Standing Committee Annual Report

**Budget**

*This report is pending.*

**Academic Year 2010-2011**

**Committee Chair / Co-Chairs:**
- Chair: R Di Guilio, Administrative Services, n/a
- Co-chair: D Crump, Library, 2013

**Committee Member**
- C Chen, BSS, 2013
- K Burchett, English, 2013
- L CHow, HEalth & Education, 2012
- P Andre, Mathematics, 2012
- Y Zhao, Science & Engineering, 2011
- J McGinley, Counseling/Student Services, 2012
- P Walker, Student Services, n/a
- R D Ardans, Business, 2011
- J Hooker, FAA, 2011
- K Komura, Humanities, 2012
- D Jumulet, P.E., 2013
- C Weckman, Technical Education, 2011
- S Smith, Business Services, n/a

**Number of meetings held**
- Fall
- Spring
- Average attendance at meetings:

**Committee Functions**

- Indicate for each committee function how that function supports college goals and focus areas; please address all relevant college goals and focus areas.
- Use this link to access and refer to [ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011](#)

<table>
<thead>
<tr>
<th>College Goal and Focus Area Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provide an avenue of communication among the students, staff, faculty, and administration on college budgetary matters.</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
<tr>
<td>2 Review and monitor the budgeting process and procedures and make recommendations for improvements to the president.</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
<tr>
<td>3 Identify budget problems with district-wide implication, and make recommendations for improvement or solution to the president.</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
<tr>
<td>4 Develop institution-wide budget recommendations.</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
<tr>
<td>5 Review budget proposals in meeting institutional goals and objectives and Educational Master Plans.</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
<tr>
<td>6 Provide oversight and coordination on the allocation of financial resources</td>
</tr>
<tr>
<td>Supporting Action:</td>
</tr>
</tbody>
</table>
Standing Committee Annual Report for Budget

Action:

7 Improve understanding and communication regarding the connection between planning and resource allocation.

Supporting Action:

Evaluation of Committee Functions: what were the results of your actions?

- For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas.
- Answer the question above for each of the functions.

Evaluative Function

Routinely evaluates the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to the college goals and objectives.

Action

1 Provide an avenue of communication among the students, staff, faculty, and administration on college budgetary matters.

Supporting Action:

2 Review and monitor the budgeting process and procedures and make recommendations for improvements to the president.

Supporting Action:

3 Identify budget problems with district-wide implication, and make recommendations for improvement or solution to the president.

Supporting Action:

4 Develop institution-wide budget recommendations.

Supporting Action:

5 Review budget proposals in meeting institutional goals and objectives and Educational Master Plans.

Supporting Action:

6 Provide oversight and coordination on the allocation of financial resources

Supporting Action:

7 Improve understanding and communication regarding the connection between planning and resource allocation.

Supporting Action:

Summary of Funding Allocations (if applicable):

List of Significant Work Completed (beyond committee’s functions)
(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students ‘participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

1. Of the 3 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed?

2. How often did the ASB representative(s) attend your committee’s meetings? [choose one]

   Not at All  Sometimes  Most of the time  All of the time

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

Other Information: (optional)

Contact for next academic year:

Report submitted by:

(name     department     year term expires)

Date:
Standing Committee Annual Report for Budget

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
Standing Committee Annual Report

Buildings, Grounds, and Safety

Academic Year 2010-2011

Committee Chair / Co-Chairs:
Chair: Laduan Smedley, Admin Services, N/A
Co-chair: Janet Miller, Science & Engineering, 2012

Committee Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rick Anderson</td>
<td>Fall, Physical Ed</td>
<td>2012</td>
</tr>
<tr>
<td>Paul Arellanes</td>
<td>Spring, Physical Ed</td>
<td>N/A</td>
</tr>
<tr>
<td>Bob Boyle</td>
<td>Tec Ed</td>
<td>2013</td>
</tr>
<tr>
<td>Janet Brecher</td>
<td>Bus/Comp Sci</td>
<td>2011</td>
</tr>
<tr>
<td>Lynn Brock</td>
<td>Health Ed</td>
<td>2011</td>
</tr>
<tr>
<td>Chris Day</td>
<td>College Police</td>
<td>N/A</td>
</tr>
<tr>
<td>Patricia Eaton</td>
<td>Bus Services</td>
<td>2011</td>
</tr>
<tr>
<td>Connie Ferrara</td>
<td>LRC/Library</td>
<td>2011</td>
</tr>
<tr>
<td>Preton Harris</td>
<td>Maintenance</td>
<td>N/A</td>
</tr>
<tr>
<td>Jon James</td>
<td>Campus Accessibility</td>
<td>N/A</td>
</tr>
<tr>
<td>John Llorens</td>
<td>Humanities</td>
<td>2012</td>
</tr>
<tr>
<td>Tom Logan</td>
<td>English</td>
<td>2013</td>
</tr>
<tr>
<td>Sarah Mattson</td>
<td>Fine Arts</td>
<td>2011</td>
</tr>
<tr>
<td>Bonnie Miller</td>
<td>Counseling</td>
<td>2012</td>
</tr>
<tr>
<td>Janet Miller</td>
<td>Science</td>
<td>2012</td>
</tr>
<tr>
<td>Matt Mitchell</td>
<td>Fall, Math</td>
<td>2013</td>
</tr>
<tr>
<td>Vince Montoya</td>
<td>FM</td>
<td>N/A</td>
</tr>
<tr>
<td>David Newnham</td>
<td>Fine Arts</td>
<td>N/A</td>
</tr>
<tr>
<td>Gerald Nuckols</td>
<td>Bus/Comp Sci</td>
<td>2013</td>
</tr>
<tr>
<td>Rudy Pearson</td>
<td>Beh Soc Science</td>
<td>2011</td>
</tr>
<tr>
<td>Tanja Sacco</td>
<td>Spring, Math</td>
<td>N/A</td>
</tr>
<tr>
<td>Steve Segura</td>
<td>Public Safety Center</td>
<td>2011</td>
</tr>
<tr>
<td>Laduan Smedley</td>
<td>Admin Services</td>
<td>N/A</td>
</tr>
<tr>
<td>DeCarla Strong</td>
<td>MESA</td>
<td>2011</td>
</tr>
<tr>
<td>Wenda Vanderwerf</td>
<td>PRPTD</td>
<td>2012</td>
</tr>
<tr>
<td>Craig Bundy</td>
<td>Student Rep</td>
<td>N/A</td>
</tr>
<tr>
<td>Paul Carson</td>
<td>Student Rep</td>
<td>N/A</td>
</tr>
<tr>
<td>GQ Dlamini</td>
<td>Student Rep</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Number of meetings held
Fall 4 Spring 4

Average attendance at meetings: 17

Committee Functions

1. Study and make recommendations to the president concerning needed enhancement to campus buildings and grounds with the goal of improving the educational environment for staff, faculty, students and the community.

Supporting Action:
The BGS Committee made a recommendation to President Viar to discontinue the "Pilot Carpool Parking Program." After many discussions on this topic since the program was implemented in 2009, the BGS Committee felt that the program did not achieve the desired outcome that we had hoped it would when first recommended, approved, and implemented at the beginning of the spring 2009 semester. President Viar accepted the recommendation of the BGS Committee. The BGS Committee asked that we now look to place carpool parking stalls in our future parking structure. Currently, the parking structure does call for a number of carpool and other specialized vehicle parking to be included in the structure.

2. Study and make recommendations to the president concerning ways to improve energy conservation on campus.

Supporting Action:
At our first BGS Committee meeting on September 7th, we had a sustainability presentation by Mike Goodrich and Vince Montoya. They shared with the Committee an update on a new energy efficient air conditioning unit installed on the P.E. building. They also spoke about a new weather based irrigation system service provided by Hydro Point Data Systems; new sustainable construction measures for the district and district wide sustainable retrofit measures. During the 2010-2011 year, campus recycling was a standard agenda item that was discussed at every meeting. No recommendation was made.

