



**2009 Institutional Self-Study
for Reaffirmation of Accreditation**



AMERICAN RIVER COLLEGE

INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

American River College
4700 College Oak Drive
Sacramento, California 95841

To:

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

June 2009

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Certification of the Institutional Self-Study Report

Date: June 2009

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

From: American River College, 4700 College Oak Drive, Sacramento, California 95841

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.



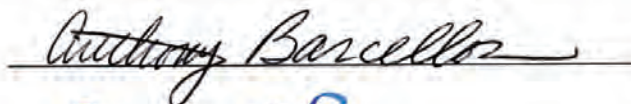
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President, Board of Trustees, Los Rios
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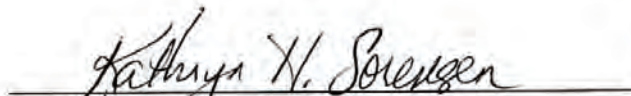
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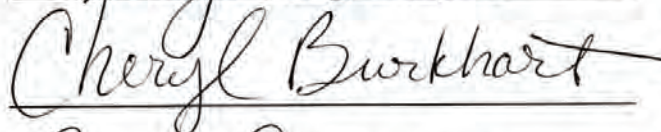
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GLOSSARY OF ACRONYMS

To assist readers of this self-study report, we provide a list of acronyms that often appear in American River College (ARC) and Los Rios Community College District (LRCCD) documents. The acronyms will therefore be encountered by those who examine the evidence that supports the self-study's statements and conclusions. We have tried to limit their use in the pages of the self-study itself, but some are too convenient to avoid entirely. A few entries have been included in this glossary for the convenience of members of our college community who may not be familiar with terms commonly used in documents related to accreditation.

ACCJC = Accreditation Commission for Community and Junior Colleges	ITC = Instructional Technology Center
ARCC = Accountability Reporting for Community Colleges	KEI = Key Effectiveness Indicators
ASCCC = Academic Senate for California Community Colleges	KIP = Key Issues in Planning
AVP = Associate Vice President	LMI = Labor Market Information
AVPI = Associate Vice President of Instruction	LRC = Learning Resource Center
BOG = Board of Governors (California Community College System)	LRCCD = Los Rios Community College District
BOT = Board of Trustees (LRCCD)	LRCEA = Los Rios Classified Employees Association
CCSSE = Community College Survey of Student Engagement	LRCFT = Los Rios College Federation of Teachers
CRC = Cosumnes River College	LRSA = Los Rios Supervisors Association
CSU = California State University	MIS = Management Information System
CSUGE = CSU General Education Certification Pattern	MMLC = Multimedia Math Learning Center
CTE = Career Technical Education	PCC = Planning Coordination Council
CTL = Center for Teaching and Learning	PDF = Professional Development Funding
D2L = Desire to Learn Course Management Software	PDL = Professional Development Leave
DE = Distance Education	PES = President's Executive Staff
DE Master Plan = Distance Education Master Plan	PRT = Performance Review Team
DO = District Office	PRTPD = Planning, Research, Technology, and Professional Development
DO IR = District Office, Institutional Research	RAD = Reading Across Disciplines
DSPS/LD = Disabled Student Programs & Services/Learning Disabilities	SA = Student Association
EMP = Educational Master Plan	SARS = Student Appointment Record System
ESL = English (as a) Second Language	SCC = Sacramento City College
FLC = Folsom Lake College	SEIU = Service Employee International Union
GE = General Education	SLO = Student Learning Outcomes
IEP = Instructional Effectiveness Plan	SRPSTC = Sacramento Regional Public Safety Training Center
IGETC = Intersegmental General Education Transfer Curriculum	SSPIRE Grant = Student Support Partnership Integrating Resources and Education Grant
IPEDS Reports = Integrated Post-Secondary Educational Data-System Reports	UC = University of California
	VPAS = Vice President of Administrative Services
	VPI = Vice President of Instruction
	VPSS = Vice President of Student Services
	WAC = Writing Across the Curriculum

Introduction



INTRODUCTION

History of American River College

Organization of the institution

The college's service region

Outreach centers and distance learning

History of American River College

American River College (ARC) became a part of the largest system of higher education in the world when it opened its doors as California's 61st public junior college in 1955. The college's origin, however, dates back to February 28, 1942, when Grant Union Junior College was established in Del Paso Heights to train civilian personnel for national service during World War II. In 1945 the name was changed to Grant Technical College, and in June 1954, voters agreed to the establishment of a new junior college district. Grant Technical College ceased operation after 13 years, and American River Junior College was born in the fall of 1955. For the first three years, classes were offered at the former Grant Technical College campus. However, soon after the first semester of classes had begun, the college purchased a 153-acre site known as the Cameron Ranch on which to construct a permanent campus. By October of 1958, when official dedication ceremonies were held, eight new building complexes had been erected among the magnificent oaks native to the area.

In 1965 the college became a part of the Los Rios Community College District, and the word "junior" was removed from its name. Today, along with Sacramento City College, Cosumnes River College, and Folsom Lake College, American River College is directed by a seven-member Board of Trustees. The trustees are elected by voters residing in the seven trustee areas that make up the District.

The first major addition to ARC's facilities as part of the Los Rios District was Davies Hall, a three-story classroom and faculty office building completed in 1966. In 1968-1969 new facilities for chemistry, physics, engineering, physical education, and technical vocational studies were added. The campus continued the growth phase in the 1970s with the addition of a three-

story library, a horticulture complex, a major addition to the technical education facility, a child care center and a counseling center. The 1980s saw the completion of the Rose Marks open-air pavilion and a new bookstore. The 1990s included major remodeling of laboratories and the addition of facilities for disabled student programs and services, instructional technology, and child development.

The Instructional Technology Center, which contains office space and facilities for computer training, was dedicated in 2000. The Howard Hall faculty office building opened in 2003, offering facilities for both full-time and adjunct professors. A new Health & Education building was completed in 2005, providing new offices, classrooms, and labs for nursing, respiratory care, funeral services education, foster care, nutrition, and paramedics. The Learning Resource Center expansion project dramatically increased the facility's size, tripling its capacity to serve students when it was completed in 2006. A major renovation of the physical education area updated its facilities and provided much-needed growth space for its classes and activities. In January 2008 the PE department inaugurated its new practice gym and opened two large workout rooms (a dance studio and a fitness room). Physical education's new swimming pool and water polo facility was ready for use in September 2008. The college theater renovation and fine arts expansion project resulted in upgraded performing art space and new music classrooms that were first occupied in 2007. This is a continuing project whose next phase will add facilities that include new rehearsal space.

The college's plans for the next few years include additional major projects. One will involve a new and significantly larger facility for its Oak Café, the centerpiece of the college's highly regarded

INTRODUCTION

food service program. Also on the drawing board is a major renovation of the central campus, a project that will replace several of the oldest buildings in the liberal arts complex with a single three-story classroom and office building. The consolidation of the liberal arts facilities will open space for a planned future expansion as well as provide a new look for the central region of the campus.

The Natomas Educational Center is a collaborative effort between the Sacramento City Library, the Natomas Unified School District, the Sacramento City Parks and Recreation, and the Los Rios District. The need for the Natomas Center was clearly demonstrated as its enrollment soared from 1,158 in fall 2003 to over 4,000 in spring 2009.

The Sunrise Center was established in 1990 in response to community needs for classes to be offered to the residents of the eastern portion of American River College's service area. The college student population eventually outgrew the Sunrise Center facility, and in 2008 ARC moved its regional center to San Juan High School.

Beginning in fall 1996, American River College and the Los Rios Community College District collaborated to remodel rooms in the district-owned Ethan Way facility to create high technology computer laboratories for student instruction. In January 2001, the Sacramento Regional Criminal Justice Training Center moved to McClellan Park, as did the college's fire technology program. The name was changed to Sacramento Regional Public Safety Training Center (SRPSTC) to reflect the increased scope of the program.

As American River College continues to expand, so does the area it serves. American River College is located in a five-county region that is home to 1.7 million residents, with a projected growth to 2.2 million by 2010. The

college's largest growth area is projected to be in Natomas, where the population in 1999 was 38,369. Since 1955, ARC has grown from 500 students to more than 38,000, from 32 full-time faculty members to more than 400, from 8 certificate programs to 71 (plus an additional 50 certificates of completion), and from three degree programs to 78.

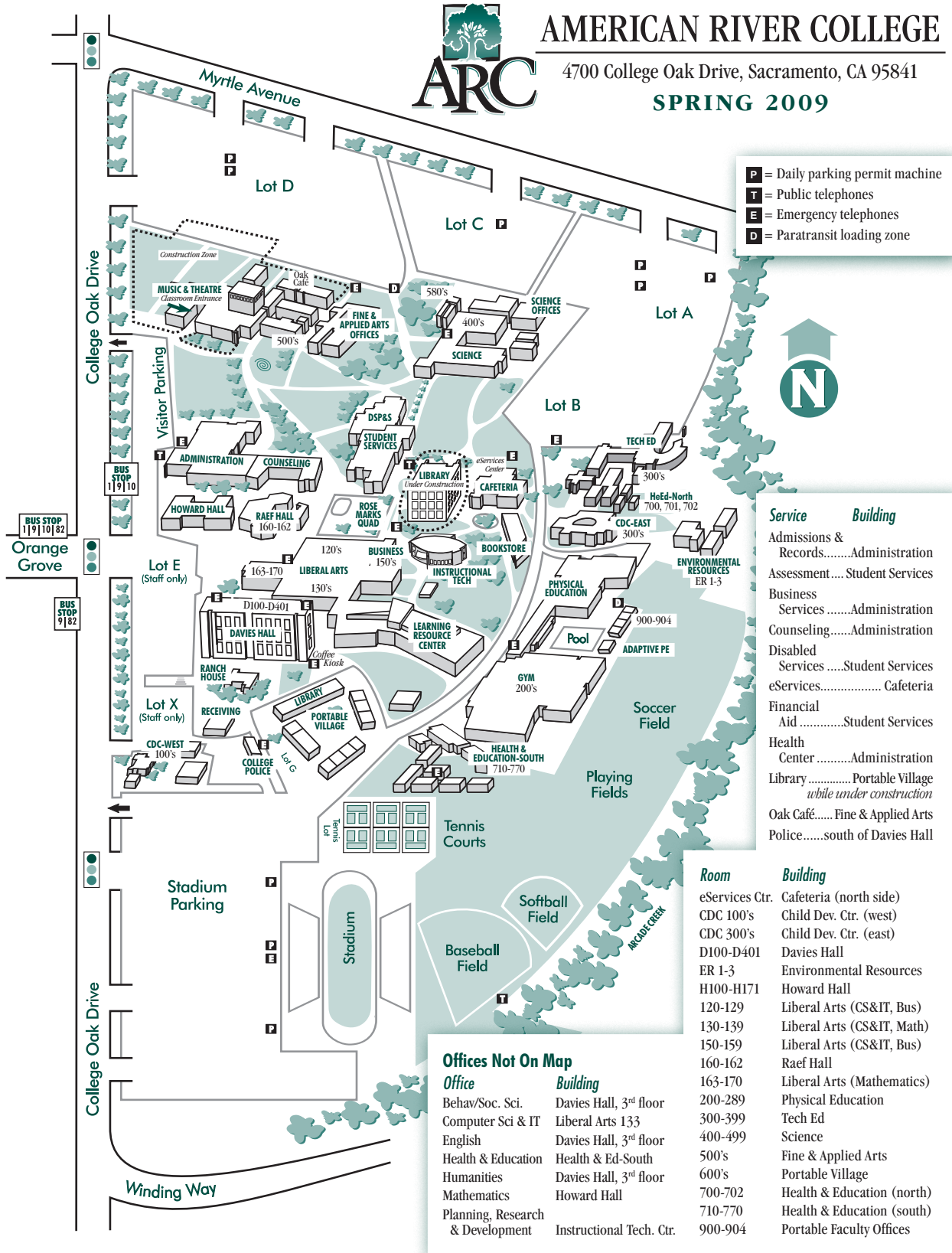
Today, 54 years after its founding, American River College continues its leadership role among the institutions of higher education within the Sacramento area. American River College, one of the largest community colleges in the state, is looked upon as a leader in innovative programs and services.



AMERICAN RIVER COLLEGE

4700 College Oak Drive, Sacramento, CA 95841

SPRING 2009



MAP REVISED DECEMBER 9, 2008

Organization of the Institution

The organization charts on the following pages illustrate the lines of authority and supervision in the Los Rios Community College District and American River College. The six charts depict these aspects of the District and ARC:

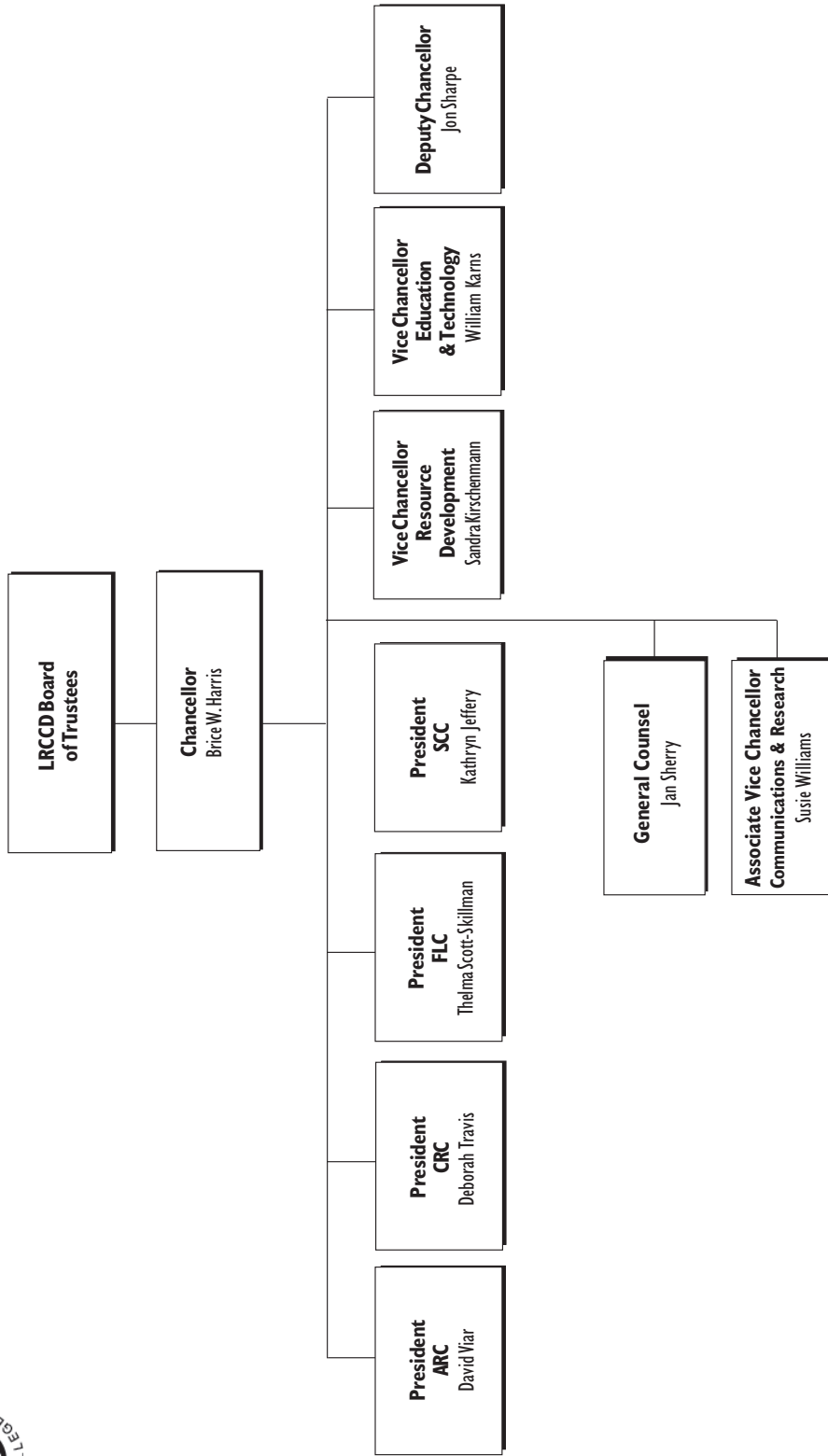
- Los Rios Community College District Administration 2009-10
- American River College Administration 2009-10
- American River College Instruction 2009-10
- American River College Student Services 2009-10
- American River College Administrative Services 2009-10
- American River College President's Services 2009-10

Current versions of all of the charts are maintained on the college Web site.

