



2015 Annual Report

Final Submission

03/30/2015

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:	shimizu@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/2014-15_ARC_Catalog_pg6.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 2014: 30,242 Fall 2013: 30,431 Fall 2012: 30,021
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	26,438
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	11,259
9.	Number of courses offered via distance education:	Fall 2014: 490 Fall 2013: 458 Fall 2012: 341
10.	Number of programs which may be completed via distance education:	31

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 8,385 Fall 2013: 7,835 Fall 2012: 7,525
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	71.4%									
14b.	Successful student course completion rate for the fall 2014 semester:	69.8%									
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, per year, what is it?</td> <td>N/A</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>1487</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>623</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	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?	1487	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?	623
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
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?	1487									
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?	623									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,383									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,760									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	623									
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?	1,157									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,314									
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:	186			
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:	186			
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:	186			
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:				
		CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Funeral Services & Embalming	1203	national	60 %	88 %
	Paramedic	1251	national	70 %	100 %
	Respiratory Care	1210	national	80 %	100 %
	Nursing	1230	national	75 %	91.8 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		CIP Code 4 digits (##.##)	Institution set standard (%)	Jo b Placement Rate (%)	
	Funeral Services & Embalming	1203	60 %	68 %	
	Paramedic	1251	50 %	100 %	
	Respiratory Care	1210	70 %	100 %	
	Nursing	1230	60 %	63 %	
	Horticulture	1.0605	59.64 %	57.14 %	
	Environmental Conservation	3.0101	62 .65 %	61.11 %	
	Freelance Photography	10.0201	77.59 %	75 %	
	Commercial Music	10.0203	69.1 %	66.67 %	
	Art New Media	10.0304	52.5 %	50 %	
	CIS: Programming	11.0201	52.5 %	50 %	
	CIS: Microcomputer Applications	11.0601	64.4 %	61.9 %	
	CIS: Database Management	11.0802	69.17 %	66.67 %	
CIS: Computer Networking Management	11.0901	78.5 %	76 %		

CIS: Information Security Essentials	11.1003	78.5 %	76 %
CIS: Web Developer	11.1004	64.4 %	61.9 %
CIS: PC Support	11.1006	80.76 %	78.26 %
Hospitality Management: Culinary Arts/Restaurant Mgmt	12.0504	57.05 %	54.55 %
Hospitality Management: Baking	12.05	52.5 %	50 %
Engineering Technology	15	82.5 %	80 %
Biomedical Equipment Technology	15.0401	65.14 %	63.64 %
Biotechnology	15.041	66.64 %	63.64 %
Design Technology	15.1301	58.06 %	55.56 %
Sign Language Studies: Interpreter Training	16.1603	84.32 %	81.82 %
Dietary Manager/Dietary Services Supervisor	19.0505	66.54 %	64.29 %
Gerontology	19.0702	60.83 %	58.33 %
Early Childhood Education Management Specialist	19.0708	75 %	75 %
Early Childhood Education	19.0709	57.02 %	57.02 %
Fashion	19.0905	44.81 %	42.31 %
Legal Assisting	22.0302	61.3 %	58.82 %
Technical Communication	23.1303	100 %	100 %
Advertising & Sales Promotion	9.0903	100 %	100 %
Journalism	9.0401	35.83 %	33.33 %
Fitness Specialist	31.0507	77.93 %	71.43 % < /TD >
Administration of Justice	43.0107	52.5 %	50 %
Fire Technology	43.0201	63.4 %	61.9 %
Firefighter Recruit Academy	43.0203	81.45 %	78.95 %
Human Services	44	43 %	42.5 %
Geographic Information Systems (GIS)	45.0799	65 %	62.5 %
Carpenter Apprenticeship	46.02 01	100 %	100 %
Electrical	46.0302	100 %	100 %
Drywall/Lathing Apprenticeship	46.0404	100 %	100 %
Electronic	47.0101	56.81 %	54.31 %
Automotive Collision Technology	47.0603	49.17 %	46.67 %
Automotive Technology	47.0604	57.29 %	54.79 %
Diesel Technology	47.0605	68.21 %	65.91 %
Ironworkers Apprenticeship	48.0506	100 %	100 %
Sheet Metal Apprenticeship	48.0506	100 %	100 %
Welding Technology	48.0508	65.77 %	63.27 %
Fashion Design	50.0407	79.42 %	76.92 %
Interior Design	50.0408	63.61 %	61.11 %
Theatre Arts	50.0502	33.33 %	0 %
Speech Language Pathology Assistant Training	51.0204	82.5 %	80 %
Chemical Dependency Studies	51.1501	79.42 %	76.92 %
Healthcare Interpreting	51.9999	66.79 %	64.29 %
General Business	52.0101	77.5 %	75 %
Management	52.0201	72.5 %	70 %

