stand-alone ad hoc committees or task forces report to the president.

Los Rios District

Los Rios Standing Committees

Los Rios has a number of standing committees responsible for communicating district-wide issues and making recommendations to the chancellor. They include the following.

- Administrative Technology
- District Budget
- Educational Technology
- Student and Academic Services Task Group
- District Curriculum Coordination
- District Matriculation
- District Grants Coordinating
- Student Advisory

The appropriate governance leader at each college appoints members from its constituency to the committees. ARC members are responsible for representing college perspectives on committee agenda items and communicating committee information back to the appropriate college committees and groups.

Los Rios Work Groups

Los Rios work groups are those groups that are defined as operational in nature, meeting to determine best ways to implement previously agreed upon policies and responsibilities. They strive to ensure areas impacted by an approved governance policy or directives align their operational efforts and facilitate communication among affected groups. Members serve based on their work assignments at the colleges. Major work groups of the district include the following.
Los Rios Governance Groups

The Los Rios governance groups include the following.

- Chancellor’s Cabinet
- District Academic Senate Council
- Joint Issues Committee
- Classified Collaborative Issues
- Various collective bargaining groups

The Chancellor’s Cabinet is responsible for reviewing proposed changes to district policies and regulations prior to their submission for board approval and coordination of the district’s strategic planning efforts. In addition to senate representation, the cabinet includes representatives from collective bargaining units and college presidents. ARC members to these groups are appointed by their respective governance or collective bargaining leaders.
AMERICAN RIVER COLLEGE
DECISION MAKING STRUCTURE
COLLEGE-WIDE

WORKGROUPS

STANDING COMMITTEES

President

GOVERNANCE GROUPS

AD HOC COMMITTEES

WORK GROUPS

PRESIDENT'S EXECUTIVE STAFF
DEAN'S COUNCIL
STUDENT SERVICES DEANS
ADMINISTRATIVE SERVICES
PRESIDENT'S CABINET
PRESIDENT'S OFFICE STAFF

STANDING COMMITTEES

BUDGET
BUILDINGS, GROUNDS AND SAFETY
CLASSIFIED PROFESSIONAL DEVELOPMENT
CURRICULUM
EQUITY
FACULTY PROFESSIONAL DEVELOPMENT
INFORMATION TECHNOLOGY
PLANNING COORDINATION COUNCIL
PROFESSIONAL DEVELOPMENT LEAVES

GOVERNANCE GROUPS

ACADEMIC SENATE
CLASSIFIED SENATE
STUDENT ASSOCIATION
Resource Allocation Processes
Budgets, Staff Development Funds
Faculty Release and Reassigned Time,
Staffing

Resource allocation decisions for funding, staff development, faculty release and reassigned time, and staffing all begin at the district level. The district allocates resources to each college, depending upon various formulas and the funding source. Some of these allocations are required to meet collective bargaining agreements and district strategic directions. The District Budget Committee is responsible for reviewing the district-wide budget and providing input to the chancellor.

Budgets

Once the funding resources are received by the college, the ARC Budget Committee is responsible for reviewing the college-wide budget and providing input to the college president. Individual areas and committees are responsible for managing the allocations they receive. See page 23 for more information.

While the ARC Budget Committee is responsible for overseeing the overall college budget, it assigns responsibility for certain types of funds to specific committees as follows:

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Assigned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Executive Staff (PES)</td>
<td>Planning Coordination Council (PCC)</td>
</tr>
<tr>
<td>Planning Coordination Council (PCC)</td>
<td>Staff Development Advisory Committee (SDAC)</td>
</tr>
<tr>
<td>Goals and Objectives Funds</td>
<td>Staff Development Funds</td>
</tr>
</tbody>
</table>

Staff Development Funds

The college regularly receives staff development funding, faculty release time, faculty reassigned time, and president’s release time as district allocations. On occasion, additional one time only staff development funds are distributed to the colleges. Staff development funding, once received from the district and approved by the Budget Committee (with the exception of funding specified in the bargaining agreements), is given to the Staff Development Advisory Committee (SDAC). The SDAC is a college level committee that includes members from faculty, classified staff, management and governance groups. Its primary role is to review the college’s staff development budget and recommend an appropriate distribution of these funds to the committees listed below. These committees will determine, on a competitive basis, the recipients of their staff development funds. See page 20 and contact the chair of these committees for more information.