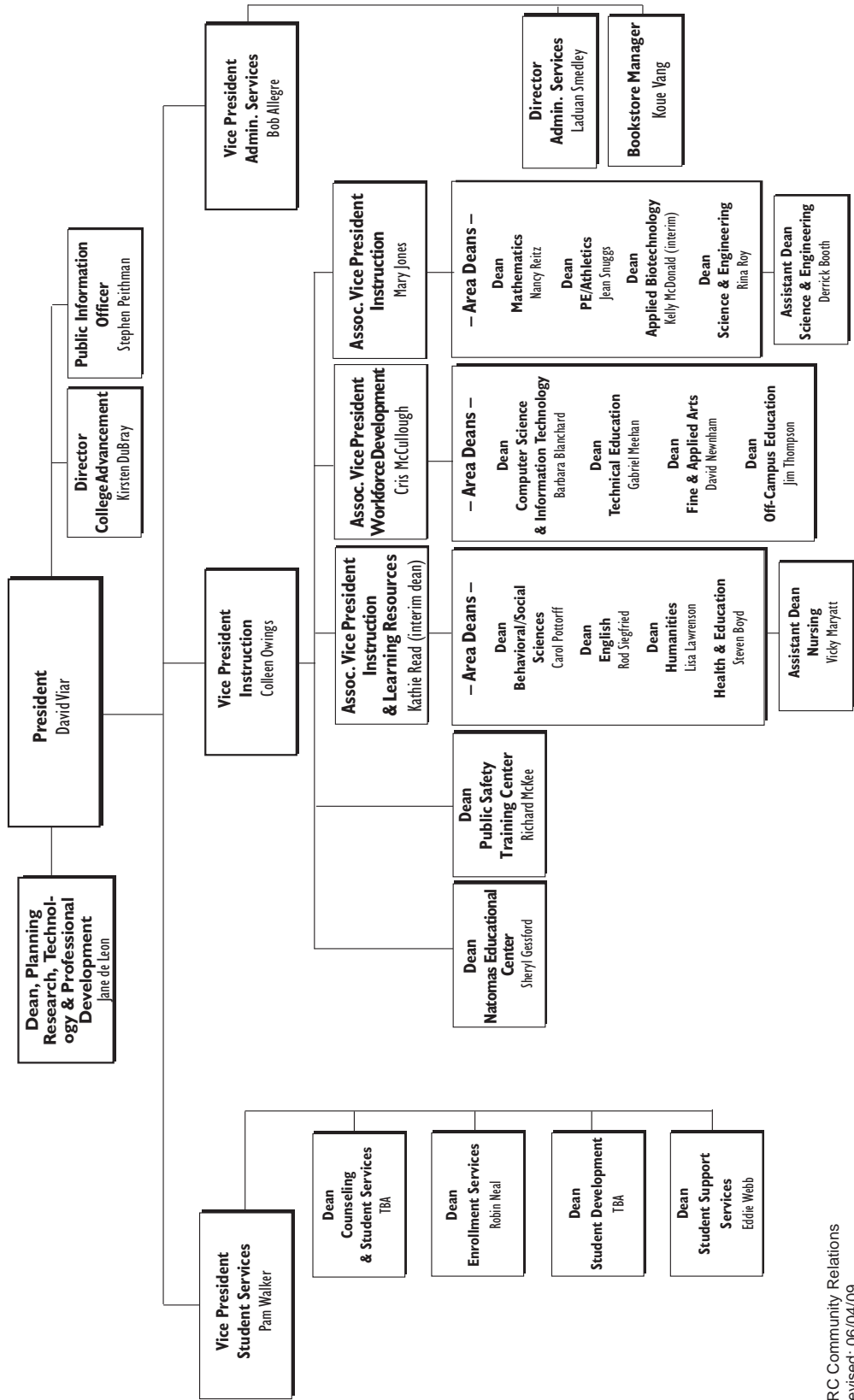


Los Rios Community College District

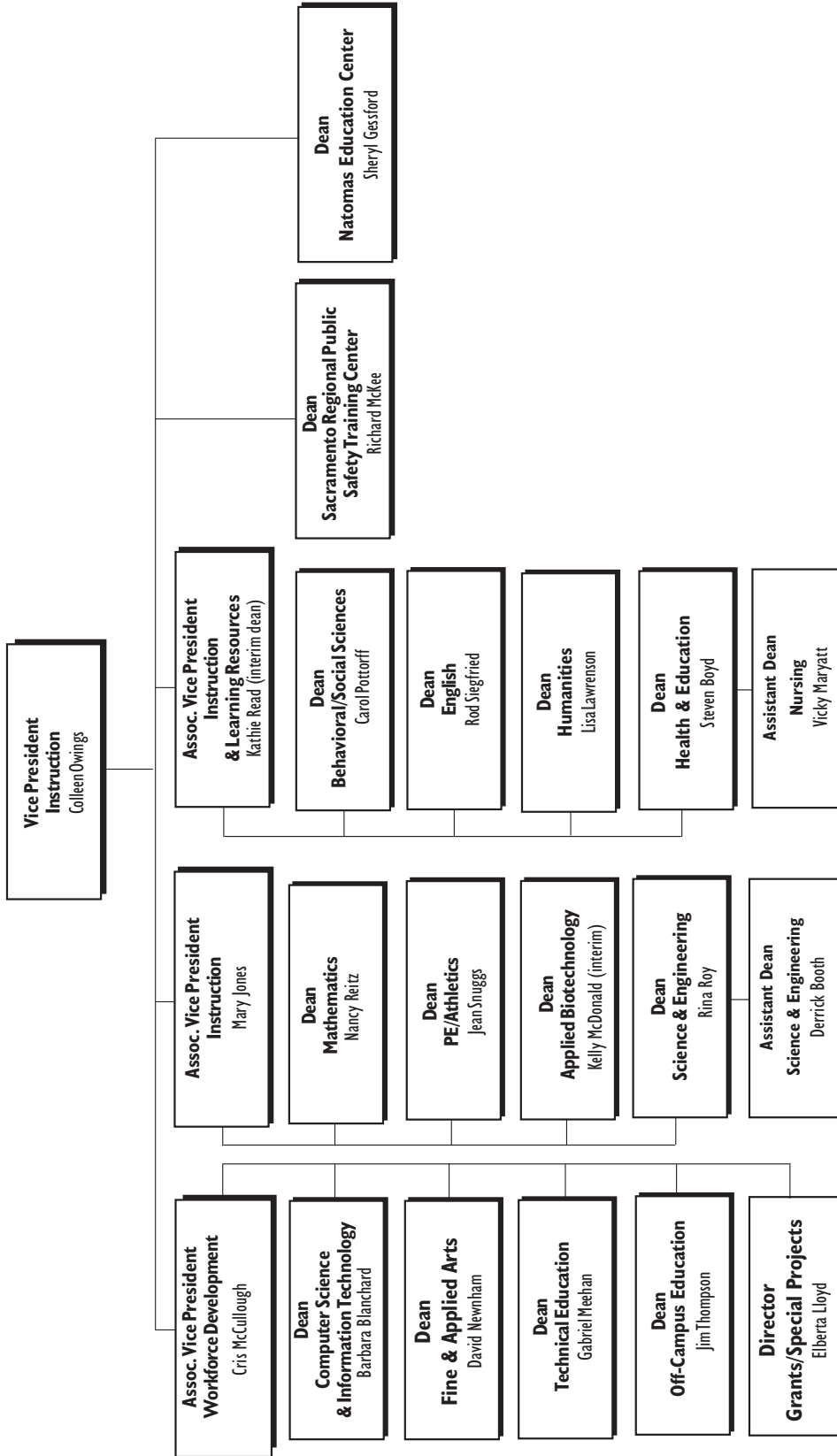
Administration 2009-10

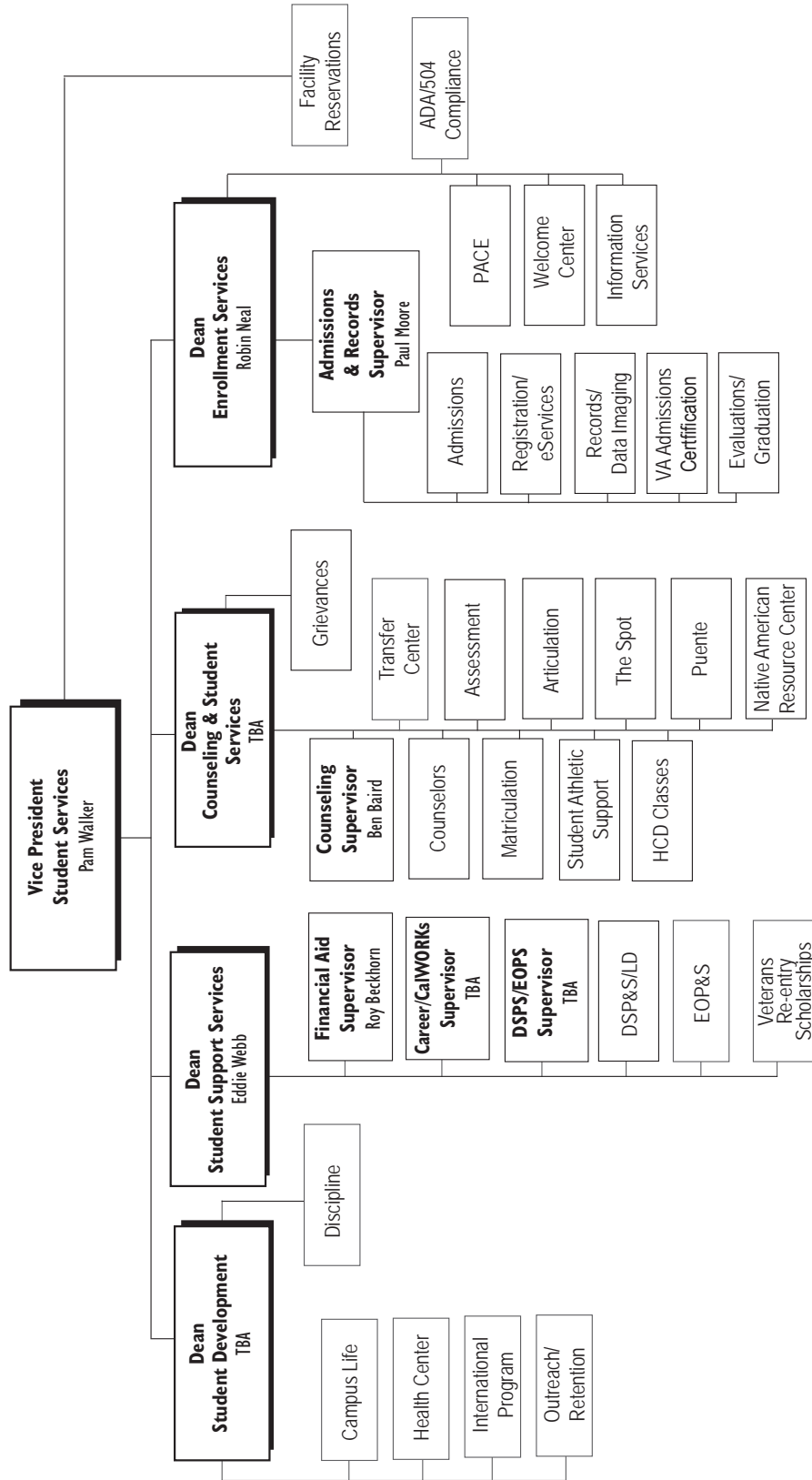


ARC Community Relations
Revised:06/04/09

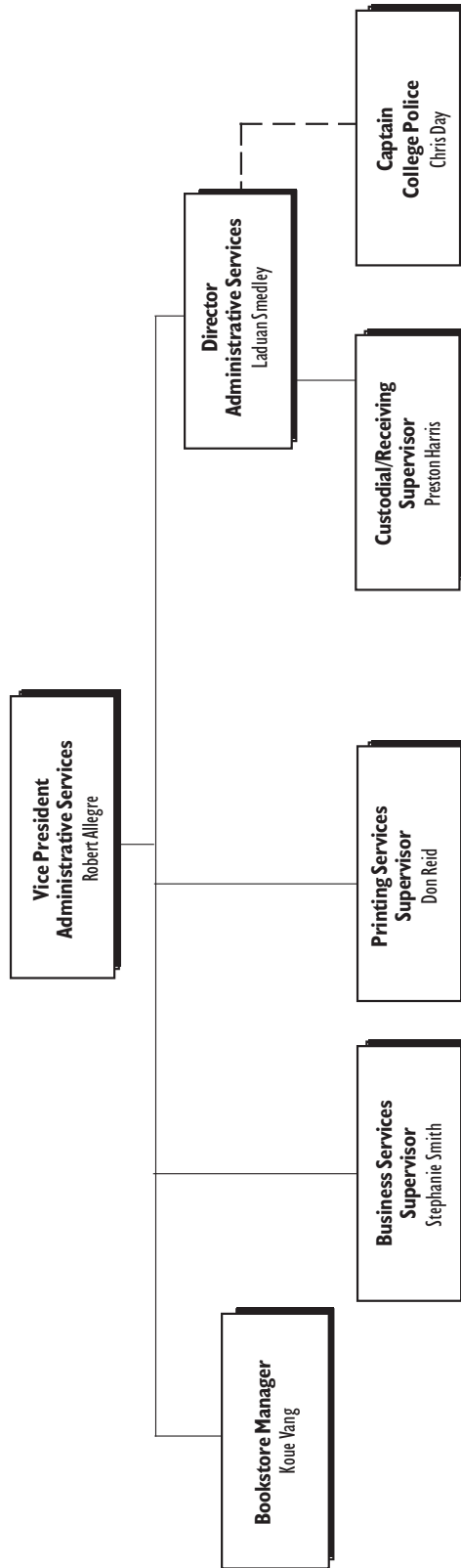


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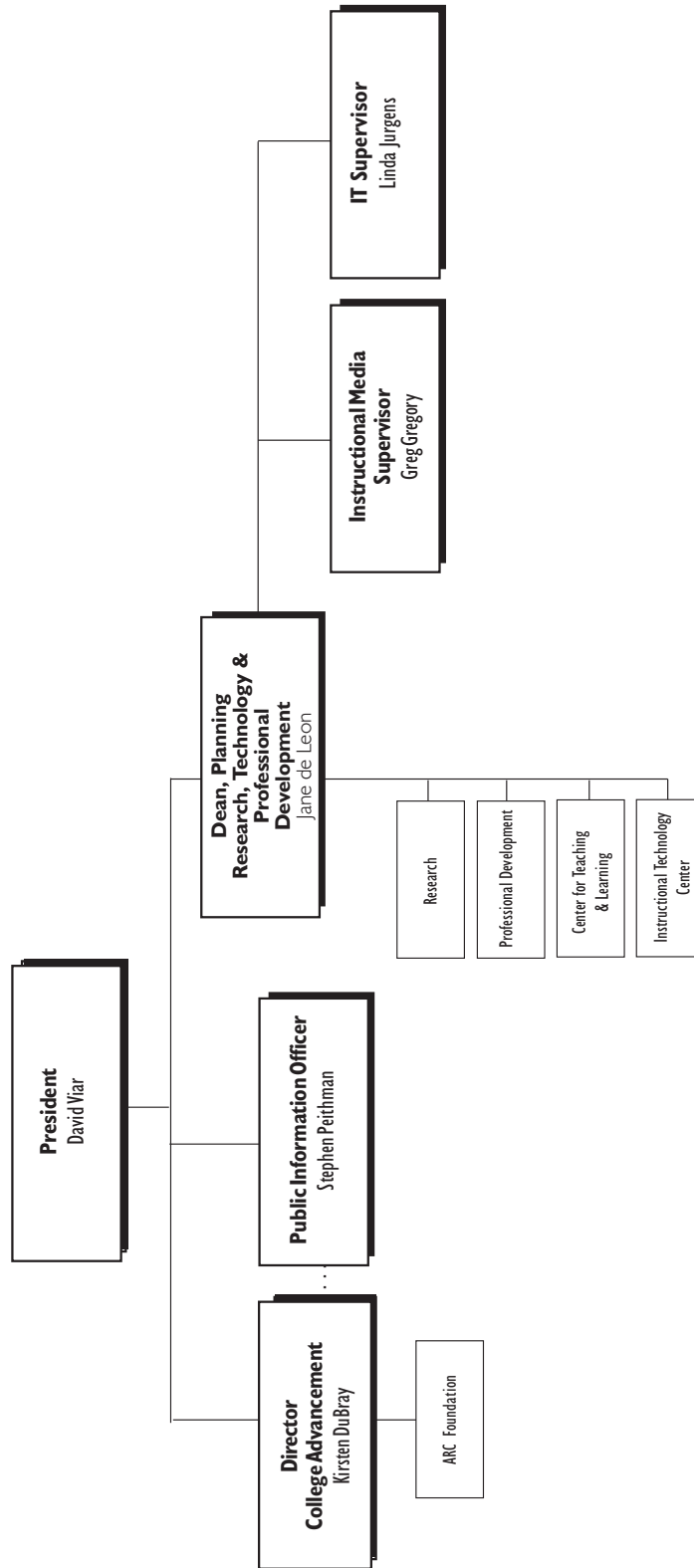