3. Study and make recommendations to the president concerning conditions which promote the health and safety of staff, faculty, and students.

Supporting Action:
The discussion of the monthly crime stats is a regular agenda item. The Committee discusses ways to be safe on campus and report any unsafe practice and ways to improve the overall safety of the campus. No recommendations were made.

4. Plan and develop ways to inform and involve staff, faculty, and students in the above activities.

Supporting Action:

College Goal and Focus Area Addressed

3.2, 5.4, 5.5

5.4

3.2, 5.5
### Supporting Action

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Serve as a central clearing-house for concerns relating to buildings, grounds, safety and the Facility Master Plan. 5.4, 5.5</td>
</tr>
<tr>
<td>6</td>
<td>When appropriate, assist in obtaining outside assistance for activities relating to the above. 5.4, 5.5</td>
</tr>
</tbody>
</table>

### Evaluation of Committee Functions: what were the results of your actions?

- **Evaluation of Committee Functions:**
  - For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas.

- **Supporting Action:**
  - Answer the question above for each of the functions.

#### Evaluative Function

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study and make recommendations to the president concerning needed enhancement to campus buildings and grounds with the goal of improving the educational environment for staff, faculty, and the community.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Study and make recommendations to the president concerning ways to improve energy conservation on campus.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Study and make recommendations to the president concerning conditions which promote the health and safety of staff, faculty, and students.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Plan and develop ways to inform and involve staff, faculty, and students in the above activities.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Serve as a central clearing-house for concerns relating to buildings, grounds, safety and the Facility Master Plan.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When appropriate, assist in obtaining outside assistance for activities relating to the above.</td>
</tr>
</tbody>
</table>

### Summary of Funding Allocations (if applicable):

N/A

### List of Significant Work Completed (beyond committee’s functions)

(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

N/A

### Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students' participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self-Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

1. Of the 3 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? 3
2. How often did the ASB representative(s) attend your committee’s meetings? [choose one] Not at All, Sometimes, Most of the time, All of the time
Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

Favorable

Other Information: (optional) N/A

Contact for next academic year: Laduan Smedley

Report submitted by: Laduan Smedley Director, Administrative Services N/A Date: 5/18/2011

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
Standing Committee Annual Report

Classified Professional Development

Academic Year 2010-2011

Committee Chair / Co-Chairs:
Chair: Wenda Vander Werf, PRT&PD (does not expire)
Co-chair: Christina Wagner, CTL (does not expire)

Committee Member
Joy Baldwin, Student Services, 2013
Regina Tiner, Information Services, 2011
Shelley Jose, Fine and Applied Arts, 2012
Joan Sutherland, Instructional Media Services, 2012
Diane Cromwell, Child Development Center (supervisor)
Derrick Booth, Science and Engineering (mgmt)
Jane de Leon, PRTPD (mgmt)

Number of meetings held Fall 2 Spring 3 Average attendance at meetings: 7.4

Committee Functions
1. Provide assistance, guidance, and financial support to classified staff in the expansion, progress, or growth of professional development programs.
   Supporting Action:
   Our Committee actively seeks and solicits funding requests for Professional Development activities that will provide a group event allowing many classified to participate who may not otherwise take the opportunity to seek professional development growth. To that end, the Committee this year reviewed and approved funding for the following programs:
   Provided funding assistance to the Classified Senate for a professional development activity during their Winter Social Luncheon.
   Provided funding to Classified Senate to sponsor their in-coming president to attend the Classified Leadership Institute in June; this will provide networking and leadership training to the incoming Classified Senate President while allowing them to meet and receive input from other Classified Senate Presidents from around the state of California.
   Provided funding to Classified Senate to sponsor their Classified Staff Member of the Year to attend the Classified Leadership Institute.
   Provided funding for the 4th Annual Classified Professional Development Day, funding request facilitated through the Connections Committee.

2. Make recommendations for funding of staff development awards, including conferences and workshops, submitted by permanent classified staff.
   Supporting Action:
   5.3 Our committee provides funding to ARC classified staff so they may attend events, workshops, seminars, etc. These events help the classified staff member broaden their professional knowledge and make them more valuable employees. Every application that is turned in to our committee is reviewed. We discuss whether or not the event is relevant to the applicant's professional growth, and if so, has the applicant completed the application as required with all necessary attachments. We approve funding as requested, or arrive at a consensus for a funding amount based on the information provided, whether or not funding has been received this fiscal year (total annual award may not exceed funding cap) and whether or not the applicant's division exhibited support for the application by providing funds from their division budget.

3. Advertise classified professional development application procedures, deadlines, and funding availability.
   Supporting Action:

ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011

College Goal and Focus Area Addressed: 5.2, 5.3
Standing Committee Annual Report for Classified Professional Development

### Supporting Action:

- Each of the five yearly deadlines are well advertised. Emails are sent to the "ARC all-classified" distribution list. The deadlines are also advertised on the CPD website. Hard copies of seminars and workshop advertisements received through the USPS are made available in the CTL, or if they have a specific target audience (i.e. maintenance) the information is sent directly to the department.

- **Supporting Action:**
  - 4 Publicize programs or events of interest to classified staff, in collaboration with Classified Senate, Center for Teaching and Learning, and other groups.

- **Supporting Action:**
  - The Committee sponsored the 4th Annual Classified Professional Days, held this year at ARC in the Ranch House. The presenter was Daniel de Leon who presented several hours of information pertaining to tactical communication. Other speakers included Tami Yasuda and Joanne English (CPR/AED training), Captain Chris Day (Campus Safety) and Christina Wagner (Food Safety). Each topic was relevant to our safety and work at ARC.

- **Supporting Action:**
  - The Committee co-hosted the ARC Classified Senate Winter Social Professional Development event, which included the winter luncheon. Daniel de Leon gave an abridged version of his tactical communication presentation to over 200 attendees.

- **Supporting Action:**
  - The Committee annually sponsors ARC Classified staff to attend the Classified Leadership Institute. This year, two staff members were selected by random drawing, along with the incoming classified senate president and the recipient of the Classified Staff Member of the Year Award.

- **Supporting Action:**
  - The Committee co-chairs are members of the Professional Development Coordination Committee. The PDCC is tasked with overseeing and distributing the available monies received for professional development. The Classified Professional Development co-chairs represent their committee in regards to funding levels and vote on funding levels for all committees represented. The CPD co-chairs also participated in the

### Evaluation of Committee Functions: what were the results of your actions?

**For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas Answer the question above for each of the functions**

**Supporting Action:**

- 1 Provide assistance, guidance, and financial support to classified staff in the expansion, progress, or growth of professional development programs.

- **Supporting Action:**
  - The Committee sponsorships have been effective in promoting connections between divisions as well as providing useful tools for the employee’s daily work. This is evidenced by the official survey and informal reviews of the events.

- **Supporting Action:**
  - Make recommendations for funding of staff development awards, including conferences and workshops, submitted by permanent classified staff.

- **Supporting Action:**
  - The Committee evaluates the effective use of its awarded funds as evidenced by the post-event reviews required to be submitted by each recipient of funds.

- **Supporting Action:**
  - Advertise classified professional development application procedures, deadlines, and funding availability.

- **Supporting Action:**
  - The Committee advertises the availability of funds mainly through group emails that are sent to the Classified Staff included in the global address list of Outlook. These emails include a list of hyperlinks to various organizations that a staff member could utilize to search for relevant training. Additionally, we request that Deans encourage their staff to watch for and attend any professional development activity that is appropriate to their situation and the funding criteria. We highly encourage word-of-mouth advertising.

- **Supporting Action:**
  - While we will continue to include a list of links to organizations that provide various training seminars, ask the Deans to encourage their staff to look for appropriate training, and encourage word of mouth; it seems that most staff respond to advertisements sent directly to them by organizations they belong to or that their department has connections with.