Faculty Professional Development Committee
Classified Professional Development Committee
Management Professional Development Committee
Faculty Release and Reassigned Time

Full time faculty members are eligible for both a Type A leave, Sabbatical, and Type B leave, reassigned time. The Professional Development Leaves Committee receives an annual allocation of FTE for both of these types of leaves, based district allocations and upon the provisions of the LRCFT collective bargaining agreement.

The Professional Development Leaves Committee awards the Type A and B leaves on a competitive basis. Contact the committee chair for more information.

Staffing

Full Time Faculty
In late fall of each year, the District allocates the number of new tenure track faculty positions for each college. The college’s planning and preparation for this allocation actually began the previous spring, when departments and areas in need of additional positions identified faculty positions as a needed resource in their Educational Master Plans (EMP).

In early fall, a college-wide list of all department and area faculty requests are distributed to President’s Executive Staff, Dean’s Council and the Academic Senate. The Dean’s Council and the Academic Senate independently determine a priority ranking for all of the requested positions and then submit their ranking to the president. The president then takes these lists under consideration when preparing the final priority ranking.

Classified Staff
In comparison to faculty allocations, classified staffing positions are also allocated to the college by the district, but not on a regular or predetermined basis. Consistent with the faculty requests, classified staffing requests are included in each departments’ and areas’ EMP.

When an allocation of classified FTE is received by the college, the prioritization process for is the responsibility of the President’s Executive Staff (PES) with input from the Classified Senate and area deans. The president makes the final prioritization decision for classified positions.

Management
PES is responsible for the prioritization for all management positions. Input is sought from areas and governance leaders whose staff and constituents will be potentially impacted. The president makes the final prioritization decision for management positions.
DISTRICT ALLOCATION

AMERICAN RIVER COLLEGE

DEANS AND SUPERVISORS
APPROVE ALL DEPARTMENTAL FACULTY POSITION REQUESTS IN EMP

DEPARTMENT CHAIRS
DEVELOP EDUCATIONAL MASTER PLANS AND INCLUDE FACULTY POSITION REQUESTS

DEAN'S COUNCIL
RANKING OF COLLEGE FACULTY POSITION REQUESTS

VICE PRESIDENT INSTRUCTION

ACADEMIC SENATE
RANKING OF COLLEGE FACULTY POSITION REQUESTS

President
DETERMINES FINAL PRIORITIZATION FOR ALL FACULTY POSITIONS

VICE PRESIDENT STUDENT SERVICES

DEAN'S COUNCIL
RANKING OF COLLEGE FACULTY POSITION REQUESTS

AMERICAN RIVER COLLEGE

DECISION MAKING STRUCTURE
FACULTY POSITION REQUESTS
DISTRICT ALLOCATION

AMERICAN RIVER COLLEGE

College President

DETERMINES FINAL PRIORITIZATION FOR ALL CLASSIFIED POSITIONS

VICE PRESIDENT ADMINISTRATIVE SERVICES
CLASSIFIED POSITION REQUESTS

VICE PRESIDENT INSTRUCTION
RANKING OF CLASSIFIED POSITION REQUESTS

VICE PRESIDENT STUDENT SERVICES
RANKING OF CLASSIFIED POSITION REQUESTS

DEANS AND SUPERVISORS
1. APPROVE ALL DEPARTMENTAL CLASSIFIED POSITION REQUESTS IN EMP
2. JUSTIFICATION AND RANKING OF COLLEGE CLASSIFIED COLLEGE POSITION REQUESTS

DEPARTMENT CHAIRS
INCLUDE DEPARTMENTAL CLASSIFIED POSITION REQUESTS IN EMP
DISTRICT ALLOCATION

Sources: PDF, CDF, and Categorial funds, and CB agreements

AMERICAN RIVER COLLEGE

SDAC
Staff Development Advisory Committee
Allocates Staff Development Funds

CLASSIFIED PROFESSIONAL DEVELOPMENT COMMITTEE
Allocates classified staff development funds

FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE
Allocates faculty staff development funds

MANAGEMENT PROFESSIONAL DEVELOPMENT COMMITTEE
Allocates management staff development funds

CENTER FOR TEACHING AND LEARNING
Supplemental funding for Staff Development activities

President
APPROVES ALL STAFF DEVELOPMENT RECOMMENDATIONS
AMERICAN RIVER COLLEGE

DECISION MAKING STRUCTURE

GOVERNANCE AND
COLLECTIVE BARGAINING UNITS

JOINT ISSUES
COMMITTEE

ACADEMIC SENATE

ACADEMIC AND PROFESSIONAL
MATTERS

APPOINTING FACULTY TO
COMMITTEES

Matriculation Committee

LRCFT

LOS RIOS COLLEGE
FEDERATION OF TEACHERS

COLLECTIVE BARGAINING FOR
FACULTY
WORK RELATED ISSUES

LRMA

LOS RIOS MANAGEMENT
ASSOCIATION

NON COLLECTIVE BARGAINING
GROUP
PROMOTES EDUCATIONAL
AND PROFESSIONAL
DEVELOPMENT
EVENTS

CLASSIFIED
COLLABORATIVE
ISSUES
COMMITTEE

CLASSIFIED SENATE

REPRESENTATION IN SHARED GOVERNANCE
PROCESSES

APPOINTING CLASSIFIED STAFF TO
COMMITTEES

LRSA

LOS RIOS SUPERVISORS ASSOCIATION

COLLECTIVE BARGAINING FOR SUPERVISORS
WORK RELATED ISSUES

LRCEA

LOS RIOS CLASSIFIED EMPLOYEES
ASSOCIATION

COLLECTIVE BARGAINING FOR CLASSIFIED
STAFF
WORK RELATED ISSUES

SEIU

SERVICE EMPLOYEES INTERNATIONAL UNION

COLLECTIVE BARGAINING FOR POLICE AND
MAINTENANCE STAFF
WORK RELATED ISSUES
FREQUENTLY ASKED QUESTIONS (FAQs)

<table>
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<th>Item</th>
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<tr>
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<td><em>How is funding for faculty conference travel allocated?</em></td>
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RESOURCE LINKS

- ARC Organizational Chart
- ARC Vision, Philosophy and Mission
- ARC Goals & Objectives
- Collective Bargaining Agreements
- Los Rios District Mission
- LRCCD Policies & Regulations
- California Education Code
- Policy 7612
- AB1725
I. **Background**

The Los Rios Community College District serves the rapidly growing Sacramento region. This five county regional service area is not only growing at an unprecedented rate, but is also plagued by impacted roads, insufficient rapid transit and increasing pollution levels. The Board of Trustees studied this issue and recognized that the region would be best served by distributing educational opportunities in the areas of most rapidly growing population, thus reducing travel and increasing access to education locally. Studies have shown that approximately 80% of a college’s enrollment comes from a five mile radius around the facility. Thus, in the year 2000, the Los Rios Board of Trustees made a policy decision to guide the growth of the district by developing regional centers, rather than to establish additional comprehensive community colleges. That policy direction was described in a letter to the Accrediting Commission of Community and Junior Colleges to inform them of our intentions in developing the Los Rios District.

The accreditation site visits of Fall 2003 resulted in recommendations regarding center development in each of the four colleges under review. Although worded slightly differently, the recommendations called for the District to further advance the planning for centers by developing a plan which “includes appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future.”

Since the re-accreditation activities, the colleges have continued to maintain and/or develop new centers with the understanding that the district contribution to these efforts will be to provide overarching planning to determine the support necessary to provide quality services. To that end, the following represents the assumptions regarding planning at every level, and the consistency necessary to achieve an agreed level of service.

II. **Planning Assumptions**

A. These assumptions refer only to the educational centers that conform to state definitions. Centers of lesser size shall be considered outreach centers.