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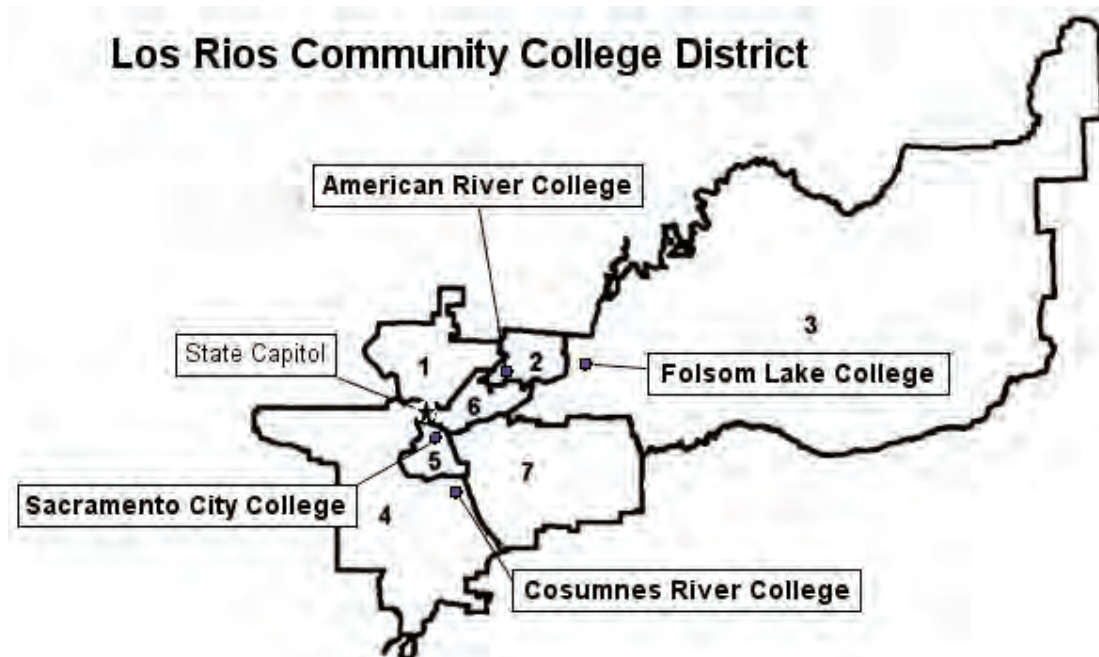
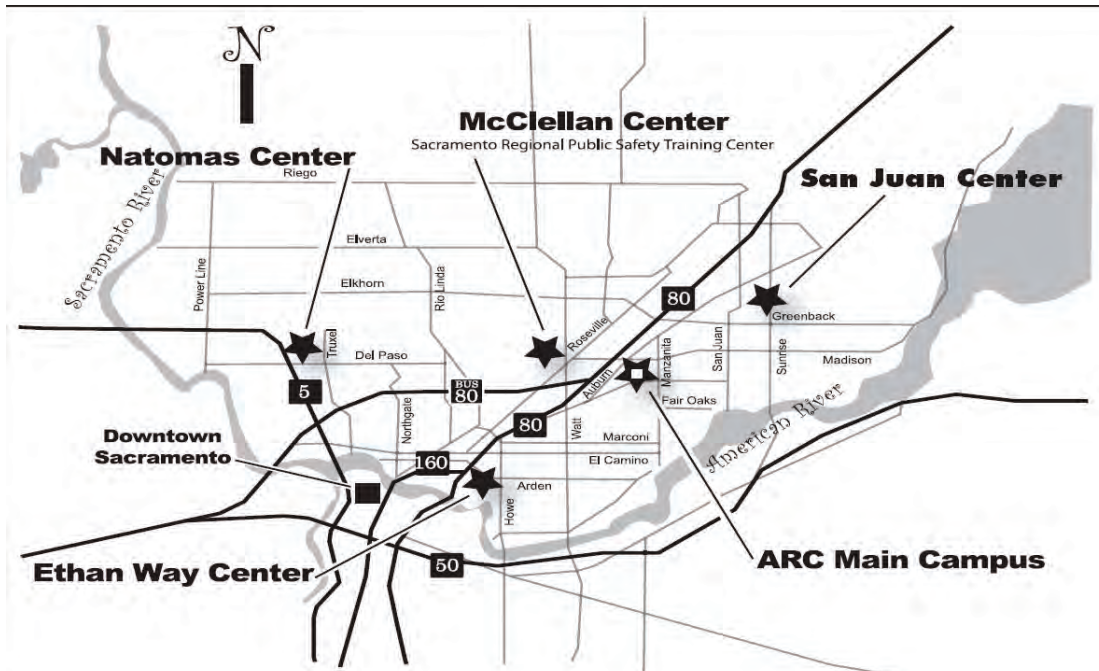
ARC Community Relations
Revised:06/04/09



The college's service region

American River College is located in the northern part of Sacramento county and is the largest of the four colleges of the Los Rios Community College District. The district's 2,400 square mile service area includes

Sacramento and El Dorado counties and parts of Yolo, Placer, and Solano counties. Nearly 80,000 students are enrolled in Los Rios colleges, 38,000 of whom attend American River College.



Outreach centers and distance learning

American River College provides learning opportunities to students in regions away from the main campus by supporting regional educational centers and making selected course content and support services available online.

The college currently offers classes at the Ethan Way Center, the Mather Center, the McClellan Center (which includes the Sacramento Regional Public Safety Training Center), the San Juan Center, and the Natomas Educational Center. The Natomas Center is a major facility operating in cooperation with the adjacent Inderkum High School and offers many on-site student support services to its enrollment of approximately 4,000 students. Smaller centers cannot cost-effectively justify the presence of on-site support staff and services for all college functions, which the college addresses by making its student support services available online. However, a special effort has been made to provide counseling to students on-site at most centers since counselors are a key point of entry to support services for many students.

All courses are required to conform to the official course descriptions approved by the college curriculum committee, whether those courses are taught online, on the ARC campus, or at a regional educational center. The special considerations required for distance-learning courses are detailed in ARC's distance education plan, created by the distance learning task force and approved by President Viar in February 2008. Among the considerations are concerns to maintain the level of communication in courses that have no (or significantly reduced) face-to-face time between instructors and students. To address this concern, the college's Online Teaching Institute offers a certificate program in online instruction; faculty members earn the certificate (and one unit of continuing education credit) by completing the institute's series of

on-site class sessions and online course content. Instructors are expected to take the institute's training before teaching online courses.

American River College strives to provide its regional educational center and distance-learning students the same level of education and support that students receive on the main campus.

Demographics



DEMOGRAPHICS

Student demographics and achievement data
Demographics of college staff

Student Demographics and Achievement Data

Key Effectiveness Indicators

The following tables and discussion provide a data-driven overview for the range of student educational needs the college serves through the many programs, campus locations, and instructional delivery methods that support the college's commitment to student learning. The college recognizes that its educational mission defines and establishes the framework from which college planning processes emerge. Ongoing institutional evaluation is embraced as the catalyst to inform and shape the dialogue underlying future planning and improvement.

The first section of Key Effectiveness Indicators that follows provides a representative sample of student enrollment and performance data indicators as evidence for the college's commitment to three of the mission's primary dimensions: *Career and technical education*, *general education*, and *lower division post-secondary education*. Evidence of the college's commitment to the fourth dimension, *developmental education*, is the focus of the second section explored through a candid examination of first-time student persistence along with enrollment and performance in developmental English and math course sequences.

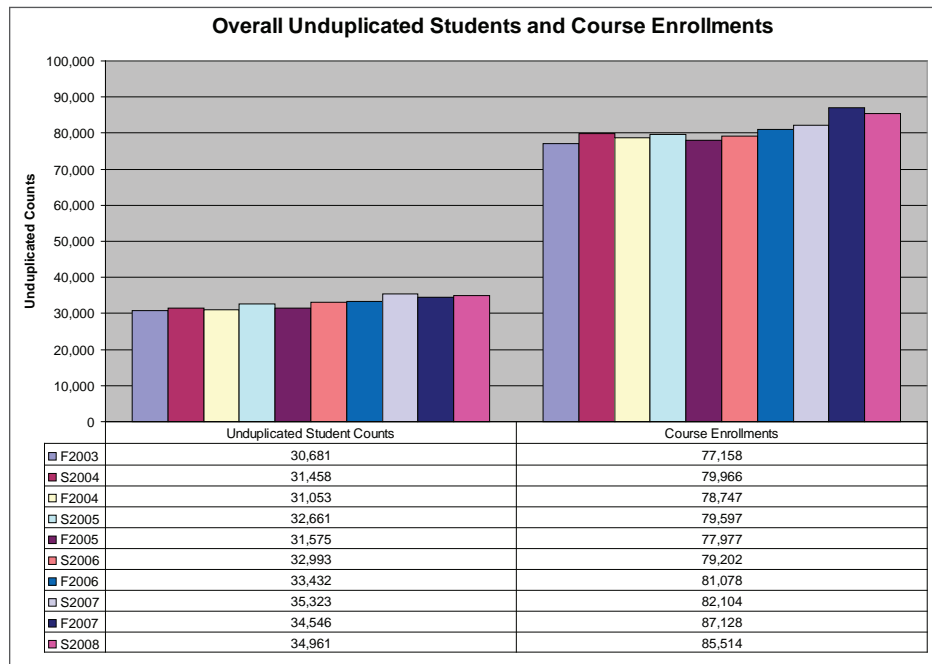
The college's Research Office routinely collects and analyzes student data to gauge the institution's success in providing students with the educational services they need and to identify opportunities for the college to enhance its programs. The results of Research Office data gathering are posted in reports on the office's Web site for ready access and distributed to the college's planners and educators. The Research Office also performs custom research tasks in response to specific requests from

faculty members or managers who have needs for specific kinds of data related to the college's educational mission.

Overall Unduplicated Counts and Course Enrollments by Term

Fall/Spring Terms

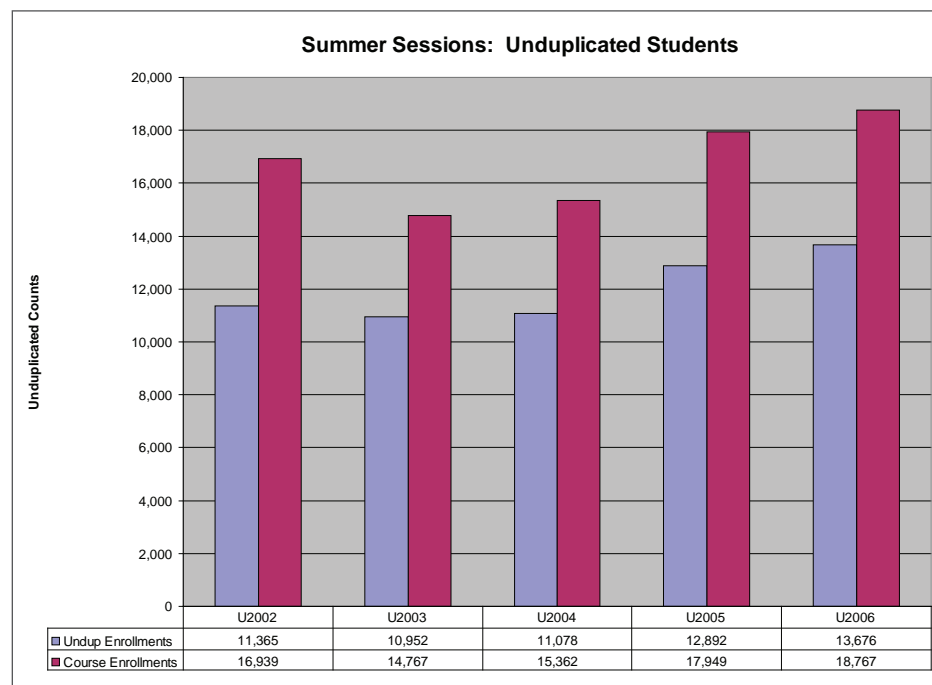
The traditional methodology for evaluating student enrollments at ARC to support ongoing planning processes has been to examine summer, fall, and spring term enrollments. It is a measure sensitive to shifts in student enrollment, both for the unduplicated student counts and the number of course enrollments. The graph to the right describes a



14% increase for the unduplicated student counts from fall 2003 to spring 2008. The number of courses these students have enrolled in for the same period has increased 10.8%.

Summer Terms

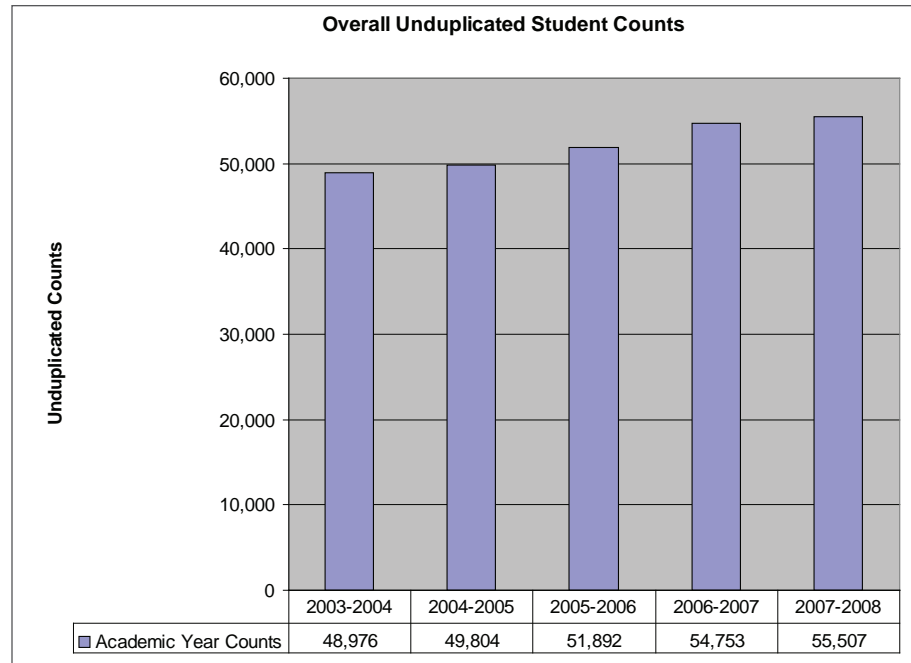
No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Overall, there has been steady growth since 2003 both for unduplicated student counts and course enrollments.



ARC Annual Unduplicated Student Counts by Academic Year

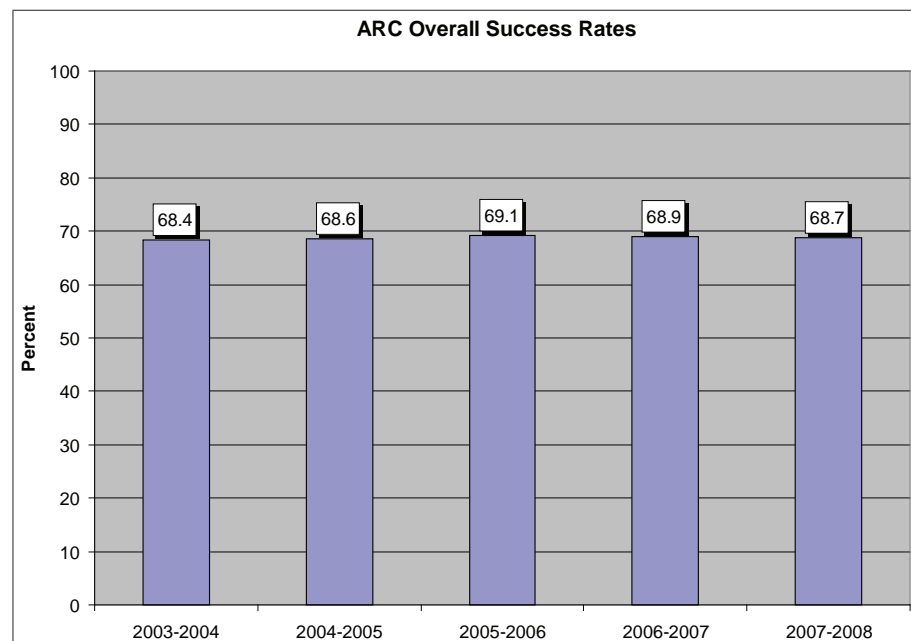
Unduplicated Counts

Though it is more common for ARC to describe itself as a college that serves 30,000 plus unduplicated students in fall and spring terms as shown on the previous page, it is important to note that over the past three years ARC has served over 50,000 unduplicated students each academic year (summer, fall, and spring terms). The overall unduplicated student growth for the past five years was 13.3%.