- **Supporting Action:**
  - Publicize programs or events of interest to classified staff, in collaboration with Classified Senate, Center for Teaching and Learning, and other groups.

- **Supporting Action:**
  - The Committee has co-sponsored events with the Classified Senate and Connections. Committee members assist in the planning of events, facilitating events, or the execution of events. This has been a very effective way of including more classified in professional development activities.

- **Supporting Action:**
  - The Co-Chairs of this Committee are committed to attending the Professional Development Coordination Committee (PDCC) whenever a meeting is scheduled. At least one co-chair is in attendance at all meetings if it is impossible for both to be in attendance. This is an effective way of ensuring the CPD committee is providing input on communal professional development committee goals and strategies as well as co-creating forms utilized in common.

### Summary of Funding Allocations (if applicable):

- Total number of applications received: As of May 15, 27 applications received (There is still one funding period for this fiscal year)
- Total number of applications approved: 24 (2 denied, one resubmittal request, 1 withdrawn before committee meeting)
- Total amount of funding approved: $ 16,252
- Number of staff attending Classified Leadership Institute (not included in above totals): 4 staff, $ 3,560 in funding utilized

### List of Significant Work Completed (beyond committee’s functions)

(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

This year the application process was brought current with technology by requiring all funding applications and evaluation forms be submitted on-line to the new committee email address: ARC-PD-Classified@arc.losrios.edu. Not only does this expedite the process of compiling and forwarding applications to committee members, it also allows the committee to "go
green” and save on unnecessary paper copies. Applicants are still encouraged to visit the CTL or ITC, where their application drafts can be reviewed for completeness prior to electronic submission. We continue to review and update application forms as needed, and completed a comprehensive update of all forms this year. We began using the four-question post-event evaluation form created in PDCC, aligning CPD with other professional development funding committees on campus. At our April meeting we discussed the history of two permanent co-chairs and voted to better align with other campus standing committees by having one non-permanent committee chair. A nomination for a new Committee Chair was made and the Committee unanimously voted in favor of this change.

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees”

Concerning Associated Student Body representation on your committee:

1. Of the -0- ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? -0-
2. How often did the ASB representative(s) attend your committee’s meetings?

[choose one]
- Not at All
- Sometimes
- Most of the time
- All of the time

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

Two departments indicated that Classified Professional Development could offer resource assistance: Business Office and Community Relations. Both departments were contacted and dialog was established to offer assistance as needed.

Other Information: (optional)

The Classified Professional Development Committee oversees the distribution and use of funds distributed through the Professional Development Coordination Committee (PDCC). Additionally, CPD oversees the distribution and use of a separate line of funds provided through the Los Rios Classified Employees Association (LRCEA) which is provided for the use of LRCEA members. The LRCEA funds are not considered part of the PDCC funding string. The reports of funding listed above are inclusive of events funded with both CPD funds (from PDCC) and funds from LRCEA.

The Co-Chairs are members of the District Professional Development Committee. This has proven effective in gathering and sharing of information for events, providing channels of communication between all campuses.

Contact for next academic year: Regena Tiner, x 8298

Report submitted by: C Wagner (CTL) / W Vander Werf (PRTPD), no expiration

Date: May 12, 2011

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
Standing Committee Annual Report

Equity

This report is pending.

Academic Year 2010-2011

Committee Chair / Co-Chairs:
Chair: Oranit Limmaneeprasert, ESL, (2012)
Co-chair: (name, department, year term expires)

Committee Member
(name, department, year term expires):
Jeanette Alfred-Powless, Physical Education, 2012
Jim Barr, Research, 2012
Cathie Browning, Research, 2012
Deborah Cameron, Student Services, 2011
Kristina Casper-Denman, CTL, 2011
Susan Chou, Health and Education, 2012
Michaela Cooper, English, 2012
Dolores Delgado-Campbell, BSS, 2012
Amy Gaudard, Mathematics, 2012
Linda Gelfman, FAA, 2012
Darline Gnsauls, Humanities, 2012
Jeanne Hintze, Science, 2011
James Johnson, Student Representative
Gregory Jorgensen, Science, 2012
Naomi Kamunyu, Counseling, 2011
Adam Karp, Science
Sarah Lehman, LRC
America Mondragon-Lopez, Resource, 2012
Tammy Montgomery, English
Manuel Perez, Student Development
Frank Ramos, Technical Education, 2012
Manuel Ruedas, Counseling, 2012
Clarence Stokes, CSIT, 2012
DeCarla Strong, Mathematics, 2013
James Thompson, Off Campus Education
Telitha Floyd, Student Representative

Number of meetings held  Fall  Spring  Average attendance at meetings:

Committee Functions

- Indicate for each committee function how that function supports college goals and focus areas; please address all relevant college goals and focus areas.
- Use this link to access and refer to ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011

<table>
<thead>
<tr>
<th></th>
<th>College Goal and Focus Area Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define diversity and equity for American River College.</td>
</tr>
<tr>
<td>2</td>
<td>Develop specific institutional goals relating to diversity and equity.</td>
</tr>
<tr>
<td>3</td>
<td>Determine activities and strategies to achieve these goals.</td>
</tr>
<tr>
<td>4</td>
<td>Assist with the annual assessment of college goals relating to diversity and equity.</td>
</tr>
<tr>
<td>5</td>
<td>Identify equity training opportunities and potential resources for all members of the ARC community.</td>
</tr>
<tr>
<td>6</td>
<td>Sponsor activities that enhance awareness of our similarities and differences.</td>
</tr>
<tr>
<td>7</td>
<td>Publicize and encourage campus activities to promote diversity.</td>
</tr>
</tbody>
</table>
Standing Committee Annual Report for Equity

Action:

8 Maintain history of campus activities related to diversity.
Supporting Action:

9 Members serve as Equity representatives for hiring committees, with the exception of students.
Supporting Action:

10 Provide assistance and advice to the College Equity Officer in regard to training of equity representatives for hiring committees, and all members (with the exception of students) trained as Equity representatives.
Supporting Action:

11 Make recommendations for the college's equity report and for the Title IX update report.
Supporting Action:

12 Serve as a resource and clearing house for college equity concerns.
Supporting Action:

Evaluation of Committee Functions: what were the results of your actions?

For each function, evaluate the effectiveness of the committee's activities in supporting college goals and focus areas
Answer the question above for each of the functions

Evaluative Function: Routinely evaluates the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to the college goals and objectives.

Action:

1 Define diversity and equity for American River College.
Supporting Action:

2 Develop specific institutional goals relating to diversity and equity.
Supporting Action:

3 Determine activities and strategies to achieve these goals.
Supporting Action:

4 Assist with the annual assessment of college goals relating to diversity and equity.
Supporting Action:

5 Identify equity training opportunities and potential resources for all members of the ARC community.
Supporting Action:

6 Sponsor activities that enhance awareness of our similarities and differences.
Supporting Action:

7 Publicize and encourage campus activities to promote diversity.
Supporting Action:

8 Maintain history of campus activities related to diversity.
Supporting Action:

9 Members serve as Equity representatives for hiring committees, with the exception of students.
Supporting Action:

10 Provide assistance and advice to the College Equity Officer in regard to training of equity representatives for hiring committees, and all members (with the exception of students) trained as Equity representatives.
Supporting Action:

11 Make recommendations for the college's equity report and for the Title IX update report.
Supporting Action:

12 Serve as a resource and clearing house for college equity concerns.
Supporting Action:

Summary of Funding Allocations (if applicable):

List of Significant Work Completed (beyond committee's functions)
(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda
Standing Committee Annual Report for Equity

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees.