B. The growth of the educational center shall be generally developed in three phases, based on facilities and enrollment growth as follows:

<table>
<thead>
<tr>
<th>Assignable Square Feet (ASF)</th>
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<tr>
<td>Phase I:</td>
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<tr>
<td>Phase II:</td>
<td>35-50,000</td>
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<tr>
<td>Phase III:</td>
<td>50-75,000</td>
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</table>
C. The curriculum of these centers will support the college’s general education and transfer and appropriate vocational education missions. The intent shall be to offer primarily the first year of instruction of a program, and the second year only when it does not require specialized facilities. The fundamental notion is that the terminal courses of a program, and specialized facilities shall reside at the comprehensive college of which the center is a part. Curriculum will be designed and delivered by college faculty in accordance with curricular guidelines established by the college, following the general outline described above.

D. It is assumed that programs and services will be delivered at a breadth and level consistent with the growth of the college. It is intended that both full-time faculty and staff will deliver some of those programs and services but not be assigned permanently to the educational center. There are a number of options to achieve this staffing pattern and the decision of which to employ shall reside with the college.

E. Services

Services supporting the educational program of the Center will be developed to meet student demand. Students should be able to access basic services, such as bookstore, counseling, financial aid and enrollment services at the Center. How those services are delivered is the responsibility of the college.

III. Staffing

A. Faculty

Faculty positions are allocated by a formula based on growth and retirements and is funded through the bucket model. This formula will determine the number of positions for each college and it will be the responsibility of the college to determine the number allocated to each unit, including the centers. Following the planning assumptions, it is expected that there will be a full-time faculty presence at the Centers to provide programs and services. These faculty will be part of the college’s academic divisions.

B. Classified Staff

Classified staff positions are allocated by growth, facilities needs and determination of available funds. It is anticipated that the college will determine its classified needs for the educational center and make priority decisions accordingly. A base level of support is considered to be 3 classified positions and the college may request those positions in anticipation of a center and bank them until needed.

C. Administration

The intention is to begin with a Dean as the administrative head of a center and move to an Associate Vice President level as the Center transitions to build out and is
generating significant FTES. The college, in consultation with the district, will determine this change in administrative oversight as it analyzes the growth (FTES) and complexity of the program.
APPENDIX F
Substantive Change Proposal
North Natomas Educational Center

American River College
4700 College Oak Way
Sacramento, CA 95841

Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825

April 19, 2006

Rachel Rosenthal
Dean Planning, Research and Development
Accreditation Liaison Officer
# Table of Contents

Proposed Change Description  
Planning Process Description  
Evidence of Adequate Resources  
Evidence of Necessary Internal and External Approvals  
Accreditation Eligibility Requirements  
Accreditation Standards and Relevant Commission Policies  
Attachments  
1. Map illustrating the location of American River College main campus and North Natomas Educational Center  
2. Site map for North Natomas Educational Center  
3. American River College Vision and Mission Statement  
4. Los Rios Community College District Educational Plan Statement  
5. Needs Study (executive summary)  
6. ARC organizational chart  
7. Memorandum of Understanding (executive summary)  
8. North Natomas Center Budget  
9. Los Rios Community College District Agenda of June 1, 2005  
10. Confirmation of board action by Los Rios Chancellor, Brice Harris  
11. Class Schedule for North Natomas Educational Center
PROPOSED CHANGE DESCRIPTION

Brief Description of the Change
American River College (ARC) built and established, on its own property, a 19,750 square foot center which opened in August 2005. The Center was named the American River College, North Natomas Education Center (NNEC) and cost a total of $8,959,000 for both the land and the building. NNEC’s location is in the northwest corner of American River College’s service area and is 13.7 miles and approximately 20 to 25 minutes from ARC’s main campus. (See Attachment 1)

The North Natomas Educational Center is under the jurisdiction of American River College and part of the Los Rios Community College District’s (LRCCD) plan to distribute educational opportunities in areas of most rapid population growth such as the North Natomas area. Consequently, the location reduces travel time and provides greater community access to higher education.