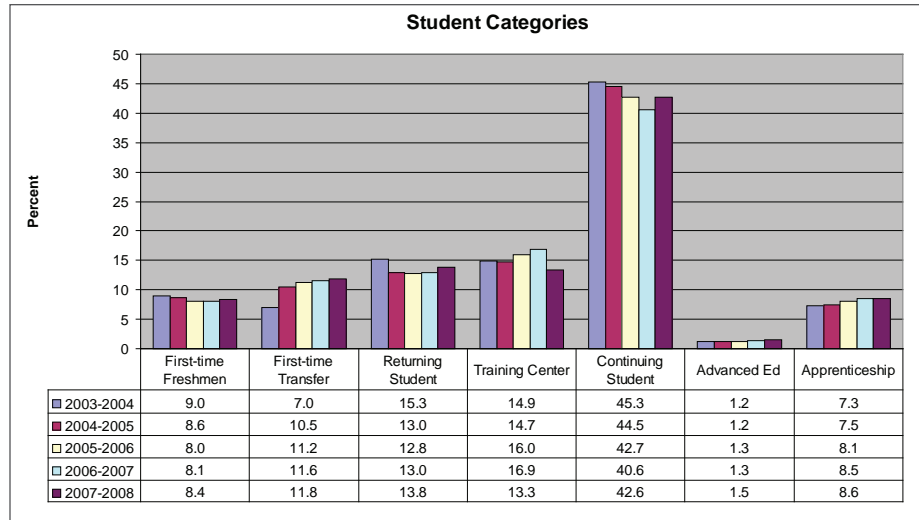
Success Rate

The ARC success rate (the proportion of A, B, and C/Cr grade notations) has remained relatively stable over the past five years. The Public Safety Training Center and the Apprenticeship program represent a significant proportion of enrollments at ARC (22% in 2007-2008). Students in these two programs have an overall success rate of 95% over the past five years, and to better view the student academic performance of the mainstream student population, these two programs have been removed from the analysis for success rates in this section.



Student Enrollment Status by Academic Year

It has been customary to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are many other subcategories that represent significant student populations that merit attention.

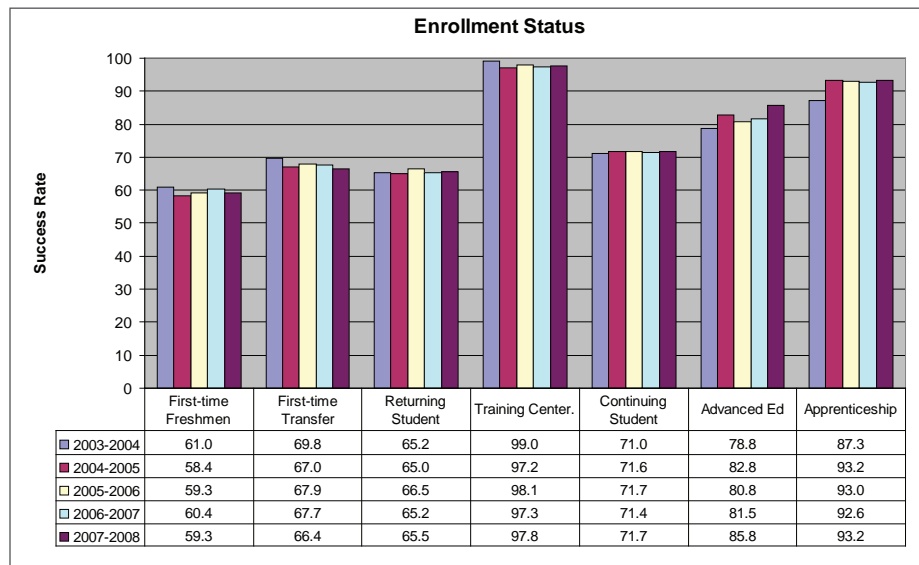


Definitions:

- First-time Student: First-time freshmen with no prior course work at ARC.
- First-time Transfer: Students transferring from other community colleges or four-year institutions.
- Returning Student: Students returning to college after stopping out for a period of time.
- Training Center: Public Safety Training Center is populated by continuing education law enforcement, and fire technology students.
- Continuing Students: First-time students, first-time transfers, and returning students become continuing students after their first term if they reenroll for the following term.
- Advanced Ed: High school students enrolling for courses at ARC.
- Apprenticeship: Students enrolled in an Apprenticeship program.

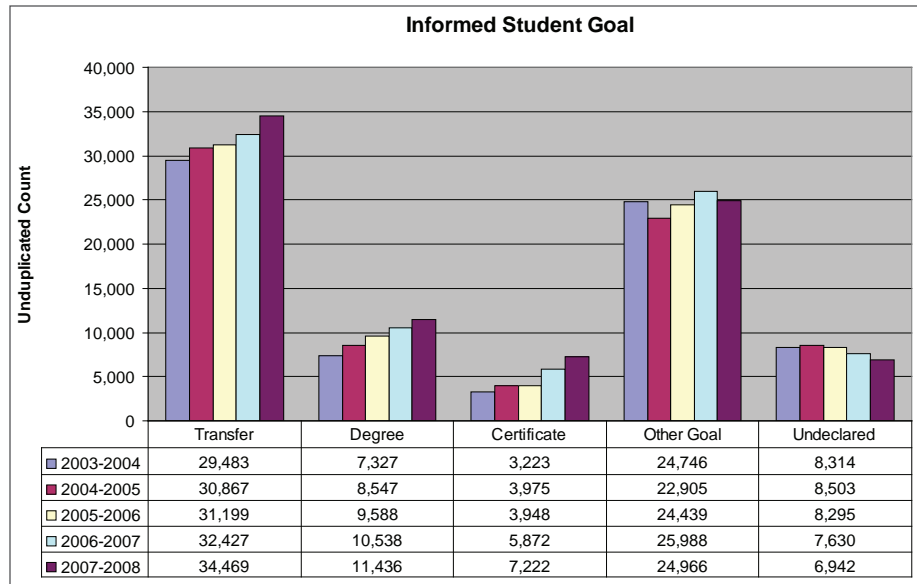
Success Rate

Another indication of the importance of describing the major student groups can be seen in the success rates, ranging from 59.1% for first-time freshmen to 97.8% for the Training Center.



Informed Goal by Academic Year

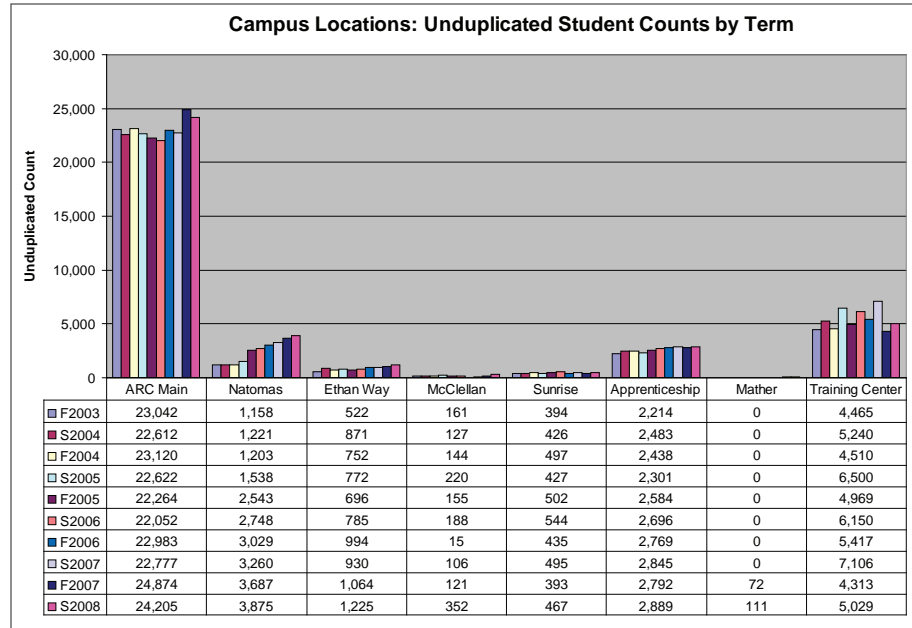
The population of students indicating that their goal is to transfer to a four-year college has increased 13.5% over the past five years. The portion of students selecting the AA/AS degree as their primary goal has increased 65% and for certificates 152%. The Undeclared category has declined by 13.5% over the past five years. (As student goals can be updated each term, the numbers in the table can represent duplicated counts within each academic year.)



Campus Locations: Unduplicated Student Counts by Term

Unduplicated Counts

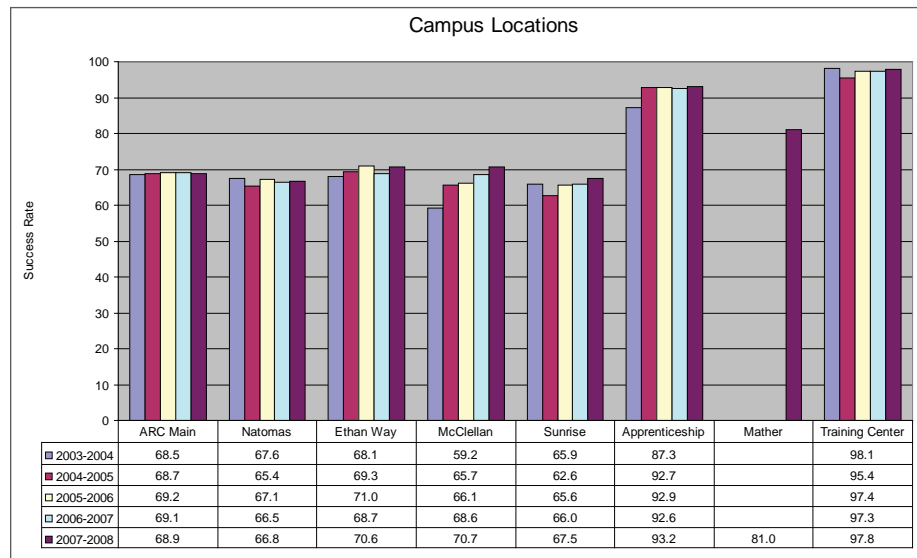
Another view of ARC enrollments is provided to describe the unduplicated student counts at each of the campus locations. Though the unduplicated counts represent true counts at each center, the total number of counts would exceed the overall enrollments as students can enroll in more than one center or location during the same term. The ARC Main campus student counts have increased 5.1%



from 23,042 in fall 2003 (F2003) to 24,205 in spring 2008 (S2008). The most substantial growth has occurred at the other campus locations over this same time period with the Natomas Center leading the way with a 235% increase over the past five years, followed by Ethan Way at 135%, McClellan at 119%, Apprenticeship at 31%, Sunrise at 19%, and the Public Safety Training Center at 15%. The newest center established in 2007-2008 was the Mather Center which offers Diesel Mechanics and Auto Collision programs.

Success Rate

Success rates also differ across the various campus locations for ARC. Generally, as noted earlier, success rates are calculated after removing the Training Center and Apprenticeship program to provide a more realistic view of traditional academic tracks found at the other campus locations. Examining the success rates for both

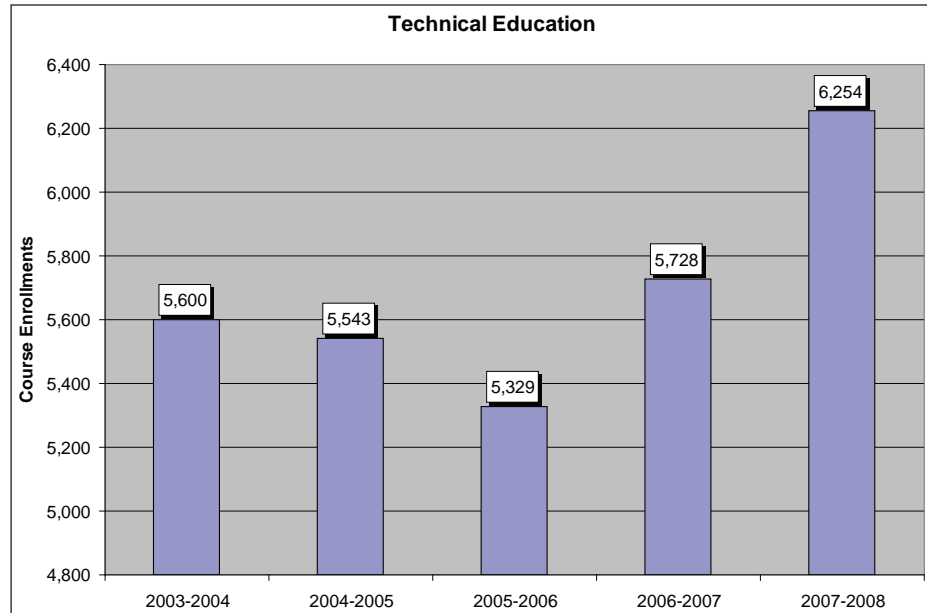


Apprenticeship and the Training Center, which represent about 22% of the total student population, illustrates why this is done.

Technical Education Course Enrollments over Five Years

Course Enrollments

Student enrollment and success rates for work force education was described on previous pages for both the Training Center (continuing education for law enforcement and fire safety programs) and the seven Apprenticeship programs offered by ARC. A third major workforce program at ARC is the Technical Education Program.

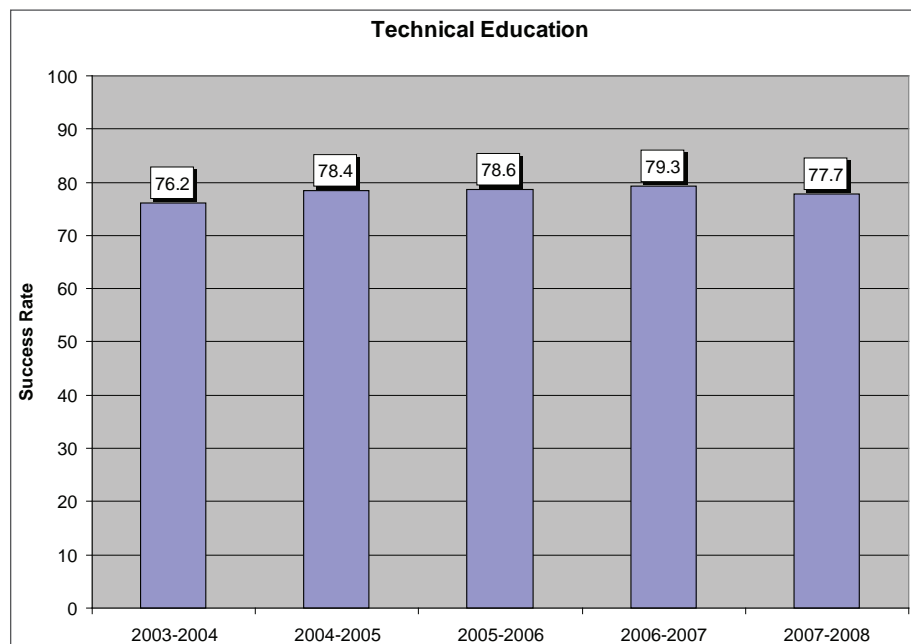


Technical Education

provides students with access to eight programs that offer certificates and associate degrees, along with opportunity for transfer to a four-year college. Although the Technical Education programs showed a small decrease in course enrollments during 2005-2006, overall the enrollments in Technical Education programs have increased 11.7% over the past five years.

Success Rates

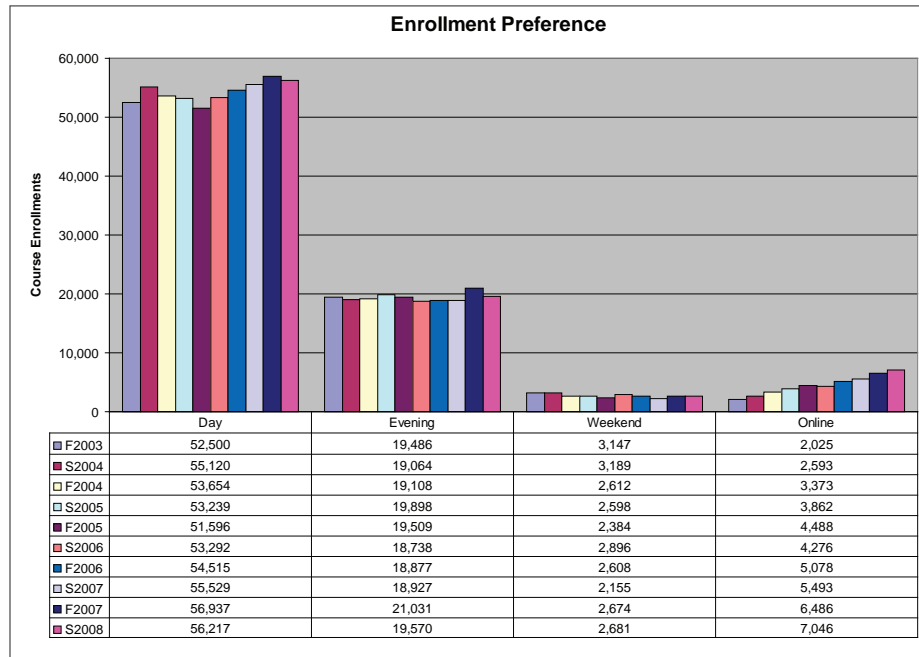
As with the very high success rates seen in previous pages for the Training Center and Apprenticeship program, students in the Technical Education programs succeed at a significantly higher rate than is generally seen in the traditional academic programs.