Concerning Associated Student Body representation on your committee:
1. Of the 2 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? 
2. How often did the ASB representative(s) attend your committee’s meetings? [choose one]
   - [ ] Not at All
   - [ ] Sometimes
   - [ ] Most of the time
   - [ ] All of the time

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

Other Information: (optional)

Contact for next academic year: 

Report submitted by: ____________________________ Date: ____________________________

(name department year term expires)

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
## Committee Chair / Co-Chairs:

**Chair:** Gillogly, Barbara - Gerontology 2010  
**Co-chair:** 

### Committee Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabzevary, I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engler, D. - English</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Thomas, D. - ECE</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Jazues, K. - Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truong, B. - Math</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>English, J. - PE</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Jarosick, C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moore, J. - Biology</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>MacGowan, P. - Horticulture</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Fortman, A. - Counseling</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Read, K. - LRC</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>DeLeon, J. - Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Number of meetings held

- **Fall:** 2  
- **Spring:** 2  
- **Average attendance at meetings:** 8

### Committee Functions

1. Meet regularly to review and discuss funding requests from full-time and adjunct staff members interested in attending a variety of different professional development venues including, but not limited to, conferences, workshops, symposiums, retreats, etc.  
   **Support Action:** Met four times during the year and funded  
   **College Goal and Focus Area Addressed:** 5.2

2. As a voting member, participate in the Professional Development Coordinating Committee's responsibility to develop a strategic plan for the college's professional development and to allocate professional development resources to the professional development committees, the Center for Teaching and Learning, and the Instructional Technology Center.  
   **Support Action:** Chair attended meetings and provided update on committee actions  
   **College Goal and Focus Area Addressed:** 5.2

3. Make recommendations regarding awards and award amounts with consideration given to established committee operating guidelines, procedures, and priorities as well as funding availability.  
   **Support Action:** Provided $14,395 to 23 faculty to participate in growth activities. Adjusted maximum award based on availability of funds  
   **College Goal and Focus Area Addressed:** 5.2

4. Encourage attendance at events of interest to faculty in collaboration with Faculty Senate, Center for Teaching and Learning, and other groups.  
   **Support Action:** Meetings were announced and participation encouraged  
   **College Goal and Focus Area Addressed:** 5.2

5. Disseminate information regarding upcoming professional development funding periods and submission deadlines.  
   **Support Action:** Flyers announcing funding periods and deadlines were posted on website and distributed to all staff. Announcements were made in
Standing Committee Annual Report for Faculty Professional Development

Action: Support the development of a Self-Study Planning Agenda – Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

• For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas.
• Answer the question above for each of the functions.

Evaluation of Committee Functions: what were the results of your actions?

- Routine evaluation of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to the college goals and objectives.
- Evaluate the effectiveness of the committee in supporting college goals and objectives.
- Routinely evaluates the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to the college goals and objectives.

Supporting Action:

- Meet regularly to review and discuss funding requests from full-time and adjunct staff members interested in attending a variety of different professional development venues including, but not limited to, conferences, workshops, symposiums, retreats, etc.
- Meet regularly to review and discuss funding requests from full-time and adjunct staff members interested in attending a variety of different professional development venues including, but not limited to, conferences, workshops, symposiums, retreats, etc.
- As a voting member, participate in the Professional Development Coordinating Committee’s responsibility to develop a strategic plan for the college’s professional development and to allocate professional development resources to the professional development committees, the Center for Teaching and Learning, and the Instructional Technology Center.

Supporting Action:

- Faculty encouraged to contact Area representative for information and assistance
- Faculty encouraged to contact Area representative for information and assistance
- Website with membership, minutes, application guidelines and general information updated
- Website with membership, minutes, application guidelines and general information updated
- Kate Jaques represented committee at PD meetings
- Kate Jaques represented committee at PD meetings

Summary of Funding Allocations (if applicable):

List of Significant Work Completed (beyond committee’s functions)

Reviewed and updated information on website

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students ‘participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees.

Concerning Associated Student Body representation on your committee:

1. Of the 0- ASB representatives that should be serving on your committee, how many ASB reps were actually appointed?
2. How often did the ASB representative(s) attend your committee’s meetings?

[choose one] Not at All Sometimes Most of the time All of the time

\Arc/adminfiles/PRTPD/Annual Report/2010-2011/For Web/Faculty PD Annual Report 5-11 (2).doc  Page 2 of 3  Rev. 04/2011
Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

The FPD Committee will continue to function and serve faculty to the extent that funds are available.

Other Information: (optional)

Contact for next academic year: Barbara Gillogly

Report submitted by: Barbara Gillogly - Gerontology Date: 5/23/11

(name department year term expires)

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development.

Thank you.
Standing Committee Annual Report

Planning Coordination Council

Academic Year 2010-2011

Committee Chair:
Chair: Jane de Leon  Planning, Research, Technology & Professional Development

Committee Member
(name, department):
Wenda VanderWerf  Classified Pd Committee
Adam Karp  Equity Committee
Kate Jaques  Faculty PD Committee
Linda Jurgens  Technology Committee
Leslie Reeves  Technology Committee
Alisa Shubb  Prof Standards/Type A&B Leaves
John Aubert  SLO Assessment Committee
Cathie Browning  Research Office (non-voting)

Number of meetings held  Fall  four  Spring  four  Average attendance at meetings: 18

Committee Functions

1. Assure the ARC multi-faceted planning processes are integrated, implemented, evaluated, and changed as necessary to improve student learning and the college's decision making processes.

Supporting Action: (a) PCC received summaries of the planning implications identified for instruction, student services, & presidential services in the spring 2010 program reviews [9/10]; standing committees were asked to note in their annual reports their responses to the planning implications with which they were identified [3/10].
(b) PCC received the results of the EMP and program review satisfaction surveys [9/10].

2. Make recommendations to the president on college shared governance issues requiring action while (a) recognizing the Academic Senate's primary responsibility to make recommendations on academic and professional matters and (b) ensuring the recommendations of the staff and students are given reasonable consideration.

Supporting Action: PCC was not asked to take shared governance related actions in 2009-2010.

3. Facilitate communication on major college issues with governance groups and the college standing committees.

Supporting Action: (a) As a standing agenda item, PCC continues to receive monthly updates from representatives of the college's standing committees and constituencies; PCC members affirmed the preference for presenting oral rather than written reports [9/10].
(b) Chairs of standing committees received individual reports on the currency of their posted meeting documents (i.e., agenda & meeting notes) and were reminded to bring their documents to currency before the end of the academic year [11/10].

4. Make recommendations to the president regarding the college standing committees: specifically, college functions for which standing committees should be established and the membership, functions, and general operating procedures of the committees; further, assure that each committee annually evaluates and reports to the PCC on the performance of its functions and role in improving student learning.

Supporting Action: (a) PCC formalized the process for becoming an ARC standing committee [2/11].
(b) PCC discussed through first reading a proposal from the Basic Skills Initiative to elevate Basic Skills to standing committee status; in September 2011, PCC will vote on its recommendation to
Standing Committee Annual Report for Planning Coordination Council

Recommendation and a Self-Study Planning Agenda

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

- Of the 2 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? Two were appointed in the fall term, though attendance at meetings was not strong: two ASB reps attended in October, one

Summary of Funding Allocations (if applicable):
PCC allocated equally the goals and objectives funding of fiscal years 2009-2010 and 2010-2011 to support the proposed online facilities management program and the information security device.

List of Significant Work Completed (beyond committee’s functions)
(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)
Not applicable

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

- Of the 2 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? Two were appointed in the fall term, though attendance at meetings was not strong: two ASB reps attended in October, one
Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

The summary of planning implications identified in the 2009-2010 program review cohort planning implication summary was distributed to PCC in September and March, and added to the annual reports template for 2010-2011.