In addition to NNEC, extensive collaborative efforts between the LRCCD, the City of Sacramento Library System, Natomas Unified School District (NUSD), and the Sacramento Parks and Recreation department has resulted in the development of joint use facilities for a public library, NUSD Inderkum High School, and a community parks and recreation facility at the North Natomas site. (See Attachment 2)

Relationship to College Mission
American River College’s North Natomas Educational Center is committed to the college’s mission of serving students, providing access, and fostering an environment of respect and support for diversity. The NNEC directly increases the public’s access to higher education in its service area as it is located in one of Sacramento’s county highest growth areas. The Center also works to serve the needs of the community in partnership with business, government, and other educational institutions.

As a part of fulfilling the mission of the college regarding course offerings and student services, NNEC offers courses in English as a Second Language, basic skills, general education for transfer to universities, and life long learning. The Center also provides student services to help students in identifying and achieving their educational goals, and refers students to the ARC main campus for services when appropriate. (See Attachment 3)

Rationale for Change
The Los Rios Community College District serves the rapidly growing Sacramento region. The District’s five-county service area is not only growing at an unprecedented rate, but is also plagued by impacted roads, insufficient rapid transit, and increasing pollution levels. The Board of Trustees of the Los Rios District studied this issue and recognized that the region would be best served by distributing educational opportunities in the areas of the most rapidly growing population by establishing regional centers. (See Attachment 4)
The North Natomas Educational Center is the first center to be established under the Los Rios Board’s new educational plan and supports the district’s strategic planning efforts to promote student success, access, and community and economic development.

According to population data from the Sacramento Area Council of Governments (SACOG), North Natomas grew from 650 residents in 1995 to 14,865 by the year 2005. The North Natomas area is expected to reach a population of 26,994 by 2010. (See Attachment 5)

PLANNING PROCESS DESCRIPTION

Relationship to College Mission
The North Natomas Educational Center supports American River College’s stated philosophy to “serve as a resource for improving the life and culture of the greater community” and supports the mission to “work in partnership with students, business, the community, government, and other schools to foster community and economic development.” It also supports the college goal to increase the number of degree offerings available to students. (Attachment 3)

Needs and Resources Assessment
The Center is located in one of the fastest growing areas in the state and the nation. This facility gives American River College a vehicle for serving and providing access to that area. At this point, the American River College main campus is full to capacity in fall 2003 a total of 1,217 potential students attempted to enroll but could not get into any classes.

This Center meets that need as it is situated in the very heart of the vicinity and is surrounded by other resources for students (i.e. library, parks, a large high school with specialized labs and athletic facilities). In addition this Center provides basic skills ESL, college transfer and introductory vocational offerings to the community.

Anticipated Effect on the College
This new Center should increase the number of certificates and degrees awarded by the college by broadening access within its student service area. Total college enrollment should increase as students enroll at NNEC instead of traveling to colleges outside the service area after finding the classes at the main campus are full or abandoning their educational goals.

Intended Improvements
The intended improvement for American River College in developing the North Natomas Educational Center is that the college will finally have the capacity to serve the community of fastest growth in both the California region and perhaps the United States. Residents of the North Natomas community can attend college classes without commuting to the ARC main campus.
Description of Preparation Process
Since 2001, American River College, the Natomas Unified High School District, and the
Sacramento City Library and Parks Department worked collaboratively to plan a
common site that will house a library, Inderkum High School, a city park and a
community college center. This partnership allows for an efficient use of resources so
that all partners and the community will benefit from the union. Faculty and staff have
been included at all levels of facility and program planning.