Day, Evening, Weekend, and Online Course Enrollments by Term

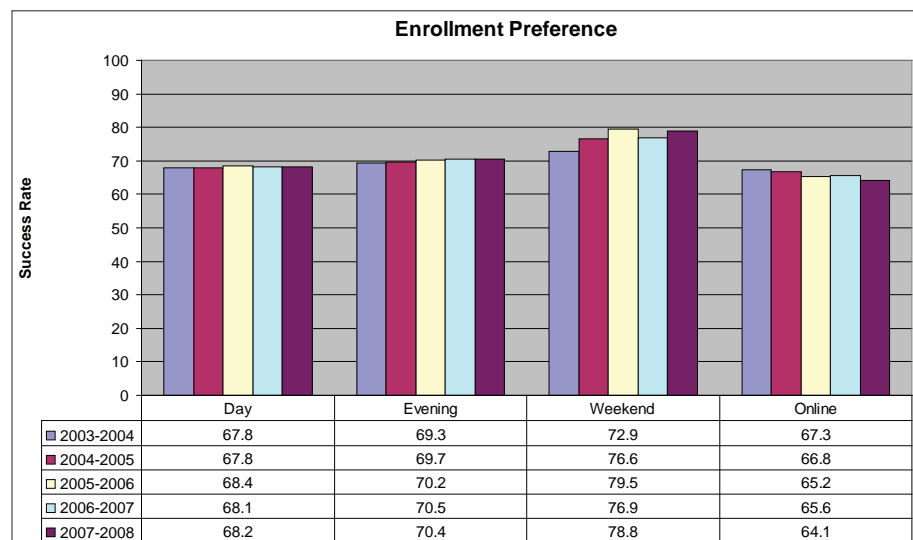
Course Enrollments

Evidence of the college's willingness to meet student needs is seen in the range of options to address student enrollment preferences for day, evening, weekend, and online courses. An increase of 7.1% in day course enrollments over the past five years is contrasted with a 248% increase for online course enrollments. As the majority of students who enrolled in online courses over the past five years also had enrolled in one or more classroom-based courses (79%), the 248% increase over the past five years for online courses may reflect students' need to more effectively juggle a schedule of work, classroom-based courses and other life responsibilities. The number of students who enrolled only in online courses over the past five years has also surged from 735 in 2003-2004 to 1,908 in 2007-2008, a 160% increase.



Success Rate

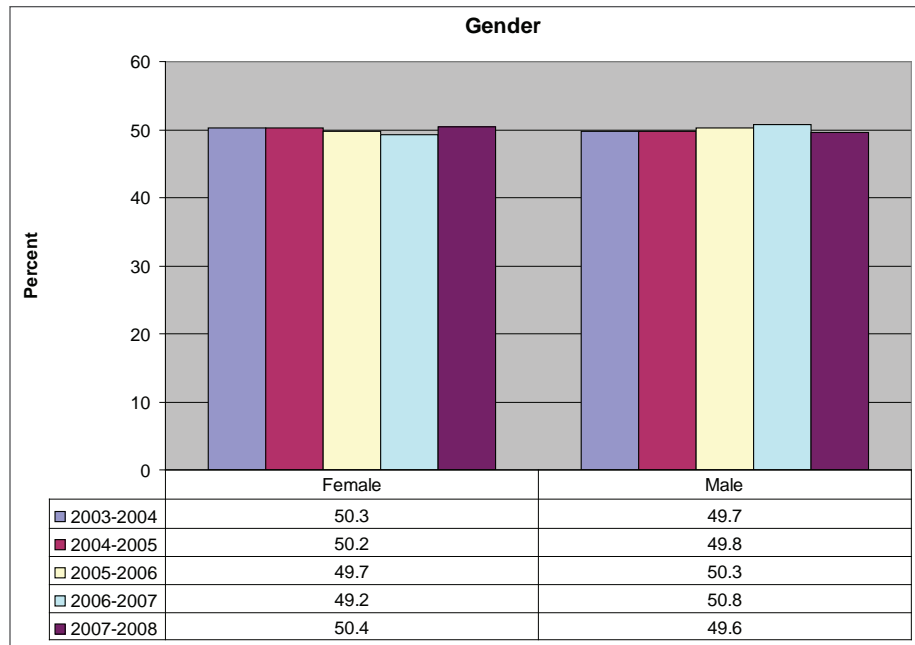
The success rates over the five years shown above illustrate differences in the enrollment preferences selected by students and indicate the commitment of ARC to provide access to students who work (weekend and evening), students who need to augment their current classroom schedule with online courses, as well as the population of students that can attend during the day hours.



Gender by Academic Year

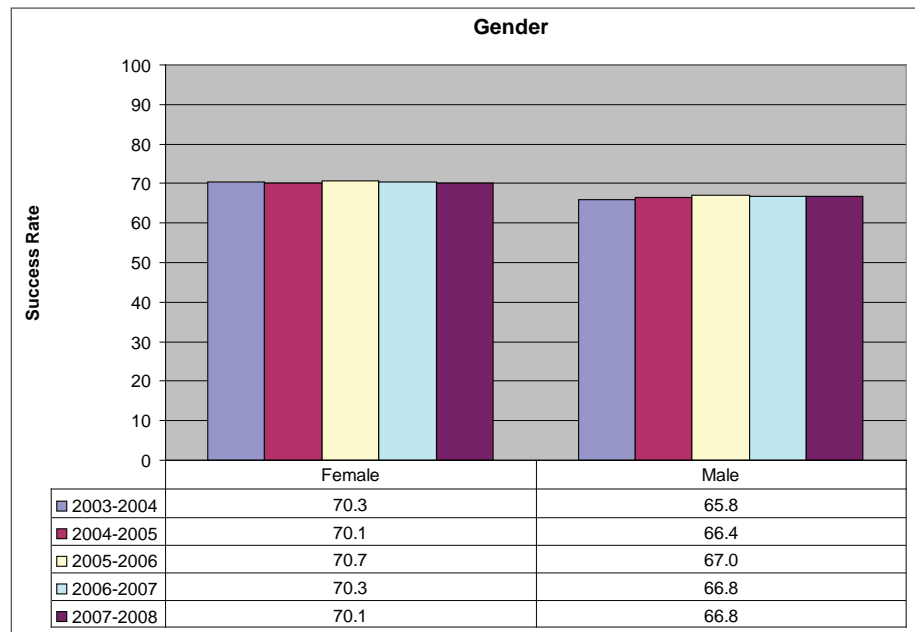
Proportions

Though at first glance it would appear that ARC has achieved gender parity, about 84% of students enrolled in the Training Center and the Apprenticeship Program, are male. The removal of these students from this analysis would result in a ratio of approximately 54% females to 46% males at ARC, which reflects the gender ratios found across community colleges in the state.



Success Rate

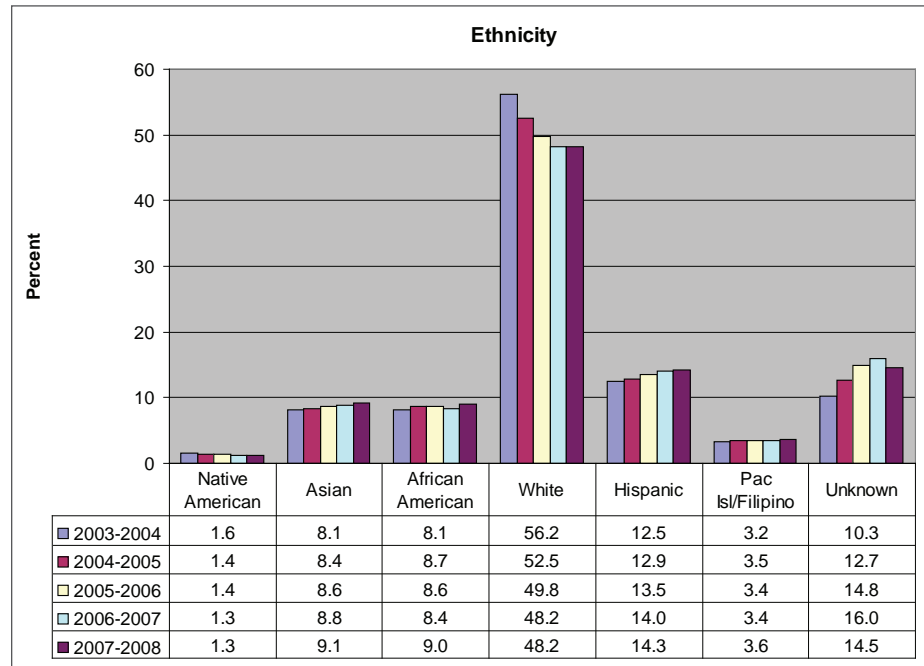
Success rates by gender reveal a difference over the past five years where female students demonstrate higher success rates than males. This difference has existed for the past twenty years.



Ethnic Groups by Academic Year

Proportions

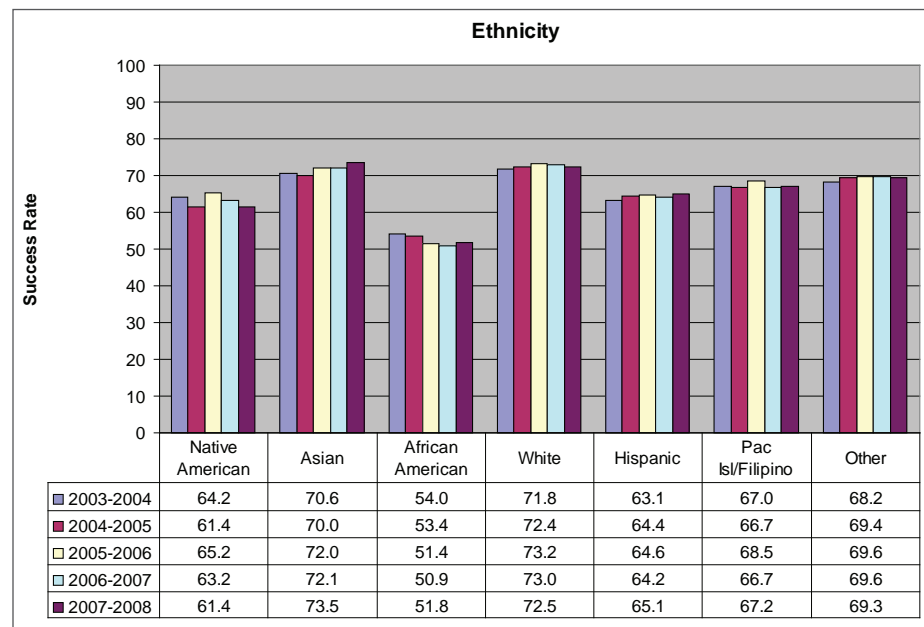
ARC's student population continues to become more diverse: more than 56% of the 50,000 plus student population is represented by non-white ethnic categories. Over the past five years, the Hispanic category grew 32.9%, followed by Pacific Islander/Filipino at 32.1%, Asian 30.8% and African American at 28.5%, respectively. The White population declined by 2.1%, and the Native Americans



by 13%. The greatest overall growth from the unknown category (64%) may represent students who do not find a clear identity from the choices on the college application.

Success Rate

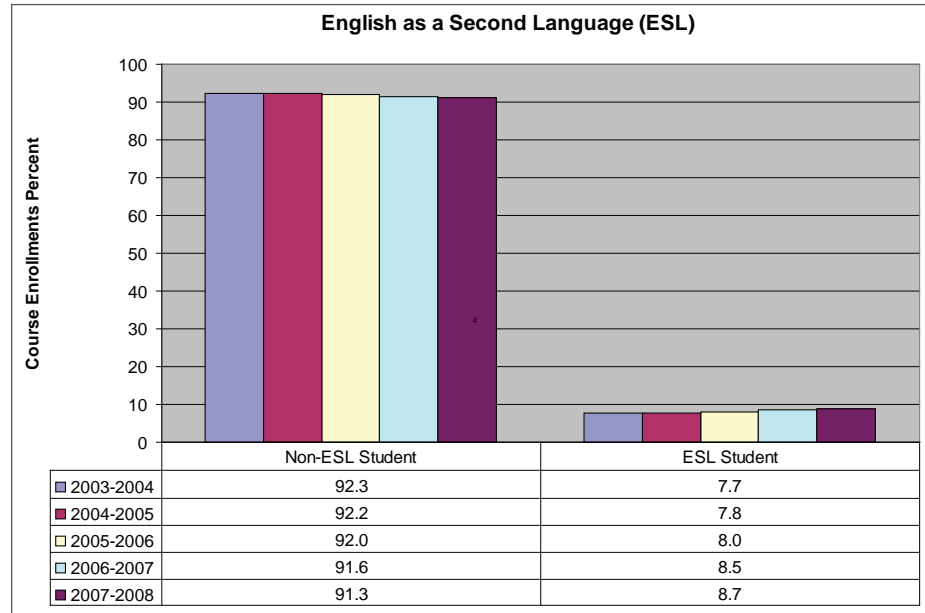
Though an inspection of success rates reveals differences across ethnic categories, the picture is incomplete. Russian and Ukrainian students currently represent a sizeable population at ARC, but as the State MIS System does not have categories to represent these students, more often than not, it is suspected that the Other category is selected by a growing population of students who do not identify with the current categories provided on the student application.



ESL Course Enrollments in Non-ESL Courses

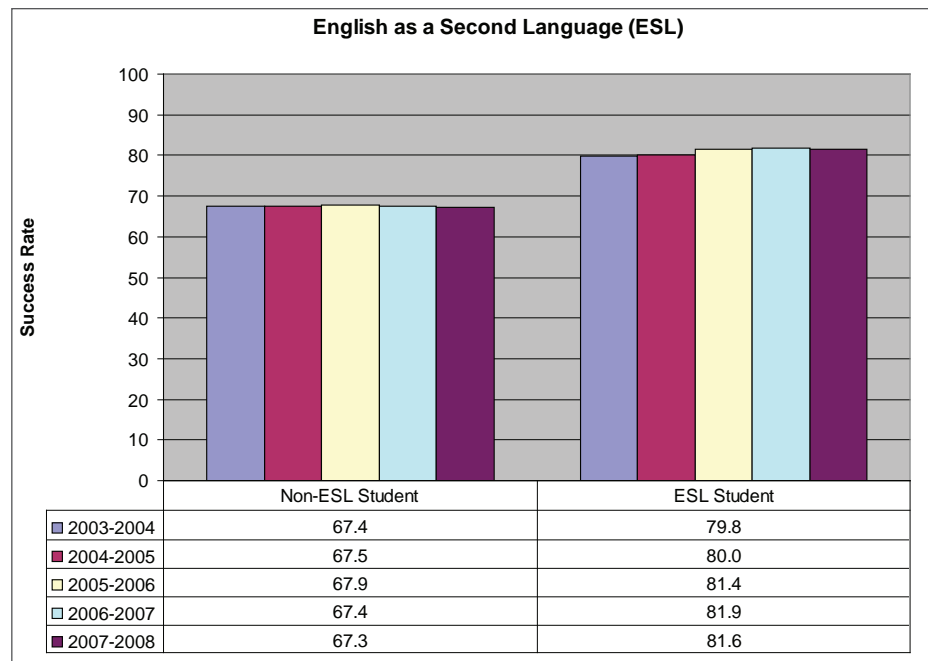
Proportions

In the current report, English as a Second Language (ESL) students were identified by reviewing their course enrollments in ESL classes. Student enrolled in an ESL class at any time during the past 9 years at ARC were identified as having English as their Second Language. ESL unduplicated growth over the past five years has been 35.5% and provides another indicator of ARC's growing diversity.



Success Rate

For fifteen years, ESL students (English as a Second Language) have demonstrated higher success rates in every discipline at ARC when compared to the non-ESL population at ARC. The success rates shown to the right represent all enrollments for both groups in non-ESL courses.