Other Information: (optional)
None

Contact for next academic year: Jane de Leon

Report submitted by: Jane de Leon, Dean of Planning, Research, Technology & Professional Development

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development.
Thank you.
# Standing Committee Annual Report

## Professional Development Leaves

### Academic Year 2010-2011

#### Committee Chair / Co-Chairs:

<table>
<thead>
<tr>
<th>Chair</th>
<th>Co-chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa Shubb - Speech, exp S 2012</td>
<td></td>
</tr>
</tbody>
</table>

#### Committee Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Clark</td>
<td>English</td>
<td>exp S 2012</td>
</tr>
<tr>
<td>Diana Hicks</td>
<td>Union Rep</td>
<td>exp S 2013</td>
</tr>
<tr>
<td>Jerry Manduca</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Eric Martin</td>
<td>Allied Health, exp S 2013</td>
<td></td>
</tr>
<tr>
<td>Rachna Nagi-Condos</td>
<td>Business, exp S 2013</td>
<td></td>
</tr>
<tr>
<td>Patricia Peterson</td>
<td>Math</td>
<td>exp S 2011</td>
</tr>
<tr>
<td>Carol Pottorf</td>
<td>Dean BSS</td>
<td></td>
</tr>
<tr>
<td>Rick Ramirez</td>
<td>Counseling, exp S 2011</td>
<td></td>
</tr>
<tr>
<td>Mark Reese</td>
<td>Technical Education, exp S 2011</td>
<td></td>
</tr>
<tr>
<td>Nancy Reitz</td>
<td>Dean Math</td>
<td></td>
</tr>
<tr>
<td>Linda Shoemake</td>
<td>Library, exp S 2012</td>
<td></td>
</tr>
<tr>
<td>Nancy Silva</td>
<td>Fine &amp; Applied Arts, exp S 2013</td>
<td></td>
</tr>
<tr>
<td>Sunny Smith</td>
<td>Physical Education, exp S 2011</td>
<td></td>
</tr>
<tr>
<td>Eddie Webb</td>
<td>Dean Student Support Services</td>
<td></td>
</tr>
<tr>
<td>Veronica Wheaton</td>
<td>Science, exp S 2013</td>
<td></td>
</tr>
</tbody>
</table>

#### Number of meetings held

- Fall: 1
- Spring: 1

Average attendance at meetings: 12

### Committee Functions

- Indicate for each committee function how that function supports college goals and focus areas; please address all relevant college goals and focus areas.
- Use this link to access and refer to [ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011](#).

<table>
<thead>
<tr>
<th>Function</th>
<th>Supporting Action</th>
<th>College Goal and Focus Area Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Receives and reviews the applications of faculty members desiring sabbatical and professional development leaves.</td>
<td>1.1 &amp; 5.8</td>
</tr>
<tr>
<td>2</td>
<td>Reviews and makes recommendations to the president concerning proposals for professional development leaves.</td>
<td>2.1 &amp; 5.2</td>
</tr>
</tbody>
</table>

### Evaluation of Committee Functions: what were the results of your actions?

- For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas.
- Answer the question above for each of the functions.

#### Evaluative Function

1. The committee regularly reviews it processes, evidence of which can be found in each meeting agenda. The committee effectively performs its designated functions by keeping and reviewing records of all approved applications and keeping track of how much release time has been awarded relative to the amount of release time that has been allotted to the college.
2. This year the president for the chair to be a non-voting member was reviewed and consensus determine to continue this practice as it enables the chair to better facilitate discussion without bias.
3. Introduction of the DocSend system and use of an Outlook account for the Professional Standards Committee has streamlined record keeping and access to required documentation.

---

Rev. 04/2011
Use of date stamping for all reports received as well as recording date of committee approval of final reports has been introduced as part of routine processes.

1 Receives and reviews the applications of faculty members desiring sabbatical and professional development leaves.

Supporting Action:

The committee is very effective in performing this function as each member reviews all applications individually over a week before the meeting. This year, use of the DocSend system has enabled committee members to have a longer amount of time to review applications, the committee engages in open and confidential discussion of each application during each meeting. Applicants have been encouraged to discuss their applications with their area representatives in order to ensure all applications are understood as clearly as possible and this information is taken into consideration during discussion. Majority voting is held but nearly all decisions are supported by consensus.

2 Reviews and makes recommendations to the president concerning proposals for professional development leaves.

Supporting Action:

The committee and committee chair are very effective in performing this function as recommendations are sent in writing via email to the president within 3 days of the committee meeting and applicants and their respective deans are notified of the results also via email within the same time frame.

Summary of Funding Allocations (if applicable):

<table>
<thead>
<tr>
<th>Available Type B for Academic 2011</th>
<th>3.05 FTE (610%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>3.05 610%</td>
</tr>
<tr>
<td>Total Requested Fall 10 1.432</td>
<td>286.6% Awarded</td>
</tr>
<tr>
<td>Total Requested Spring 11 1.1235</td>
<td>2247% Awarded</td>
</tr>
<tr>
<td>Grand Total Awarded</td>
<td>2.283 456.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available Type A for Academic 2012</th>
<th>6.0 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>6.00 FTE</td>
</tr>
<tr>
<td>Total Requested Fall 11 1.0</td>
<td>Awarded 0.00</td>
</tr>
<tr>
<td>Total Requested Spring 11 0.0</td>
<td>Awarded 0.00</td>
</tr>
<tr>
<td>Grand Total Awarded</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available Type B for Academic 2012</th>
<th>3.40 FTE (680%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>3.40 680%</td>
</tr>
<tr>
<td>Total Requested Fall 11 2.06</td>
<td>411.7% Awarded</td>
</tr>
<tr>
<td>Balance</td>
<td>1.09 218.3</td>
</tr>
<tr>
<td>Total Requested Spring 12</td>
<td>Not yet applicable</td>
</tr>
<tr>
<td>Grand Total Awarded</td>
<td>Not yet applicable</td>
</tr>
</tbody>
</table>

List of Significant Work Completed (beyond committee’s functions)

(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

1) Began use of DocSend for submission and distribution of applications.

2) Established use of a committee Outlook account. This enables emails to be immediately, clearly and constistanty identified as coming from the Professional Standards Committee of Type A & B Leaves. It also keeps all committee records in one, accessible location.

3) Established a standard process for reviewing Final Reports: Final Reports are held in the ITC for review by committee members; the chair provides a brief written synopsis of each report for immediate review at the meeting; all reports are voted on by the committee.

4) Established a regular procedure of date stamping both the submission and committee approval of Final Reports.

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

1. Of the -0- ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? N/A
2. How often did the ASB representative(s) attend your committee’s meetings?

[choose one]

[ ] Not at All  [ ] Sometimes  [ ] Most of the time  [ ] All of the time

---

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

Program Review identified continuing need for professional development (especially the career oriented programs) detailing needs to maintain or enhance connections to their industries, to articulate expectations, and to create articulation agreements, compare with proprietary schools, develop internship opportunities, have additional program coordination for internships, growth: student follow-up, develop new strategies for supporting field studies/ w basic skills collaboration, and provide online integration of student information. The Professional Standards Committee has already responded to some of these planning implications specifically by recommending approval for leaves which directly addressed one or more of these issues. The committee plans to continue to respond to these planning implications during the leave review process as it looks for connections between the proposals and departmental/area/college needs.

---

Other Information: (optional)

[ ]

Contact for next academic year: Alisa Shubb

Report submitted by: Alisa Shubb - Speech, exp S 2012

Date: ____________________________

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development.