For reference, below is a timeline overview for the development of the North Natomas
Educational Center.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Letter of Intent to CPEC and Chancellor’s Office</td>
<td>May 2003</td>
</tr>
<tr>
<td>Construction began</td>
<td>July 2004</td>
</tr>
<tr>
<td>Needs Study to CPEC and Chancellor’s Office</td>
<td>August 2004</td>
</tr>
<tr>
<td>Action item to Board of Governors</td>
<td>May 2005</td>
</tr>
<tr>
<td>Action item to CPEC</td>
<td>September 2005</td>
</tr>
<tr>
<td>Occupancy</td>
<td>August 2005</td>
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</table>

**Evidence of Adequate Resources**

**Faculty, Management, and Support Staffing**

Faculty: The Dean of the Natomas Educational Center, in consultation with main campus
instructional deans, hire faculty for assignment to NNEC using the same process as
implemented at the main campus. The LRCCD policy indicates that there is to be a mix
of both full time and adjunct faculty at the Center, consistent with faculty demographics
at the main campus. The faculty members assigned to NNEC are part of the main
campus’ academic divisions and have an obligation to attend college department
meetings. Any new full time or adjunct faculty hired for the Center will have attended
both the LRCCD’s Human Resources and ARC’s established hiring process.

Management: ARC has a full time dean on site to oversee NNEC operations, Dean of the
Natomas Educational Center, following a full hiring process. In addition, ARC has
reassigned a classified staff supervisor from the main campus to the NNEC. (See
Attachment 6)

Support staff: ARC NNEC currently has five (5) permanent full time classified staff
members to operate the Center. In addition, it has one half-time permanent staff member
and four temporary staff members. During peak enrollment periods, ARC main-campus
provides additional support staff to set-up and operate the NNEC bookstore and to assist
with enrollment and admissions functions as well as Financial Aid services. All support
staff at NNEC are hired or assigned through the LRCCD and ARC hiring process.

**Equipment and Facilities**

LRCCD local bond, passed in November 2002, funded the initial purchase of land and
the construction of the first phase of the ARC NNEC. The first phase, classroom and
administrative space, is over 19,000 square feet. As enrollment grows and state bond
funding permits, the LRCCD plans to build a second and third phase of classrooms and support facilities over the next decade. The bond measure also provided equipment for the new NNEC building including classroom and staff computers. *(See Attachment 2)*

A Memorandum of Understanding (MOU) between the LRCCD, the Natomas Unified School District (NUSD), the Sacramento City Public Library and the Sacramento City Parks and Recreation provides the NNEC with additional facilities and services. ARC NNEC rents classroom space at the NUSD high school and has accessible: specialized instructional rooms for weight and aerobics training, drama, band, art, and science classrooms as well as a gym and a theater. Students have the additional resource of access to the public library. These additional facilities are a few feet away, literally walking distance of the NNEC. *(See Attachment 7)*

**Initial and Long Term Fiscal Resources**

LRCCD bond funds paid for the acquisition of the property and the construction of the NNEC. A combination of LRCCD bond and state bond funds will be used for the construction of the next two phases of the NNEC. NNEC staff salaries are funded by the LRCCD as are electric, water and sewer expenses. The NNEC operations expense budgets are allocated through the main campus existing college budget allocation process. *(See Attachment 8)*

**Achievement Monitoring Plan**

Evaluation and monitoring of the ARC NNEC will be through the existing mechanisms ARC has established for all programs, departments and units. The ARC research office collects data on NNEC, consistent with protocol at the main campus.

**EVIDENCE OF NECESSARY INTERNAL AND EXTERNAL APPROVALS**

**Evidence of Governing Board Action**

The Los Rios Board of Trustees approved the North Natomas Center Memorandum of Understanding (MOU) at its regularly scheduled meeting on June 1, 2005. *(Attachment 9)*. Board of Governors approved the Center in May 2005, with CPEC approval following in September 2005.

The Board approved this Substantive Change Report at its April 19, 2006 meeting *(Attachment 10)*.

**ACCREDITATION ELIGIBILITY REQUIREMENTS**

The addition of the North Natomas Educational Center will not alter the college’s ongoing ability to meet accreditation eligibility requirements in the following areas:

1. Authority
2. Mission
3. Governing Board
4. Chief Executive Officer
5. Administrative Capacity
ACCREDITATION STANDARDS AND RELEVANT COMMISSION POLICIES

Standard 1: Institutional Mission and Effectiveness

- Mission: The college has a mission statement that includes a commitment to serving all students capable of benefiting from community college instruction, preparing students for transfer and training, and providing opportunities for lifelong learning. (Attachment 3). The mission statement is reviewed every three years by the college’s Planning Coordination Council, which includes representatives from management, faculty, classified staff and students.