Student's Primary Language Reported over Last Five Years

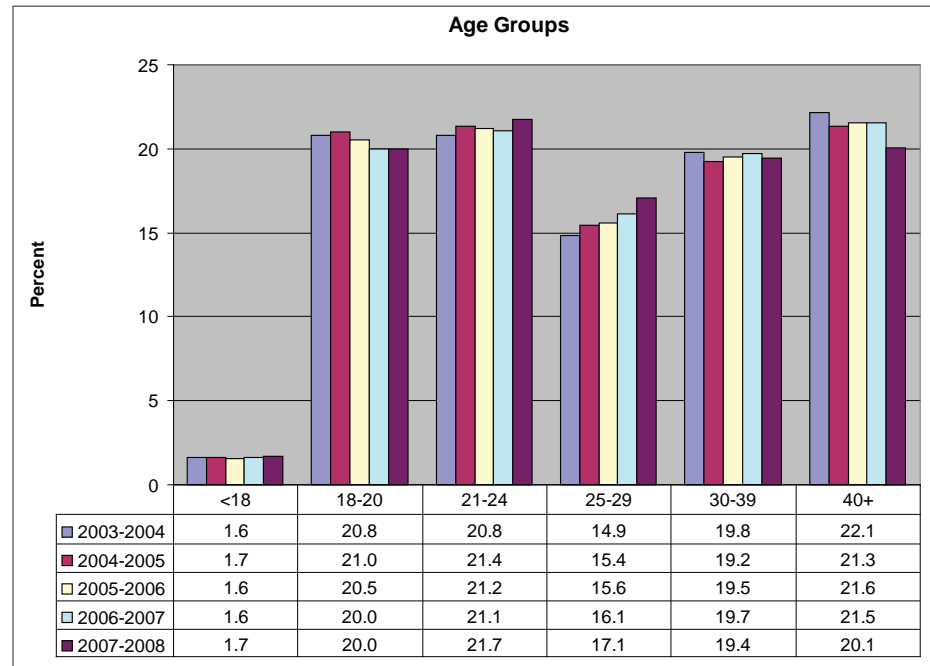
Primary Language	Count	Primary Language	Count
Afrikaans	165	Japanese	180
American Sign Language	193	Kiswahili	24
Amharic	181	Korean	492
Arabic	278	Laotian	210
Bahasa (Indonesian)	49	Latvian	9
Bengali	42	Lithuanian	7
Burmese	20	Malay	13
Chinese (Cantonese)	437	Norwegian	1
Chinese (Mandarin)	357	Other	1,431
Chinese (Other)	56	Polish	60
Chinese (Shanghai)	15	Portuguese	115
Czech	24	Rumanian	613
Danish	10	Russian	4,429
Dutch	20	Serbo-Croatian	102
English	129,923	Slovak	10
Farsi (Persian)	666	Spanish	3,153
Finnish	60	Swahili	26
Flemish	31	Swedish	20
French	107	Tagalog (Philippines)	626
German	79	Tamil (Ceylon)	15
Greek	20	Tamil (India)	37
Hebrew	11	Telugu	29
Hindi	380	Thai	60
Hmong	448	Turkish	29
Hungarian	30	Twi (Ghana)	4
Indian	295	Ukrainian	1,601
Indian (Hindi)	287	Unknown	11,059
Indian (Kannada)	10	Urdu (Pakistan)	129
Indian (Konkani)	4	Vietnamese	786
Italian	26	Welsh	18

Though the ethnicity and ESL student data shown previously describe the shifting landscape of diversity of ARC students, the table above provides another perspective on the range of cultures represented at ARC. This table identifies the languages students indicated on the college application as their primary language. The total unduplicated counts over the past five years (2003-2004 to 2007-2008) are included to provide perspective on the 60 primary language categories listed by students at ARC.

Age Groups by Academic Year

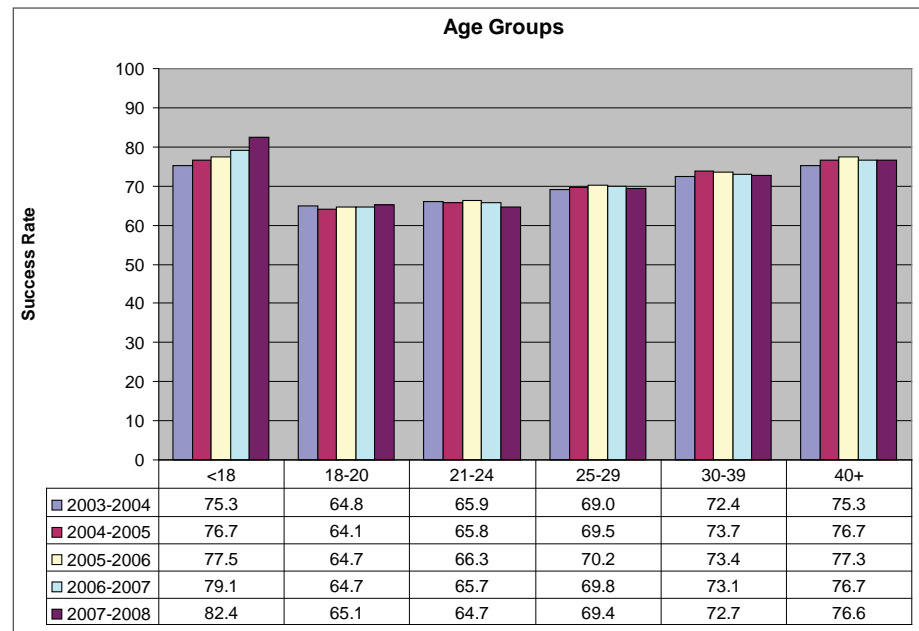
Proportions

Another representation of the diversity of the student population that ARC serves is illustrated by the proportions of the total student body represented by the age group ranges shown to the right. The most significant growth for age groups over the past five years is seen in the 25-29 year old category. The under 18 category is primarily populated by advanced education students (high school students enrolling in ARC courses).



Success Rate

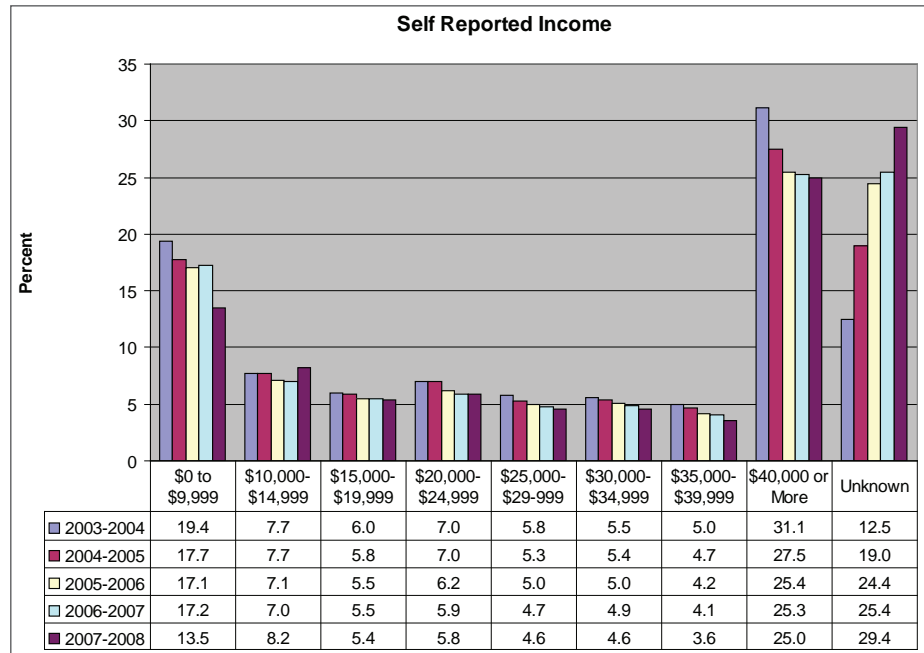
Older students at ARC demonstrate progressively higher success rates when compared with younger age-group categories. The one exception is the under 18 years old category which is primarily made up of advanced education students who are still in high school and enroll in one or more courses at ARC.



Self-Reported Income Categories by Academic Year

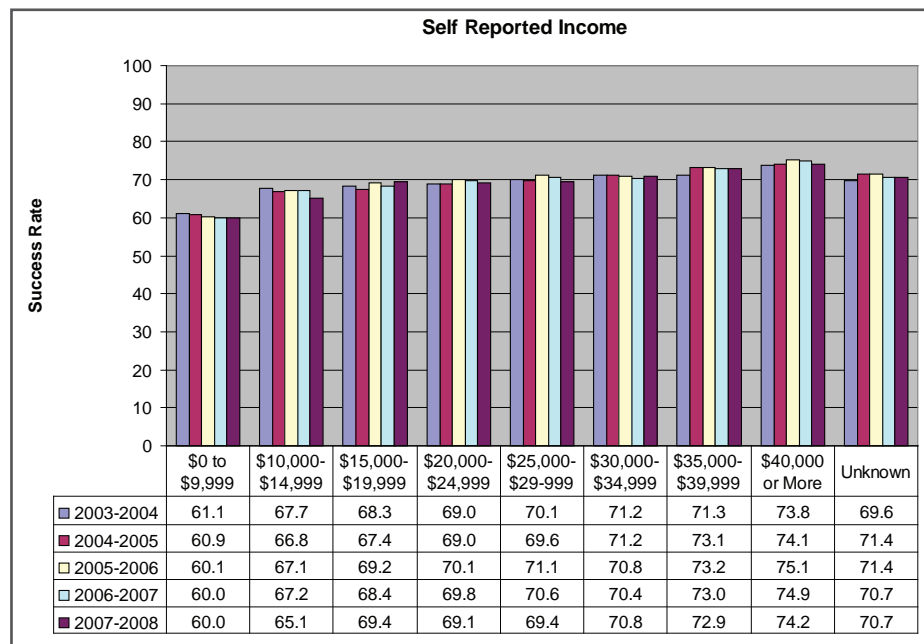
Proportions

It is not clear how well the income categories to the right reflect the self-reported income of students. A growing proportion of ARC students have not indicated their income on the application and are categorized as unknown. The unknown category, which also includes “decline to state” represented almost 30% of the students in 2007-2008.



Success Rate

Progressively higher self-reported incomes appear overall to be associated with higher success rates. Though it is not possible with the current data to identify what income groups the Unknown category represents, judging from success rates, these students reflect the success rates of students in the \$30,000 to \$34,990 range, suggesting that Unknown may collectively represent students from all the categories.

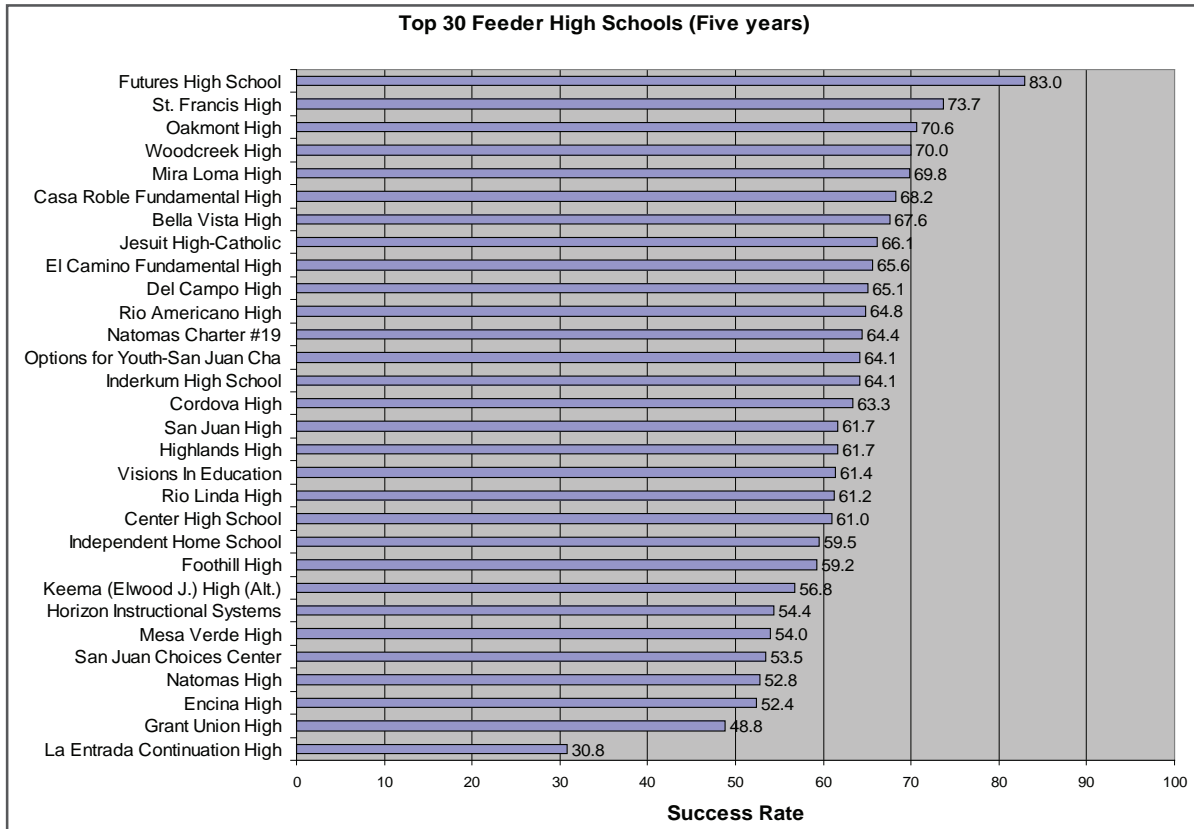


Top Thirty Feeder High Schools by Academic Year

High School	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	Total	5 year Pct Chg
El Camino Fund. High	175	181	207	230	210	1,003	20.0
Del Campo High	166	221	194	193	207	981	24.7
Mira Loma High	156	195	190	206	205	952	31.4
Rio Americano High	159	176	155	179	145	814	-8.8
Visions In Education	72	99	155	191	276	793	283.3
Foothill High	145	145	147	159	182	778	25.5
Rio Linda High	138	134	146	166	168	752	21.7
Center High School	139	138	148	154	122	701	-12.2
Cordova High	135	141	134	133	133	676	-1.5
Grant Union High	120	117	149	144	137	667	14.2
Natomas High	121	127	133	176	106	663	-12.4
Bella Vista High	118	137	108	147	140	650	18.6
San Juan High	110	102	95	114	107	528	-2.7
Highlands High	99	99	90	108	125	521	26.3
Mesa Verde High	66	89	83	83	92	413	39.4
Casa Roble Fund. High	75	88	88	84	76	411	1.3
Woodcreek High	97	93	69	62	48	369	-50.5
Encina High	67	64	44	65	78	318	16.4
El Sereno Altern. Educ.	42	44	40	72	65	263	54.8
Folsom High	62	43	69	44	45	263	-27.4
Adult School Sac. area	0	21	74	69	86	250	309.5
Oakmont High	30	32	46	65	76	249	153.3
Independent Home School	0	16	61	32	116	225	625.0
Hiram W. Johnson High	59	50	58	23	26	216	-55.9
Keema (Elwood J.) High (Alt.)	24	23	48	50	42	187	75.0
Options for Youth-San Juan	18	23	35	51	53	180	194.4
Woodland Senior High	45	40	37	36	9	167	-80.0
Roseville High	33	24	34	42	27	160	-18.2
Horizon Instructional Sys.	15	25	33	45	37	155	146.7
Sheldon High School	33	31	30	20	32	146	-3.0
Overall	2,519	2,718	2,900	3,143	3,171	14,451	24.8

High school recruitment efforts are an important function of ARC, providing high school students with an understanding of the many benefits of attending the college as well as describing the range of Academic Support and Student Services that are available. In the table above, ARC's 30 feeder high schools are rank ordered on the five-year total. The data describes the unduplicated counts of recent high school graduates who enrolled at ARC as first-time freshmen. There has been a net gain of 652 students from ARC's primary feeder high schools (24.8%) over the past five years. This perspective provides staff responsible for organizing high school recruitment efforts with feedback on their efforts as well as providing information on high schools that could benefit from more support.