Thank you.
Standing Committee Annual Report

Professional Development Coordination

Academic Year 2010-2011

Committee Chair / Co-Chairs:
Chair: J. de Leon Planning, Research, Technology & Professional Development

Committee Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Roy</td>
<td>Science</td>
<td>2011</td>
</tr>
<tr>
<td>T Tabares</td>
<td>Academic Senate, 2011</td>
<td></td>
</tr>
<tr>
<td>D Cromwell</td>
<td>Classified Supervisor, 2011</td>
<td></td>
</tr>
<tr>
<td>M Reske</td>
<td>ITC</td>
<td></td>
</tr>
<tr>
<td>C Browning</td>
<td>Classified Senate, 2011</td>
<td></td>
</tr>
<tr>
<td>C Wagner</td>
<td>Classified Professional Development, 2011</td>
<td></td>
</tr>
<tr>
<td>K Jaques</td>
<td>Faculty Professional Development, 2012</td>
<td></td>
</tr>
<tr>
<td>K Soerense</td>
<td>Academic Senate, 2011</td>
<td></td>
</tr>
<tr>
<td>J Schilling</td>
<td>Classified Senate, 2011</td>
<td></td>
</tr>
<tr>
<td>J Casper-Denman</td>
<td>CTL, 2011</td>
<td></td>
</tr>
<tr>
<td>D DeVries</td>
<td>ITC</td>
<td></td>
</tr>
<tr>
<td>W Vander Werf</td>
<td>Classified Professional Development, 2011</td>
<td></td>
</tr>
<tr>
<td>B Gillogly</td>
<td>Faculty Professional Development, 2013</td>
<td></td>
</tr>
<tr>
<td>A Shubb</td>
<td>Professional Standards Type A&amp;B Leave, 2012</td>
<td></td>
</tr>
</tbody>
</table>

Number of meetings held
Fall 3 Spring 3 Average attendance at meetings: 12

Committee Functions

1. Create and maintain a strategic plan for professional development.
   Supporting Action: For the last three academic years, PDCC has attempted to lay the groundwork for building the college's PD strategic plan. In 2008-2009, PDCC reviewed & revised its functions, affirming PDCC’s responsibility for PD strategic planning. In 2009-2010, PDCC identified the four common evaluation questions that PD beneficiaries -- faculty, classified staff, and managers -- should use to prepare their PD evaluation reports. In 2010-2011, the four PD committees affirmed that the four common evaluation questions would be required of all faculty and staff reporting on the PD support they receive; also, with the expert guidance of the college business manager, PDCC received training on the history of the PDCC budget and addressed three questions: (a) should future PD carryover funds be returned to individual PD committees or, as has been the past practice, return to the PDCC? (b) How much of the "rainy day" reserve should the PDCC maintain? (c) What responsibility can the PDCC assume for funding the PDCC director's position and the "training" semester of the incoming director? 
   College Goal and Focus Area Addressed: 5.2

2. Allocate professional development funds as specified in #6, below.
   Supporting Action: See the matrix shown in the section, "Summary of Funding Allocations."
   College Goal and Focus Area Addressed: 5.2

3. Provide guidance to the professional development committees for appropriate use of the allocations by aligning professional development activities with college goals and focus areas.
   Supporting Action: PDCC relies on the individual PD committees to verify that PD funding proposals support college goals and focus areas. Further, the descriptions for the training workshops offered by the Center for Teaching and Learning and by the Instructional Technology Center include the college focus areas and state PD guidelines supported by the training workshops.
   College Goal and Focus Area Addressed: 5.2

4. Using the PDCC's contingency funds, provide funding for professional development activities when primary funding sources are unavailable.

Page 1 of 3
Supporting Action: Members of the PDCC unanimously voted to fund 0.5 of the 2011-2012 instructional development coordinator backfill; however, the District included backfill in the 2011-2012 budget, so use of PDCC funding will not be used in 2011-2012.

5 Establish and follow a process to report the results of PDCC’s allocations to the Classified Professional Development, Faculty Professional Development, and Management Professional Development Committees, Center for Teaching and Learning, and to the Instructional Technology Center.

Supporting Action: The PRTPD administrative assistant maintains the budgeting records for funding allocations made by the PD committees. The CTL’s staff resource center assistant maintains the matrix listing all CTL and ITC training workshops and the focus areas and state PD guidelines supported by these workshops.

6 Represent ARC at the District-level professional development committee.

Supporting Action: Faculty and classified members of the PDCC represented the college at the District-level PD committee meeting on 16 March 2011.

Evaluation of Committee Functions: what were the results of your actions?

For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas

Supporting Action: This topic will be on the PDCC’s agenda for fall 2011.

1 Create and maintain a strategic plan for professional development.

Supporting Action: The PDCC continues to make good progress in building the dialogue and process to create and maintain the college’s strategic plan for professional development.

2 Allocate professional development funds as specified in #6, below

Supporting Action: The PDCC continues the overall college and District practice of careful stewardship of resources.

3 Provide guidance to the professional development committees for appropriate use of the allocations by aligning professional development activities with college goals and focus areas.

Supporting Action: The PDCC should review this function in the coming academic year, including the ways in which this function should be implemented.

4 Using the PDCC’s contingency funds, provide funding for professional development activities when primary funding sources are unavailable.

Supporting Action: PDCC demonstrated prudent strategic skill in approving the proposal to use contingency funds to provide 0.5 backfill for the instructional development coordinator position at 0.5.

5 Establish and follow a process to report the results of PDCC’s allocations to the Classified Professional Development, Faculty Professional Development, and Management Professional Development Committees, Center for Teaching and Learning, and to the Instructional Technology Center.

Supporting Action: The records for the use of PD allocations, both funding and the use of faculty time to present training workshops, results in the college’s effective, accurate, and comprehensive accountability for the use of PD resources.

6 Represent ARC at the District-level professional development committee.

Supporting Action: By representing the college at District-level PD meetings, the three PDCC members assured that the college participates in the dialogue about how best to use plan and implement professional development training.

Summary of Funding Allocations (if applicable):

AMERICAN RIVER COLLEGE
2010 - 2011 College-Wide Staff Development Budget

<table>
<thead>
<tr>
<th>Annual College Allocation</th>
<th>Program Code</th>
<th>Allowable expenditures</th>
<th>Annual college allocation 041F</th>
<th>Annual district allocation 047C</th>
<th>Savings from previous years 101L</th>
<th>TOTAL AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>carryover</td>
<td></td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Teaching &amp; Learning</td>
<td>67511</td>
<td>Guest speakers, brochures, supplies</td>
<td>$2,700</td>
<td>$6,975</td>
<td>$9,675</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.4 FTE Director</td>
<td>$18,260</td>
<td>$18,260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Center</td>
<td>67512</td>
<td>Supplies, Guest speakers, travel, software upgrades</td>
<td>$540</td>
<td>$6,975</td>
<td>$4,500</td>
<td>$12,015</td>
</tr>
</tbody>
</table>

CAMPUS STANDING COMMITTEES

| Faculty Professional Development | 67513 | Travel | $10,364 | $6,975 | $10,012 | $27,351 |
| Classified Professional Development (LRCEA, SEIU, and LRSA members) | 67514 | Travel | $2,176 | $6,975 | $3,262 | $12,413 |

OTHER

| Management Professional Development | 67515 | Travel | $900 | $12,600 | $2,700 | $16,200 |
| Special Projects                     |      | Travel, supplies | | | | $0 |
Standing Committee Annual Report for Professional Development Coordination

<table>
<thead>
<tr>
<th>Collaborative Workshop to Enhance Teaching Methods</th>
<th>67516</th>
<th>Supplies</th>
<th>$450</th>
<th></th>
<th>$450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous Account</td>
<td>99000</td>
<td></td>
<td>$1,860</td>
<td></td>
<td>$1,860</td>
</tr>
<tr>
<td>Total Dept/Committee Allocations</td>
<td></td>
<td></td>
<td>$18,990</td>
<td>$58,760</td>
<td>$20,474</td>
</tr>
</tbody>
</table>

List of Significant Work Completed (beyond committee’s functions)
(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)
Not applicable

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study's planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:
1. Of the -0- ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? Not applicable: students are not appointed to any of the college's professional development committees.
2. How often did the ASB representative(s) attend your committee’s meetings?
   [choose one]
   - Not at All
   - Sometimes
   - Most of the time
   - All of the time

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

The professional development committees represented at PDCC rather than the PDCC itself are directly involved in the planning implications identified in the program reviews.

