

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Pamela Walker <walkerp@arc.losrios.edu> on 03/31/2014. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



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

2014 Annual Report
Final Submission
 03/31/2014

American River College
 4700 College Oak Drive
 Sacramento, CA 95841

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Yuj Shimizu
3.	Phone number of person preparing report:	916-484-8149
4.	E-mail of person preparing report:	shimizy@arc.losrios.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.arc.losrios.edu/Documents/2012-13_ARC_Catalog_Page_6.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.arc.losrios.edu/About_ARC/Accreditation.htm
6.	Total unduplicated headcount enrollment:	Fall 2013: 30,129 Fall 2012: 32,022 Fall 2011: 31,792
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	26,469
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	11,320
9.	Number of courses offered via distance education:	Fall 2013: 458 Fall 2012: 341 Fall 2011: 330
10.	Number of programs offered via distance education:	31

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 7,837 Fall 2012: 7,525 Fall 2011: 6,695
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	71.8%									
14b.	Successful student course completion rate for the fall 2013 semester:	70.2%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>-1</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>1399</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>622</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1399	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	622
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1399									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	622									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	2,549									
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,654									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	895									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,145									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	917									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Sculpture, Literary Publishing,									

		Advanced Proficiency Certificate in ESL, Advanced High Proficiency Certificate in ESL, Intermediate Proficiency Certificate in ESL, CSU General Education, Honors Transfer, IGETC, Leadership Development			
19a.	Number of career-technical education (CTE) certificates and degrees:	157			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	157			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Paramedic	1251	national	70 %	100 %
	Funeral Service Education	1203	national	60 %	95 %
	Respiratory Care / Therapy	1210	national	80 %	100 %
	Nursing	1230	national	75 %	95.5 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Accounting	0502	0 %	80.28 %	
	Administration of Justice	2105	0 %	88.24 %	
	Applied Photography	1012	0 %	75 %	
	Automotive Collision Repair	0949	0 %	75 %	
	Automotive Technology	0948	0 %	79.03 %	
	Banking and Finance	0504	0 %	100 %	
	Biotechnology	0430	0 %	75 %	
	Business Administration	0505	0 %	66.67 %	
	Business and Commerce, General	0501	0 %	94.12 %	
	Business Management	0506	0 %	65.79 %	
	Commercial Music	1005	0 %	75 %	
	Computer Information Systems	0702	0 %	76.47 %	

Computer Infrastructure and Support	0708	0 %	70.27 %
Computer Software Development	0707	0 %	61.9 %
Constructions Crafts Technology	0952	0 %	92.4 %
Diesel Technology	0947	0 %	78.95 %
Digital Media	0614	0 %	66.67 %
Drafting Technology	0953	0 %	68.18 %
Early Childhood Development	1305	0 %	73.4 %
Electronics and Electronic Technology	0934	0 %	76.92 %
Emergency Medical Services	1250	0 %	33.33 %
Engineering Technology, General	0924	0 %	66 %
Fashion	1303	0 %	73.17 %
Fire Technology	2133	0 %	89.09 %
Geography / Geographical Information Science (GIS)	2206	0 %	87.5 %
Gerontology	1309	0 %	74.19 %
Graphic Art and Design	1030	0 %	100 %
Horticulture	0109	0 %	78.57 %
Hospitality	1307	0 %	81.25 %
Human Services	2104	0 %	59.38 %
Information Technology, General	0701	0 %	0 %
Interior Design and Merchandising	1302	0 %	57.69 %
Journalism	0602	0 %	33.33 %
Manufacturing and Industrial Technology (Welding)	0956	0 %	92.79 %
Marketing and Distribution	0509	0 %	80 %
Mortuary Science	1255	0 %	90.48 %
Natural Resources	0115	0 %	60 %
Nursing	1230	0 %	86.03 %
Office Technology / Office Computer Applications	0514	0 %	66.13 %
Other Health Occupations	1299	0 %	82.61 %
Paralegal	1402	0 %	78.38 %
Paramedic	1251	0 %	100 %
Physical Education	0835	0 %	85.71 %
Real Estate	0511	0 %	85 %
Respiratory Care / Therapy	1210	0 %	73.33 %
Sign Language Interpreting	0850	0 %	94.74 %
Speech / Language Pathology and Audiology	1220	0 %	92.31 %
Technical Communication	0607	0 %	0 %
Technical Theatre	1006	0 %	33.33 %
Work Experience	4932	0 %	100 %
World Wide Web Administration	0709	0 %	56.25 %

22.	Please list any other instituion set standards at your college:		
	Criteria Measured (i.e. persistence,	Definition	Institution set

	starting salary, etc.)		standard
	Persistence	One Year Fall to Fall Retention	42.0%
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>ARC will use a 10-year average as the metric for a variety of institution-set standards. Relatively resistant to outliers compared to a 5-year average, the 10-year average provides a broad baseline of performance, has the statistical advantage of utilizing a larger sample of data compared to a 5-year average, and is simple enough to explain to internal and external audiences. The process for selecting this metric involved collaboration and dialog among various constituencies, including the research office, both at college and district levels, the planning and coordination committee (PCC), and the president's executive staff (PES). When data are available for the 2013-2014 academic year, research office staff will provide an analysis of how the institution is meeting the institution-set standards and convey analysis results to PCC and PES. PCC will appoint an advisory committee to formulate an action plan for responding to any gaps in student achievement and the need to improve program or college performance, and the advisory committee will report back to PCC. Results of the first analysis using the institution-set standards will be provided in the 2015 annual report.</p>		