	Retail Management	52.0212	100 %	100 %
	Accounting	52.0302	66.49 %	62.99 %
	Business Technology	52.0401	53.85 %	51.35 %
	Small Business Management	52.0703	52.5 %	50 %
	Real Estate	52.1501	56.35 %	53.85 %

22.	Please list any other institution set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	One year Fall to Fall Persistence	One year Fall to Fall Persistence	42.6

23.	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 2 50 words).		
	<p>ARC utilizes a 10 year average as the metric for a variety of institution-set standards. The 10 year average was selected to provide a broad baseline of performance, relatively resistant to outliers compared to a 5 year average. The 10 year average has the statistical advantage of utilizing a larger sample of data compared to a 5 year average, yet is simple enough to communicate to internal and external audiences. The process for selecting this metric involved collaboration among various constituencies, including the research office, the planning and coordination committee (PCC), and the president's executive staff (PES). When 2014-2015 data are available, the research office will provide an analysis of how the institution is meeting the standards that will go to the Data Inquiry Group, a task force whose objectives include connecting research and data with college initiatives for improving student outcomes. This group will formulate an action plan for responding to any areas where performance has not met the institution-set standards.</p>		

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	2026
	b.	Number of college courses with ongoing assessment of learning outcomes	2026
		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):	394
	b.	Number of college programs with ongoing assessment of learning outcomes	393
		Auto-calculated field: percentage of total:	99.7
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.arc.losrios.edu/About_ARC/Student_Learning_Outcomes.htm	
28.	Number of courses identified as part of the general education (GE) program:	565	
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 <i>program Student Learning Outcomes</i> :	565	
32.	Number of Institutional Student Learning Outcomes defined:	7	
33.	Percentage of college instructional programs and student and learning support activities	100%	

	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). The 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, most recently prompting an in-depth review of the ISLO "Demonstrate and employ marketable skills". Besides CCSSE, college-wide surveys and convocation workshops are used to measure ISLOs and formulate action plans for closing gaps in student learning. 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. ISLOs are discussed at convocation and graduation, and all professional development activities are mapped to ISLOs. A pilot system for faculty to self-identify the strongest ISLO alignment in their course level SLO assessment reports is in progress. 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 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</p>	

	<p>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 SLOAC, academic senate, and shared governance reps led to a realignment of GE SLOs with ISLOs. A pilot system for faculty to self-identify the strongest ISLO alignment in their course level SLO assessment reports is in progress.</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. The Planning and Coordination Council receives an ISLO summary and is responsible for approving an action plan.</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 program level 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 process, resource requests are specifically aligned to efforts to improve student learning outcomes.</p>
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 a recent meeting, The Diesel / Clean Diesel Technology advisory council suggested that DCDT120 incorporate an actual complete hydraulic system with all actuators being incorporated and running. The department received a donation of a refuse truck that is being used as part of this advice and to assist us in completing our SLO's in our hydraulics courses. Our committee will reevaluate the results during the next review cycle, but we observe a distinct improvement in student visualization and problem solving skills. As part of the Authentic Assessment Review Record pilot run, DESGN100 faculty performed a</p>

preliminary version of the Authentic Assessment Review Report. After review of the results, the faculty was pleasantly surprised to see that each faculty member used multiple assessment methods covering a wide range of assessment techniques that prompted hallway discussions about how well they worked and about how to implement them in their own classes. This type of result has helped the SLOAC understand the importance recording the possible use of multiple assessment methods for each SLO.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

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 Site, McClellan Center, Natomas Center, Twin Rivers Site
43.	List all of the institutions instructional sites out of state and outside the United States:	None

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,

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