Other Information: (optional) none

Contact for next academic year: Jane de Leon-Dean of Planning, Research, Technology & Professional Development

Report submitted by: Jane de Leon PRTPD n/a Date: 6 July 2011

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
Standing Committee Annual Report
Student Learning Outcomes/Assessment
Academic Year 2010-2011

Committee Chair / Co-Chairs:
Chair: John Aubert, Earth Sciences, Spring 2011
Co-chair: none

Committee Member

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane de Leon</td>
<td>PRTPD</td>
<td></td>
</tr>
<tr>
<td>Lisa Lawrensen</td>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Brenda Thomas</td>
<td>Student Services / Counseling</td>
<td></td>
</tr>
<tr>
<td>John Aubert</td>
<td>SLO Coord, 2011</td>
<td></td>
</tr>
<tr>
<td>Katrina Worley</td>
<td>Anthropology, 2013</td>
<td></td>
</tr>
<tr>
<td>Wes Green</td>
<td>CIS, 2013</td>
<td></td>
</tr>
<tr>
<td>Lyn Case</td>
<td>English, 2013</td>
<td></td>
</tr>
<tr>
<td>Don New</td>
<td>Interior Design, 2011</td>
<td></td>
</tr>
<tr>
<td>Lorraine Chow</td>
<td>ECE, 2013</td>
<td></td>
</tr>
<tr>
<td>Alisa Shubb</td>
<td>Speech, 2012</td>
<td></td>
</tr>
<tr>
<td>Andrew Halseth</td>
<td>Math, 2013</td>
<td></td>
</tr>
<tr>
<td>Bo Jabery-Madison</td>
<td>PE, 2011</td>
<td></td>
</tr>
<tr>
<td>Charissa Gorre</td>
<td>SRPSTC, 2011</td>
<td></td>
</tr>
<tr>
<td>Marcie Woolsey/Victor Zarate</td>
<td>Science, 2013</td>
<td></td>
</tr>
<tr>
<td>Randy Schuster</td>
<td>Design Tech, 2012</td>
<td></td>
</tr>
<tr>
<td>Lori Rasor</td>
<td>Counseling, 2012</td>
<td></td>
</tr>
<tr>
<td>Kathy Champion</td>
<td>Library, 2012</td>
<td></td>
</tr>
<tr>
<td>Yuj Shimizu</td>
<td>Psychology, ex officio</td>
<td></td>
</tr>
<tr>
<td>Cathie Browning</td>
<td>Research, ex officio</td>
<td></td>
</tr>
<tr>
<td>Jamil Malik</td>
<td>International Students, 2013</td>
<td></td>
</tr>
<tr>
<td>Tara Cooper</td>
<td>Counseling, 2012</td>
<td></td>
</tr>
<tr>
<td>Jason Schilling</td>
<td>English/LRC, 2011</td>
<td></td>
</tr>
<tr>
<td>Diana Montijo</td>
<td>Counseling, 2011</td>
<td></td>
</tr>
<tr>
<td>Kindra Pring</td>
<td>Student Rep, 2011</td>
<td></td>
</tr>
</tbody>
</table>

Number of meetings held: Fall 5  Spring 5  Average attendance at meetings: 16

Committee Functions
- Indicate for each committee function how that function supports college goals and focus areas; please address all relevant college goals and focus areas.
- Use this link to access and refer to "ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011".

<table>
<thead>
<tr>
<th>College Goal and Focus Area Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist departments with their assessment activities. 2.1, 2.3</td>
</tr>
</tbody>
</table>

Supporting Action:
- Committee sponsored, facilitated, and/or assisted with 6 scheduled professional development activities, approximately 10 formal face-to-face meetings with chairs/designees, and numerous informal meetings/trainings intended to improve teaching and learning by assisting departments with their assessment activities.
- Assessment of instructional and student service SLOs was facilitated/assisted through trainings (see above), emails, voice mails, face to face meetings, handouts, promotion of ARC's SLO Assessment website, and dissemination of student self assessment surveys.
- Use of assessment results to make improvements was facilitated/assisted through trainings, emails, voice mails, mandatory face to face meetings with chairs/designees (see above), and use of the action plan template (and associated instructions).
- ARC's SLO website (containing forms, timelines, and training materials) continues to be periodically updated.
- Procedure for robust statistical analysis of all student SLO survey results developed and piloted. Departments supplied with a clear list of courses where one or more SLO responses show statistically significant deviations.
- Committee drafted and formally recommended a policy encouraging timely completion of SLO related documentation by departments. Policy is currently being reviewed by Classified and Academic Senates and by PCC; approval is pending.

| 2. Review and approve assessment instruments or protocols, action (response) plans, and progress reports. 2.3 |

Supporting Action:
- Tech review process for departmental assessment plans and action plans (intended to provide feedback prior to plans being formally reviewed by full committee) revised to include review of implementation reports.
- Format/template for implementation report reviewed and formally approved.
- Revisions to committee's internal evaluation of assessment plan discussed and approved.
- Revisions to instructional action plan template discussed and approved.
- Revisions to student services action plan template discussed and approved.
- Integration of abovementioned statistical analysis into the action planning process discussed and approved.
- 21 assessment plans reviewed and approved.
Evaluation of Committee Functions: what were the results of your actions?

In this section, for each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas.

Answer the question above for each of the functions.

### Supporting Action:

- **Supporting Action**: Routinely evaluates the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to the college goals and objectives.

- **Supporting Action**: Reviewed and discussed the effectiveness of using SharePoint as an SLO document sharing program for the core team, the committee, and the users. It was deemed inadequate and development of in-house online program was initiated.

- **Supporting Action**: *Tech review process for assessment plans, action plans, and implementation reports continually refined. Process continues to improve committee's ability to provide valuable feedback to departments and to streamline/simplify the final approval/acceptance process.*

- **Supporting Action**: *In response to committee and user feedback, numerous forms/templates/processes critical to SLO assessment program have been updated, improved, and simplified (see above).*

- **Supporting Action**: *In response to committee and PCC feedback, a revision of committee functions was initiated at the final meeting of the 2010-2011 academic year. These changes are intended to clarify the committee's role in promoting awareness of SLO assessment within the college community. The changes will be finalized in Fall 2011.*

- **Supporting Action**: *All cohorts (approximately 70 departments) actively participating in the collegewide SLO assessment process, routinely seeking assistance from Research Staff, committee members, and/or posted online materials.*

- **Supporting Action**: *Approximately 80 staff attended various SLO related trainings during year.*

- **Supporting Action**: *SLO assessment has much more become part of the college culture, with broad support from faculty, staff, and administration.*

- **Supporting Action**: *Return rate on student self assessment surveys has continued to increase.*

- **Supporting Action**: *100% of instructional departments have developed and implemented their first cycle action plans.*

- **Supporting Action**: *First cohort departments have completed assessment data collection for the second cycle, allowing for the opportunity to compare results between first and second cycles during the Fall 2011 action planning process.*

- **Supporting Action**: *The reclassification of 9 student service departments as non-instructional (see above) has demonstrated a level of flexibility within the student service SLO assessment process which has increased buy-in for the process in general.*
Departments which have retained their SLOs have a clearer understanding of the process and are seeking improvement through a regular cycle of assessment.

4  Provide two-way communication with staff concerning issues, programs, and opportunities relating to Student Learning Outcomes.

Supporting Action: *See #1 above.
*SLO assessment has become part of the routine, daily discussion within the college community. The Fall 2010 Convocation initiated a robust, simultaneous discussion of ISLOs (and SLOs in general) among over 400 faculty, staff, and managers. The activity was widely praised as “one of the best convocations ever.”
*Discussions and SLO updates with various college constituencies (Senates, PCC, Deans) indicate a more sophisticated understanding of and appreciation for the role of SLO assessment on campus.