Top 30 Feeder High Schools: Success Rates

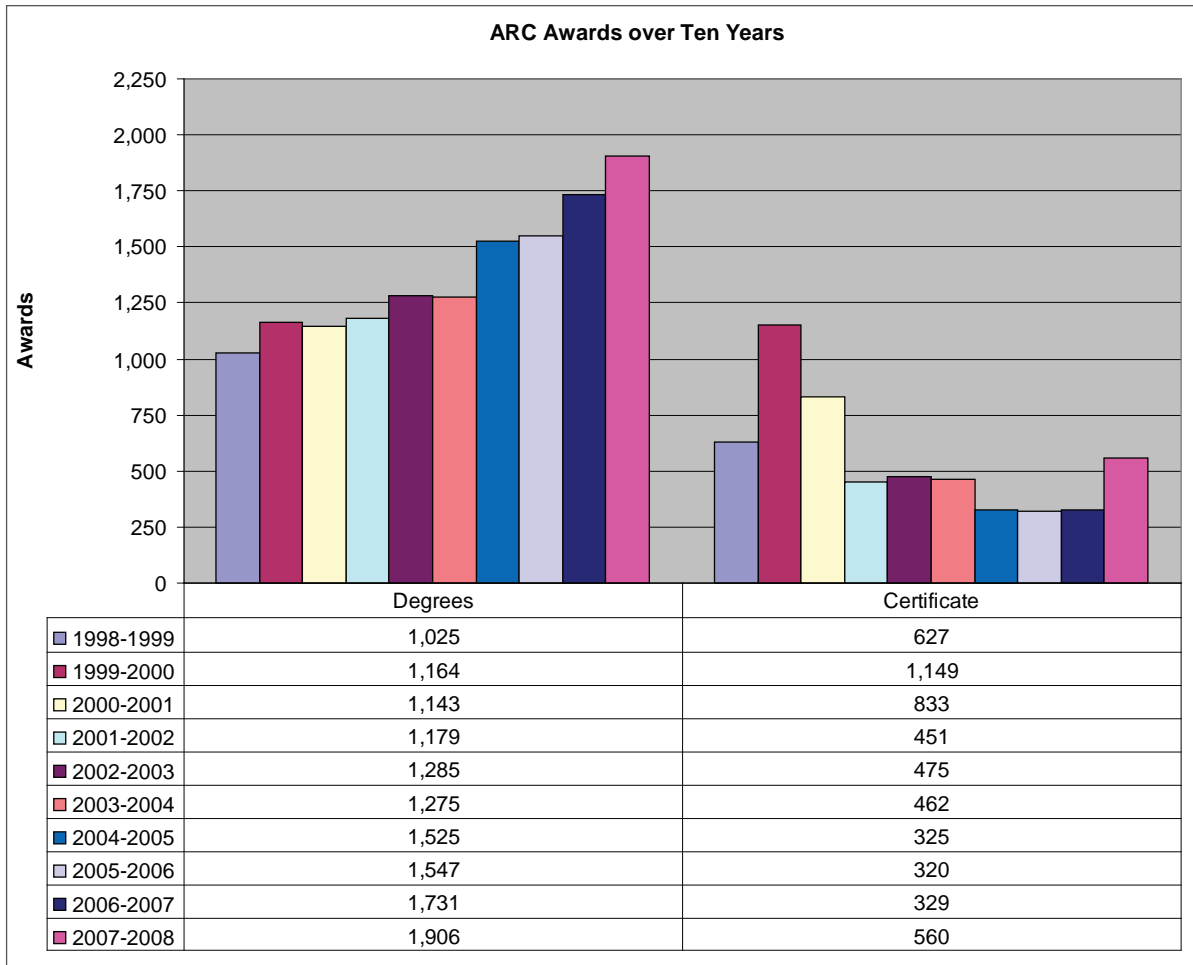


High School	Success Rate	Count
Futures High School	83.0	47
St. Francis High	73.7	266
Oakmont High	70.6	623
Woodcreek High	70.0	870
Mira Loma High	69.8	2,311
Casa Roble Fund. High	68.2	936
Bella Vista High	67.6	1,583
Jesuit High-Catholic	66.1	274
El Camino Fund. High	65.6	2,553
Del Campo High	65.1	2,400
Rio Americano High	64.8	2,032
Natomas Charter #19	64.4	317
Inderkum High School	64.1	373
Options for Youth-San Juan	64.1	245
Cordova High	63.3	1,725
Highlands High	61.7	1,103
San Juan High	61.7	1,167
Visions In Education	61.4	1,558

High School	Success Rate	Count
Rio Linda High	61.2	1,723
Center High School	61.0	1,797
Independent Home School	59.5	373
Foothill High	59.2	1,820
Keema (Elwood J.) High (Alt.)	56.8	338
Horizon Instructional Systems	54.4	281
Mesa Verde High	54.0	881
San Juan Choices Center	53.5	245
Natomas High	52.8	1,649
Encina High	52.4	653
Grant Union High	48.8	1,241
La Entrada Continuation High	30.8	91

The ranked success rates for the top 30 high schools are shown above. The lower table describes the number of students with the success rates that correspond to those high schools shown in the bar chart.

Degrees and Certificates for ARC



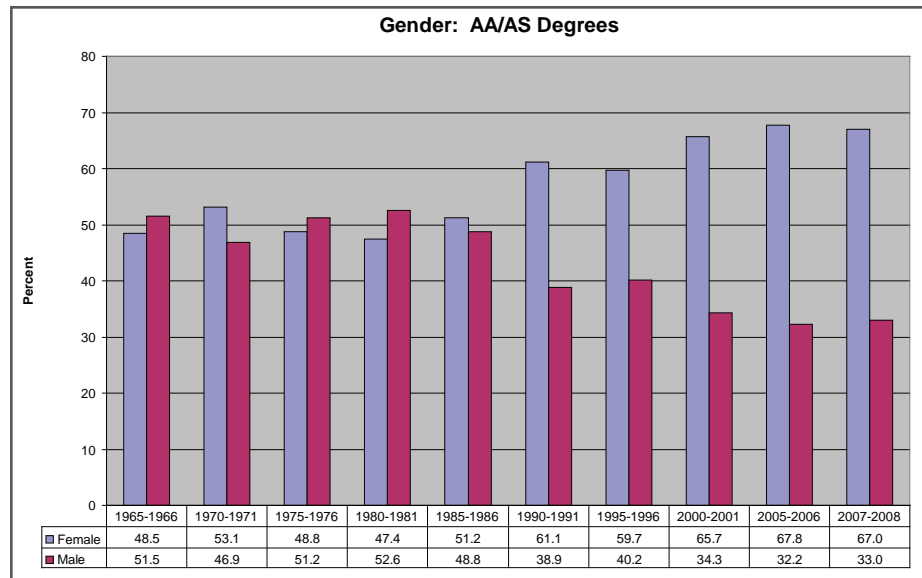
One of the important missions of the college is to provide students with the opportunity to earn degrees or certificates in their fields of study. The number of AA/AS degrees awarded over the past 10 years has steadily risen. While the general overall unduplicated student growth over the past five academic years at ARC has been 13.3%, the increase in the total number of degrees awarded during the last nine years has been 86%. Note that the large number of certificates awarded nine years ago (1999-2000) represented a focused effort by the college to identify those students who qualified, but had not yet applied, for certificates. The increase seen for certificates in 2007-2008 reflects the renewed efforts of the college to identify and contact these students, which also provides the college with a more accurate representation of student accomplishments.

AA/AS Degrees by Gender for Past 43 Years

Gender

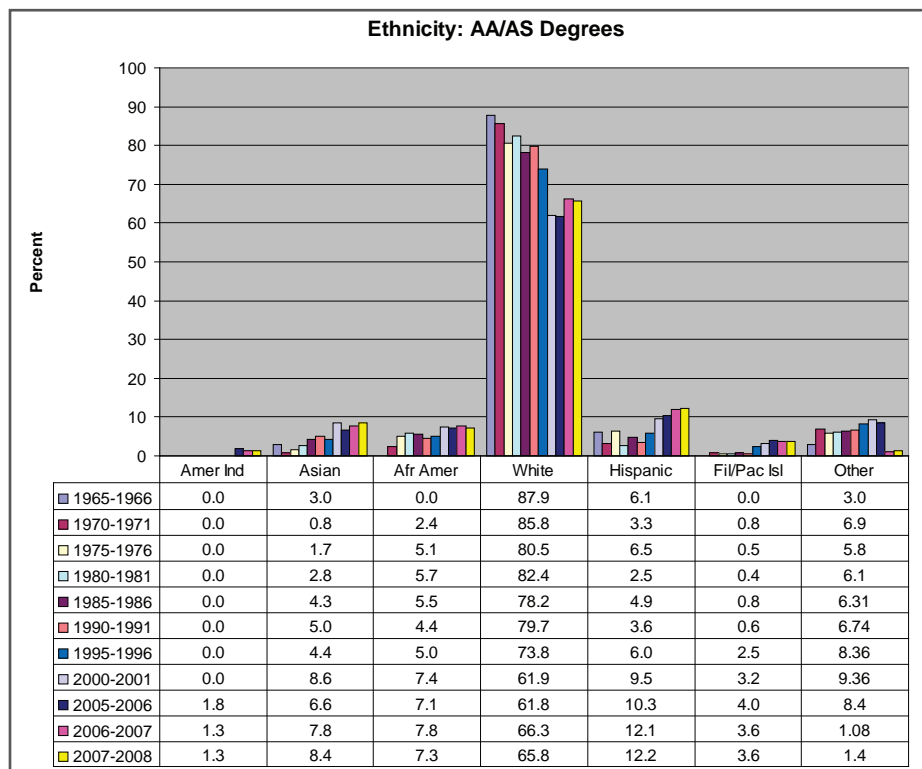
The data shown to the right for AA/AS degrees awarded at ARC spans 43 years and describes a trend that began in the 1990s when female students first received a significantly higher proportion of degrees than male students. During the 2007-2008 academic year, two thirds, or 67% of the degrees awarded at ARC, were to female students. In the 1990-1991 academic year, females represented

56% of the student population. This percentage has shifted only slightly in subsequent years. In 2007-2008, about 54% of ARC students are female (if the Public Safety Training Center and Apprenticeship enrollments are omitted), indicating that females earn a higher proportion of degrees at ARC than do males relative to the student gender ratio.



Ethnicity

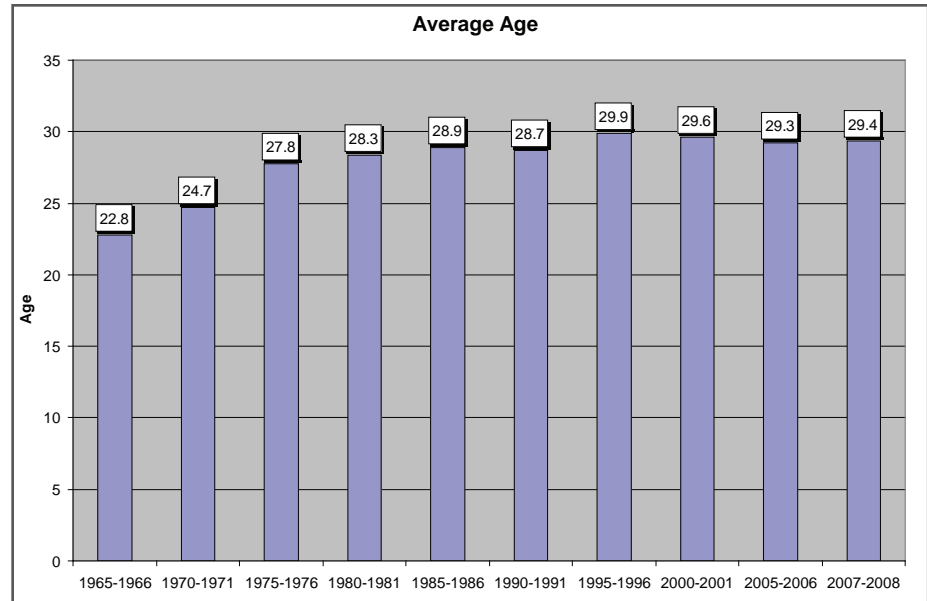
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown to the right have also occurred since 1965-1966, reflecting the changes in student diversity on the ARC campus over the past 43 years.



AA/AS Degrees by Average Age for Past 43 Years

Age Groups

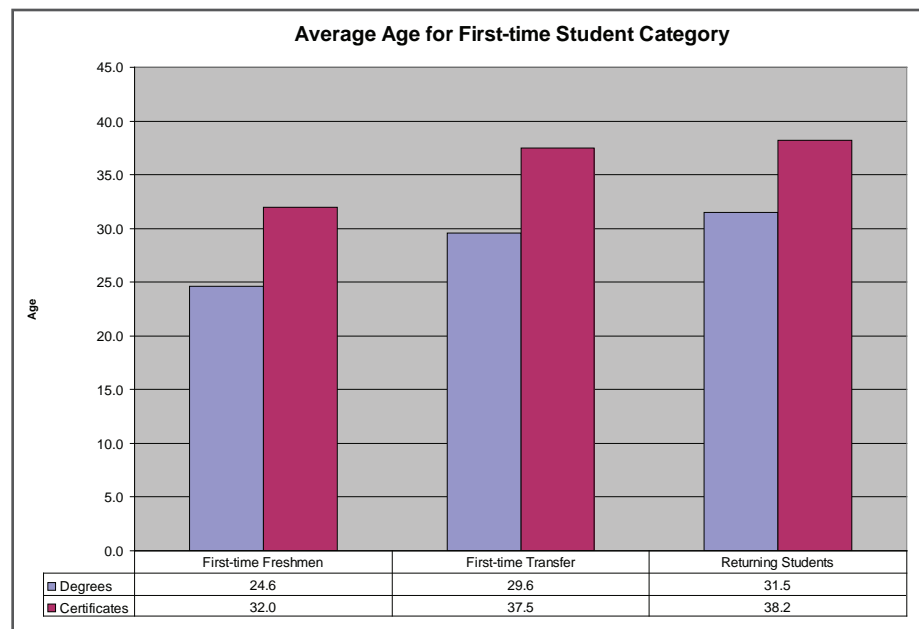
The chart shown to the right describes the average age for students receiving AA/AS degrees over the past 43 years. It is interesting to note the sharp decline for younger students from 1965-1966 to 1985-1986. The proportion of degrees for older students has not shifted appreciably since 1985-1986.



Average Age at Time of Award for First-time Students over the Past Five Years

First-time Students

The average age of ARC students has hovered around 28 years for the past five years, and a significant number of awards go to the older student population as described above. The average age for first-time freshmen at the time of receiving a degree was 24.6 years old, and contrasts with first-time transfers students at 30.2 years and returning students at 31.4 years.

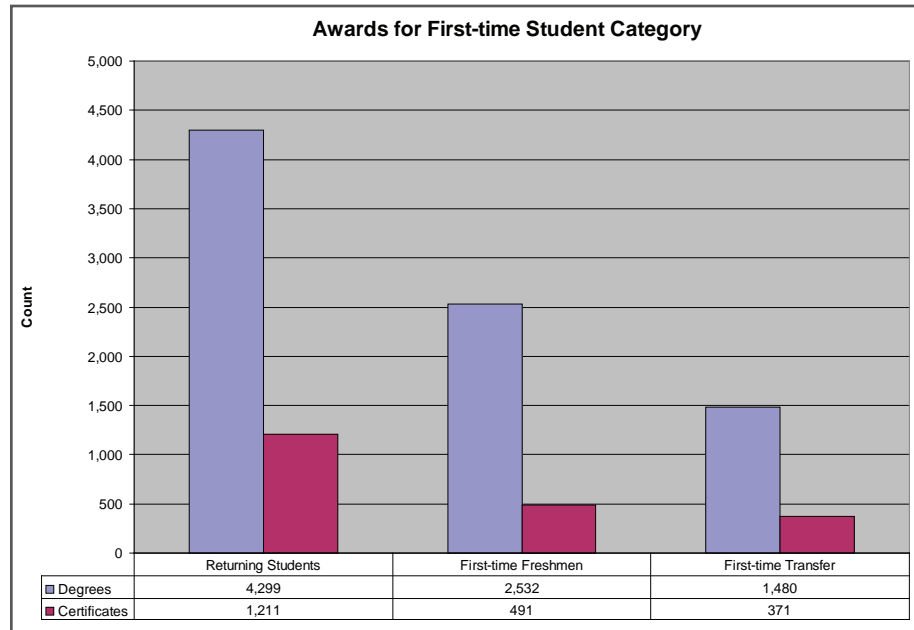


Across all categories, the average age for students receiving certificates ranges from 32 to 38 years old.

Awards for First-time Students over the Past Five Years

First-time Students

Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. Returning students (re-entry) received 50.3% of the total degrees awarded in the past five academic years, compared with the first-time freshmen who received 32.5%, and first-time transfer at 17.2%. The returning and transfer students

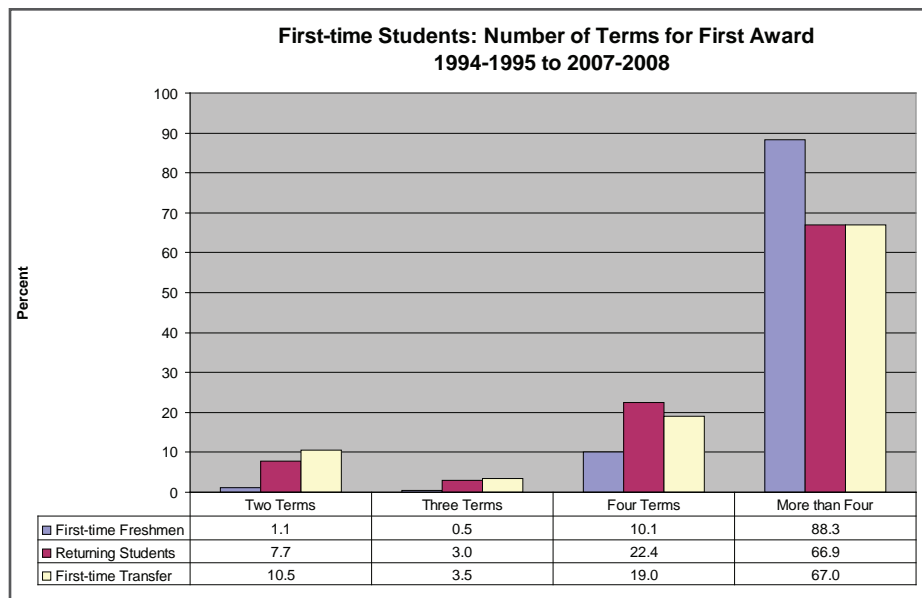


together accounted for 67.5% of all degrees awarded and 76% of all certificates. From one perspective, both returning and first-time transfer students may be described as first-time students much like the traditional newly-enrolled freshmen. Both groups represent students who are starting at ARC after a stop-out period following previous enrollment at a community college or four-year program (e.g., CSU or UC system). Further comparisons of the first-time students at ARC are shown below.