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	2116
	b.	Number of college courses with ongoing assessment of learning outcomes	2116
	Auto-calculated field: percentage of total:		100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	412
	b.	Number of college programs with ongoing assessment of learning outcomes	411
	Auto-calculated field: percentage of total:		99.8
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO	11

	implementation):	
b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.arc.losrios.edu/About_ARC/Student_Learning_Outcomes.htm
28.	Number of courses identified as part of the GE program:	551
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	551
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support	100%

	activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Among the multiple measures ARC uses to assess ISLOs is the nationally-normed Community College Survey of Student Engagement (CCSSE). This instrument allows for cross-sectional analysis to other colleges and longitudinal analysis to prior assessment cycles. Specific items from CCSSE are mapped to ISLOs, including sections assessing student experiences in the classroom and with student services. CCSSE has proved useful in identifying gaps and gauging improvements in student learning, particularly for the ISLO concerning the open and respectful communication of diverse ideas and beliefs. Besides CCSSE, college-wide surveys and convocation workshops are used to measure ISLOs and formulate action plans for closing gaps in student learning, and student service areas have identified concrete indicators of ISLOs that serve as data reviewable annually. ISLOs are published in the college catalog and on the website on the same page on which the college mission is posted, the college president consistently discusses ISLOs at convocation and graduation, and all professional development activities are mapped to ISLOs. ISLO assessment results are shared through committees and convocation and with students via the Associated Student Body.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>The Curriculum Committee uses a formalized process for documenting the review of degrees and certificates and assuring alignment of courses to program SLOs. Discipline faculty first review the courses supporting their</p>	

	<p>program SLOs. The committee then reviews maps showing the alignment between courses and program SLOs; where the committee identifies the need to strengthen alignment, departments must revise or provide further explanation. Changes are implemented in "Socrates" the district's curriculum management system. Programs are approved only after the curriculum committee's accepts the faculty's certification of alignment between courses and program SLOs. Beyond alignment, this process supports dialogue on how improvements to student learning can occur in the curriculum as a whole. During program review, departments use SLO assessment data to examine mappings and identify required revisions. CTE courses use advisory committees to assure alignment of courses to program SLOs. Programs have made changes to their SLOs as a result of the alignment review. At the ISLO level, a recent internal review by the SLO assessment committee, academic senate, and shared governance representatives led to a realignment of GE SLOs with ISLOs.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>To support improvements to student learning and to provide input to the college's planning processes (i.e., program review, EMP, Perkins application and reporting), the research staff provides aggregated SLO assessment results to faculty through department chairs, and faculty are asked to address identified needs to improve student learning. Changes to curriculum or pedagogy typically occur, which directly impact student behavior and achievement (See Question 39 for example). Department meetings provide opportunities for sharing results and designing strategies. The research staff disseminates results of individual course assessments to faculty as an aid in self-reflection and for inclusion in their self-studies for their peer review evaluations, thereby supporting dialog between faculty and managers. Across two full cycles of SLO assessment, the number of courses requiring actions to improve learning has dropped, revealing improvements in student learning. These improvements were accomplished through communication of SLO assessment results at the departmental level, leading to curriculum action and pedagogical change. SLO assessment results at the program level are publicized to external audiences on the ARC webpage.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>To identify and address achievement gaps, department faculty collaborate on developing SLO assessment and action plans. Dialog occurs in the SLO assessment committee's review of these plans. Research staff disseminate SLO results to department chairs, who share the information with department faculty; their input is sought in determining how best to address any gaps in student learning. Actions typically occur through changes in curriculum or pedagogy. Over the past six years, all programs at the college have participated in two cycles of SLO assessment. Current assessment results are published on the college website. That institutional change is occurring as a result of dialog about assessment results is seen in the increasing numbers of departments whose program review presentations include reference to SLOs: during program review departments report on whether their courses are adequately supporting their program level SLOs. Dialog regarding SLO assessment results occurs as departments complete their annual educational master plans to identify the resources required to support student learning. Within this planning</p>

	process, resource requests are specifically aligned to efforts to improve student learning outcomes.
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In 2010, design technology chose to perform a faculty-designed assessment in design technology 310. These assessments involve in-depth analysis featuring collaboration on an assessment tool, a scoring rubric, and benchmarks for success. This practice revealed one SLO, concerning descriptive geometry, scored at less than 40% of students' meeting faculty expectations. After a review with industry advisors, faculty decided that new software technologies would enable students to develop job skills for the contemporary workplace. Old skills were removed from the curriculum and replaced with 3D modeling topics. This change resulted in higher level achievement of job-based skills and high praise from industry advisors. In 2013, the SLO assessment process for student services was completely revamped. Previously, these services had followed an assessment process more suited for instructional programs; consequently, the process was ill-fitting, utilized artificial metrics and failed to create meaningful change. In 2013, student services faculty, deans and research staff convened to create a new assessment process with meaningful and tangible metrics for student success and clear alignment to ISLOs and student success initiatives.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Programs greater than 50% offered through distance education modality 2. Movement of an off-campus site to an existing campus center

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Mather Center, McClellan Center, Natomas Center, Twin Rivers Center
43.	List all of the institution's instructional sites out	n/a

	of state and outside the United States:	
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234