5  Monitor the outcomes assessment portion of the college program review process.

Supporting Action: *Linkages between SLO assessment and program review have been strengthened on several levels:
*The SLO Assessment Committee will have permanent representation on the Program Review Council.
*SLO assessment is permanently linked to the long term budget/resource planning process through the program review and EMP templates.

Summary of Funding Allocations (if applicable):

List of Significant Work Completed (beyond committee’s functions)
(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)
*Committee reviewed, analyzed, and summarized the transcribed feedback from 31 breakout groups subsequent to the August 2010 Operation MVP activity.
*Committee reviewed and discussed ACCJC’s new approach to benchmarks in order to begin identifying the potential ramifications for our SLO assessment program.
*Five committee members attended the Fall 2010 Regional SLO Coordinators meeting at Sierra College in our ongoing effort to prepare for the 2012 ACCJC proficiency deadline.

Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda

- The ACCJC recommendation, “In order to improve, it is recommended that students’ participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit” AND
- The self-study’s planning agenda (II.B.1), “In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

1. Of the 1 ASB representative(s) that should be serving on your committee, how many ASB rep(s) were actually appointed? 1
2. How often did the ASB representative(s) attend your committee’s meetings?

[choose one] Not at All Sometimes Most of the time All of the time

Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010. (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

No planning implications were indicated related to the SLO Assessment Committee.

Other Information: (optional)
*Under the leadership of the PRTRD Dean and staff, the Committee leadership solicited and interviewed applicants for a new SLO Coordinator. John Gamber (ESL) was recommended to and selected by David Viar to serve beginning Fall 2011.

Contact for next academic year:  John Gamber, ESL

Report submitted by:  John Aubert, Prof. of Geography and Outgoing SLO Coord., 2011  Date:  May 24, 2011

(name     department     year term expires)

Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development. Thank you.
Standing Committee Annual Report  
Technology  
Academic Year 2010-2011

Committee Chair / Co-Chairs:  
Chair: Co-Chairs Linda Jurgens IT 2012  
Co-chair: Leslie Reeves BCS 2012

Committee Member  
Derrick Booth  
Ann Creighton  
Kim DeVries  
Jane deLeon  
Leonel DeLeon  
Larry Dumais  
Linda Jurgens  
Shane Lake  
Gary Lane  
Joe Oesterman  
Christopher Padgett  
David Redfield  
Leslie Reeves  
Marsha Reske  
Lani Rexius  
Rina Roy  
Ed Bartholome  
Jeff Bucher  
Kindra Pring  
Aron Davis  
Ut Fong  
Gary George  
Ashley Hain  
Roxanne Morgan  
Jessica Nelson  
Lynn Ott

Number of meetings held  
Fall  4  Spring  4  Average attendance at meetings: 60%

Committee Functions  
- Indicate for each committee function how that function supports college goals and focus areas; please address all relevant college goals and focus areas  
- Use this link to access and refer to [ARC District Strategic Plan Goals and ARC Focus Areas 2008 – 2011](#)

<table>
<thead>
<tr>
<th>College Goal and Focus Area Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide input on college-wide technology decisions</td>
</tr>
<tr>
<td>2. To facilitate college-wide communication on technology issues.</td>
</tr>
<tr>
<td>3. To represent ARC interests on district-wide technology decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Functions</th>
<th>Supporting Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide input on college-wide technology decisions</td>
<td></td>
</tr>
<tr>
<td>1. Smart classrooms: IT Committee spent several meetings discussing new technologies and composed a list of possible prices and equipment for Instructional use. The pros and cons of standards for this equipment were also discussed. Smart Classroom Standard Equipment has been accepted.</td>
<td></td>
</tr>
<tr>
<td>2. Each meeting contained a report on D2L changes and statistics</td>
<td></td>
</tr>
<tr>
<td>2. Mobile apps and solutions are the latest discussion thread starting. This is a large discussion and the committee will have further discussions in the future. A sub-committee has been formed.</td>
<td></td>
</tr>
<tr>
<td>3. To represent ARC interests on district-wide technology decisions</td>
<td></td>
</tr>
<tr>
<td>3.1 Faculty discussed their concerns for privacy in their D2L classrooms as well as their desktops which prompted a review of the District...</td>
<td></td>
</tr>
</tbody>
</table>
Standing Committee Annual Report for Technology

**Action:** Board Policy 8850.

3.2 ADA compliance & the need for captioning was an ongoing discussion- progress on the Distance Ed. Captioning and Transcriptioning Grant (DECT), Edustream has been followed.

<table>
<thead>
<tr>
<th>4</th>
<th>To routinely evaluate the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to college goals and objectives.</th>
</tr>
</thead>
</table>

**Supporting Action:** There is no formal evaluation but the committee reports back to the PCC each month. The Classified Senate also attended a couple of meetings this year and gave positive feedback.

**Evaluation of Committee Functions: what were the results of your actions?**

- For each function, evaluate the effectiveness of the committee’s activities in supporting college goals and focus areas
- Answer the question above for each of the functions

**Evaluative Function:** Routinely evaluates the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to college goals and objectives.

**Action:** There was no formal evaluation of the committee; however, members from the Classified Senate attended and gave positive feedback.

**Supporting Action:**

1. It was agreed that standards were needed in smart classrooms to ensure continuity and quality support and Smart Classroom.
2. Faculty are generally pleased with our progress and D2L offering;
3. A sub committee may be formed for further exploration.

2 To facilitate college-wide communication on technology issues.

**Supporting Action:**

1. There is a greater awareness of the various aspects of what is needed to maintain a secure infrastructure at various levels. A Best Practices document is posted for faculty and staff and a procedure was established for handling possible discipline regarding students sending malware to faculty.
2. New tools have been demonstrated that can be used easily in the classroom.

3 To represent ARC interests on district-wide technology decisions

**Supporting Action:**

1. Faculty have a better understanding of how workstations are scanned and why. They also have an agreement as to how D2L classrooms will be evaluated.

4 To routinely evaluate the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to college goals and objectives.

**Supporting Action:** Better communication

**Summary of Funding Allocations** (if applicable):

n/a

**List of Significant Work Completed** (beyond committee’s functions)

(e.g., revision of committee functions, change committee name, contribution to new policy on alternate representation)

**Information Being Compiled for the 2012 Accreditation Midterm Report Responding to an ACCJC recommendation and a Self-Study Planning Agenda**

- The ACCJC recommendation, "In order to improve, it is recommended that students ‘participation in the shared governance process and committees be actively encouraged to ensure the student voice is not lost. This recommendation was recognized in the Self Study, is detailed as a planning agenda, and was spoken to during the team visit" AND
- The self-study’s planning agenda (II.B.1), "In 2009-2010, the Planning Coordination Council will develop procedures to assist the Student Association to improve the current level of student participation on the college’s standing committees

Concerning Associated Student Body representation on your committee:

1. Of the 2 ASB representatives that should be serving on your committee, how many ASB reps were actually appointed? 2
2. How often did the ASB representative(s) attend your committee’s meetings?
   - [ ] Not at All  x Sometimes  [ ] Most of the time  [ ] All of the time

**Describe your committee’s response to the planning implications with which your committee was identified in the program reviews for 2009-2010.** (Program Review Summaries were sent as part of September 2010 PCC meeting documents and resent in the PCC chair’s email of 3/28/2011)

The Technology Requests from Program Review were operational in nature (e.g. requests for equipment, cascades) and IT handled the requests as presented. The Technology Committee is more of a planning and informational body. We looked at areas lacking or in question this year, or on the horizon.

**Other Information:** (optional)

Contact for next academic year: Linda Jurgens & Leslie Reeves

Report submitted by: Linda Jurgens and Leslie Reeves IT & BCS 2012 Date: 5/2/11
Please submit an electronic copy of your report no later than May 20, 2011 to the Dean of Planning, Research, Technology and Professional Development.

Thank you.