- Improving Institutional Effectiveness: The college has a regular program review process in place for all instructional and student services programs, as well as an annual educational master plan process. The North Natomas Center participates in all planning processes. In addition, the ARC Research Office produces an annual Key Effectiveness Indicators report and a biannual Institutional Effectiveness Report which will include data on the North Natomas Center.

Standard 2: Student Learning Programs and Services

- Instructional Programs: Program Review is in place to systematically assess the currency of curriculum and teaching methodologies at both the main campus and North Natomas Center, and to revise them when necessary. All courses offered at NNEC are selected from existing ARC curriculum by the Dean of Natomas Educational Center in consultation with both instructional deans and department chairs at the main campus.

- The curriculum of this Center will support the college’s general education and transfer and appropriate vocational education missions. The intent shall be to offer primarily the first year of instruction of a program, and the second year only when it does not require specialized facilities. The fundamental notion is that the terminal courses of a program, and specialized facilities shall reside at the main
campus of which the Center is a part. Curriculum will be designed and delivered by college faculty in accordance with curricular guidelines established by the college. (See Attachment 11)

- Student Support Services: The Center recruits and admits diverse students who can benefit from its course offerings. Services currently include assessment, enrollment, fee payment, official transcript requests, counseling, and financial aid.

- Library and Learning Support Services: The Sacramento City Library is currently housed in NUSD Inderkum high school and will build a new library at the NNEC site which will serve both the North Natomas Educational Center and Inderkum High School. Students also currently have full access to the library on the ARC main campus and ARC librarians offer orientations at the NNEC site on how to effectively and efficiently use library resources.

Standard 3: Resources

- Human Resources: All full-time and adjunct faculty meet state and district minimum qualifications to be eligible to teach at the North Natomas Educational Center courses. Full time faculty members from all instructional areas are regularly assigned to courses at the North Natomas Center to ensure consistency of instruction with the main campus. Academic, student services, technology and facilities support staff are qualified to provide support services to the program. All personnel are treated equitably, evaluated regularly and systematically, and are provided opportunities for professional development.

- Physical and Technology Resources: NNEC provides safe and pleasing physical classroom and lab space which includes six state-of-the-art multi-media classrooms. Three of these classrooms have computers for each student and can operate as computer labs. Technology planning is integrated with facilities and educational master plan planning activities.

- Financial Resources: The college and district’s financial planning and budget processes provide sufficient and stable support for this Center program. Processes allow for resources to grow as the program grows.

Standard 4: Leadership and Governance

- Decision-Making Roles and Processes: The Dean of the North Natomas Educational Center actively participates in the appropriate governance and operational committees and processes required to support the Center, the college, and the district.

- Board and Administrative Organization: The Center operates within the required governing board policies and regulations.
Supplemental Document to
North Natomas Substantive Change Proposal
The following information is provided in response to a request for additional information regarding financial support for American River College’s (ARC) North Natomas Education Center (NNEC). This information was requested by the Accrediting Commission for Community and Junior College’s Substantive Change Committee following their review of the NNEC Substantive Change Proposal dated April 19, 2006 and is intended to amplify the information provided by ARC during the committee’s review of the NNEC Substantive Change Proposal on May 19, 2006.

### Operational Funding

As part of the Los Rios Community College District, ARC receives operational funding (college discretionary funds) from the District based on a formula. The primary factor in the formula is Weekly Student Contact Hours (WSCH), which means that as the college’s enrollment increases, its operational funding also increases. The cost-of-living adjustment (COLA) provided in the State budget for community colleges’ is also applied to the formula ensuring that the allocation of operational funds is adjusted for the impact of inflation.

For 2005-06, this formula provided ARC with $2,760,336 in college discretionary funds (CDF). CDF is received as a block grant from the District and is then allocated by established college formula to the four major operational units of the college---Instructional Services, Student Services, Administrative Services and President’s Services (see Attachment A).

Instructional Services receives 46.1% of the CDF after Institutional Support items such as student help, institutional printing (catalog, class schedule) are funded. The final 2005-06 CDF budget for Instructional Services was $1,106,333, of which the NNEC received $37,000 or 3.34% of the Instructional Services allocation. CDF supports operational items such as temporary classified staff, instructional and non-instructional supplies, travel, copy machine rental, etc. The final CDF budget for a given fiscal year forms the preliminary CDF budget for the ensuing year. Attachment B provides a summary of the allocation of CDF for Instructional Services for Budget Year’s 2002-03 through 2006-07.

Both the District’s and the college’s budget processes are fiscally conservative. A core value of the District is financial stability including accountability and prudent management of fiscal resources. The funding formulas utilized at both the District and college levels ensure that adequate resources are available to fund operations. New initiatives, including the NNEC, are only undertaken after careful analysis of resource availability to support the initiative without negatively impacting resource requirements of existing programs and services.
• **Staffing**

Staffing (management, tenure-track faculty, adjunct faculty and regular classified) is funded by the District and is not part of the college’s operational (CDF) budget. Staffing levels are influenced by a number of factors including enrollment, productivity, the District’s obligated full-time faculty compliance number, and funded growth. Generally, the level of regular (permanent and probationary) staff increases as enrollment increases although not in direct proportion. The District allocates instructional staff based upon full-time equivalent faculty with the number of adjunct faculty varying from year to year as enrollment fluctuates.

The classified staffing plan for the NNEC was developed several years in advance of the center’s opening. The philosophy underlying the classified staffing plan was to initially staff the center with generalists at a fairly senior level to ensure that the staff would be able to provide a broad range of services to students. As an example, the center was staffed when it opened with a Student Personnel Assistant-Student Services whose job description allows for the incumbent to provide a broad range of student support services, including basic matriculation services, financial aid services, registration services and basic information on services for the disabled. As the center’s enrollment grows, staffing additions will become more specialized to support student needs, e.g., financial aid officer.

• **Restricted Funding**

District funding that is restricted in nature (Proposition 20 lottery funds, State Instructional Equipment Funds) is allocated to the colleges primarily on the basis of full-time equivalent students. These funds are then distributed to instructional areas by the Instructional Deans’ Council, on which NNEC has a representative, which prioritizes and allocates the funds based upon need. NNEC received minimal allocations from this funding source this year as it was fully equipped when it opened. However, as the NNEC ages, it undoubtedly will receive growing allocations of both Proposition 20 and State Instructional Equipment Funds to replace existing software supplies and equipment.

• **Fixed Costs Funding**

Facility overhead, including utilities, is budgeted and funded separately by the District and is not a college operational expense. These fixed costs are funded independently of the main campus and do not impact upon the college’s operation.

Submitted by: Bob Allegre, Vice President Administrative Services  
Rachel Rosenthal, Accreditation Liaison Officer  
American River College

Date: June 1, 2006
APPENDIX G
MEMORANDUM

August 2, 2006

TO: Administrative Leadership Council
FROM: David Viar
SUBJECT: Classified Support

As we approach the start of a new academic year, let us look with pride on the fact that American River College has a well earned reputation for excellence in its programs and services. This has occurred, in part, because of the good working relations of faculty, staff and administration. The high level of shared involvement in the college decision-making process has led to a positive working environment and sound decisions to implement our vision, mission and goals.

A key to the success of the shared involvement is the level of participation of classified staff. It is essential that interested classified staff members have the opportunity to serve on college committees, to participate in professional development opportunities, and to engage in our planning processes.

I urge you to maintain a climate of participation in your area and to be creative and supportive of finding ways to provide staff coverage for the operational functions of staff members who are selected to serve on committees. If you are finding it difficult to provide back-up coverage for interested classified staff members to participate in appropriate professional development, planning efforts or college governance, please talk to the vice president in your area or me so we can explore viable solutions.

DV:gm