Number of Terms to first ARC Award for First-time Students

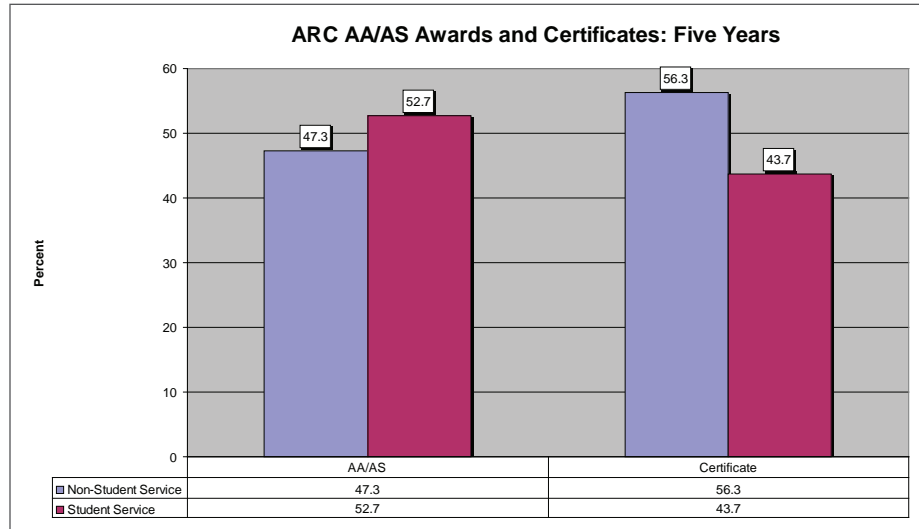
First-time Students

Data from the 1993-1994 academic year to present (2007-2008) was evaluated to determine the number of terms students completed before receiving their first ARC award (AA/AS or Certificate). Though both returning students and first-time transfer students received a greater proportion of awards at two, three and four terms after beginning at ARC than the first-time freshmen group, the majority of students from all three groups need more time.



Awards for Student Service and Non-Student Service over Five Academic Years

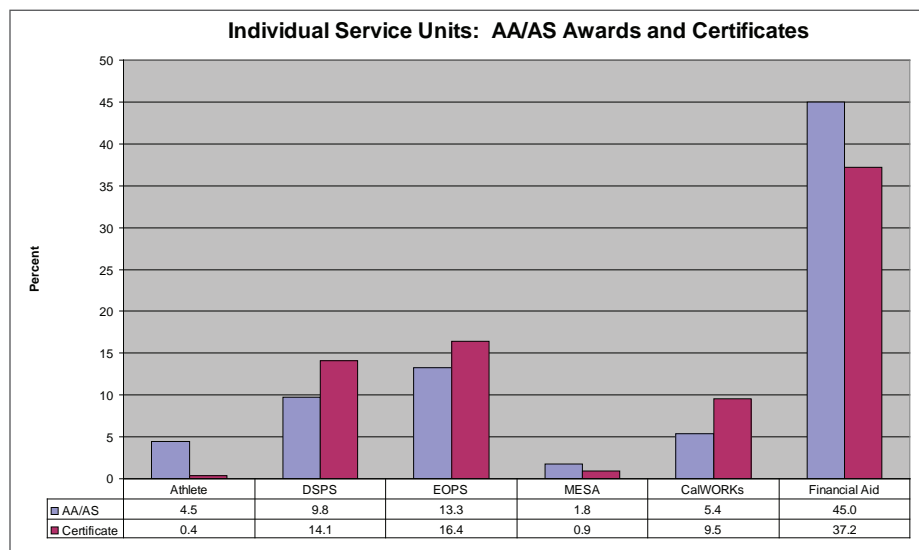
The number of students participating in selected Student Service programs (EOPS, DSPS, MESA, CalWORKs, Athletes and Financial Aid) has grown 11.4% over the past five years. This growth contrasts with a 14.7% growth for students not participating in one of the Student Service programs described. Because access to Student Services



programs is restricted by the funding levels they receive, these programs do not have the same potential to grow as does the general student population. The student service population represented about 19.6% of the total unduplicated student population over the past five years, yet students affiliated with one or more of the six student service groups listed above accounted for 52.7% of the total AA/AS degrees awarded and 43.7% of all certificates. Perhaps what is most significant about these numbers is these programs provide services and support to a significant number of students who are generally perceived as underprepared for college level work.

Awards for Individual Student Support Services over Five Academic Years

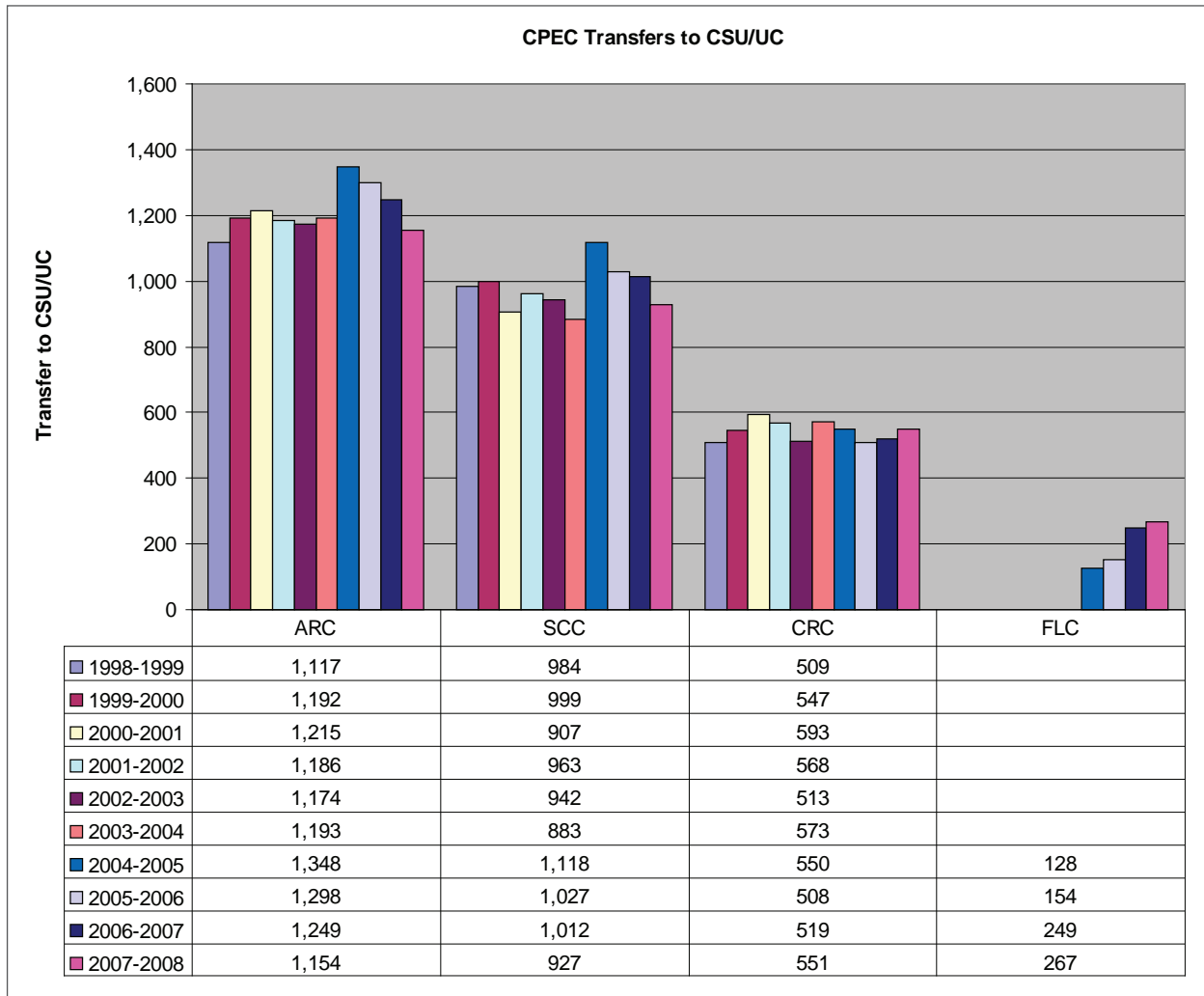
The chart above describes the percentage of the total of ARC AA/AS degrees and certificates earned by students who participated in the student service programs listed for 2003-2004 to 2007-2008. Because students can participate in more than one program, the percentage of students



DEMOGRAPHICS

receiving an award may be duplicated across other service units. The total number of degrees associated with students receiving financial aid represents 45% of the total AA/AS degrees awarded at ARC over the past five years and 37% of all certificates. None of the service units described above is truly independent from each other, all related to a greater or lesser extent on financial aid. For example, groups such as EOPS and CalWORKs are fully integrated with and dependent on financial aid, and other service units such as MESA, Athletes, and DSPS have significantly high proportions of their students participating in financial aid programs. From one perspective all the groups are synergistically connected to financial aid, which means as financial aid improves its services to students, the other service units can also better serve their students.

CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges



The California Postsecondary Education Commission (CPEC) provides data on transfers from community colleges to the University of California system (UC) and the California State University systems (CSU). The National Clearing House data suggests that the actual number of ARC transfers may be 40% higher when out of state transfers numbers are considered as shown in the table below. Currently only the 2004-2005 and 2005-2006 data from the National Clearing House are available, but the State Chancellor’s Office or the District may be providing more data in the future, allowing ARC to have a more realistic perspective on the total transfers to four-year colleges in and out of the state.

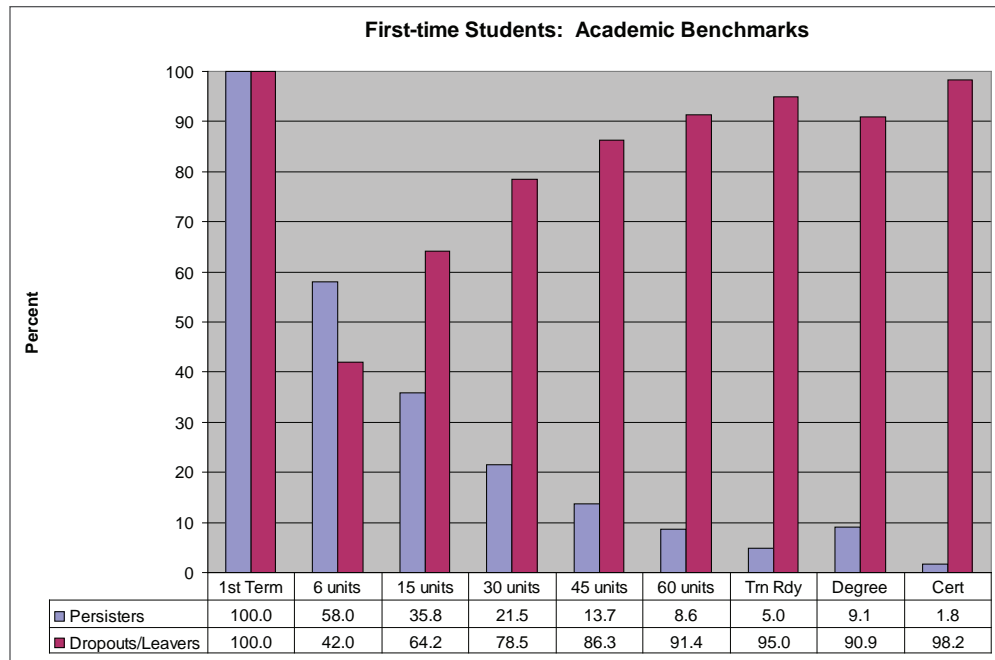
ARC	2002-2005	2003-2004	2004-2005	2005-2006	2006-2007	2007 2008
CSU Transfers	973	983	1,128	1,099	1,043	936
UC Transfers	201	210	220	199	206	218
In State Private 4 yr			228	210		
Out of State Private 4 yr			223	181		
Total	1,174	1,193	1,799	1,689	1,249	1,154

Developmental Education

ARC, like the other community colleges in California, is currently faced with the challenges of creating a more inclusive educational environment that provides underprepared students with the opportunity to become more successful in both developmental level English and math than in the past. Historically, the terms *remedial*, *basic skills*, and *developmental education* essentially refer to those courses in English, math, and English as a Second Language (ESL) that fall below transfer level (one level below, two levels below, three levels below, etc.). Though the current state-wide Basic Skills Initiative focus made the decision to adopt the term basic skills, ARC uses the term *developmental* as a primary dimension of the college's mission. As stated in the current ARC Mission Statement, a focus on developmental education represents a significant commitment the college has made to serve underprepared students. As approximately 75% of incoming first-time freshmen, first-time transfers, and returning students (re-entry) that are assessed need to begin in developmental level English and/or math courses, the college is becoming aware that developmental education is not just the province and responsibility of English and math, but one that must be addressed across the college. The college has been engaged in an ongoing dialogue with a focus on developmental education for a number of years, first with the District-initiated Educational Initiative in 2002-2003 and more recently through the statewide Basic Skills Initiative. Developmental education in English and math are the primary focus of the information that follows because, as noted in an earlier section, ESL students flourish not only in the ESL course offerings but across all of ARC's disciplines.

Academic Benchmarks for ARC First-time Students

This chart describes the journey that first-time freshmen, first-time transfers, and returning students (re-entry) here collectively referred to as *first-time students* take at ARC. The academic benchmarks provide an informative picture of the progression of students through the system by illustrating how many ARC first-



time students complete the various benchmarks within a four year period. Shown are the aggregated results of two first-time student cohorts starting in fall 2003 and fall 2004 (n=23,232). The lighter shaded bars indicate the students who have completed each benchmark (persisters), and the darker shaded bars, the number of students who have not (dropouts/leavers). For example, of 23,232 first-time students shown above that were given four years to complete the academic benchmarks, 1,989 finished 60 units (8.6%), 2,113 received an AA/AS degree (9.1%) and 417 received a certificate (1.8%). These numbers do not account for the 1,500 to 1,700 student who transfer to in-state and out-of-state four-year institutions.

First-Time Students

It has been traditional to think of new students as first-time freshmen, but this perception is changing. Largely ignored in research evaluations are two other groups of students who for all purposes are just as underprepared for college-level work as are the majority of new freshmen. The first-time transfer and returning student (re-entry) categories both represent significant numbers of students who are not represented in traditional persistence evaluations. Collectively, these three student groups are now referred to as *first-time students*. It is estimated that about 75% of first-time students will need to enroll in developmental-level English and/or math courses, and collectively they represent over 50% of the ARC academic student population in fall 2007. As with first-time freshmen, the label is changed to *continuing students* in the following academic term.

Proportion of First-Time Students at ARC in Fall 2007

The Sacramento Regional Public Safety Training Center and Apprenticeship Program (n=7,105) along with Advanced Education (n=394) were removed for this analysis. The rationale for removing these students is that collectively, they have a success rate of 95% and are not representative of the more traditional academic tracks represented by the 27,047 students in the table to the right. Examining the demographics of the first-time freshmen, first-time transfer, and returning student reveals that these groups have much in common. For example, though the average age for each group is different, the success rates for all three groups in the first term are similar. When coupled with the persistence rates shown on the next page, it becomes clear that under-preparedness is not just the province of freshmen. First-time students represented 51% of the fall 2007 academic-track students, and 75% of these students need developmental-level education.

	First-time Freshmen		Returning Students		First-time Transfer	
	Count	Pct	Count	Pct	Count	Pct
All Student n = 27,047	4,188	15.5	4,351	16.1	5,262	19.5
Gender						
Female	2,175	51.9	2,652	61.0	3,332	63.3
Male	1,960	46.8	1,651	37.9	1,852	35.2
Unknown	53	1.3	48	01.1	78	1.5
Ethnicity						
Native American	62	1.5	66	1.5	60	1.1
Asian	349	8.3	590	13.6	479	9.1
African American	518	12.4	480	11.0	570	10.8
White	2,126	50.8	1,985	45.6	2,654	50.4
Hispanic	603	14.4	567	13.0	647	12.3
Filipino/Pacific Isl.	151	3.6	219	5.0	214	4.1
Other	379	9.0	444	10.2	638	12.1
Enrollment Status						
Full-time	1,910	45.6	740	17.0	599	11.4
Middle time	1,377	32.8	1,383	31.8	1,638	31.1
Part-time	901	21.5	2,228	51.2	3,025	57.5
Student Goal						
Transfer and/or Degree	3,018	72.0	2,457	56.5	2,916	55.4
Certificate	235	5.6	241	5.5	310	5.9
Other	404	9.7	1,134	26.1	1,334	25.4
Undeclared	531	12.7	519	11.9	702	13.3
Average Age	22.9		29.4		33.4	
Success Rates	59.1		63.6		62.8	

All First-time Students		Continuing Students	
Count	Pct	Count	Pct
13,801	51.0	13,246	49.0
8,159	59.1	8,078	61.0
5,463	39.6	5,024	37.9
179	1.3	144	1.1
188	1.4	192	1.5
1,418	10.3	1,333	10.1
1,568	11.4	1,218	9.2
6,765	49.0	7,153	54.0
1,817	13.2	1,603	12.1
584	4.2	488	3.7
1,461	10.6	1,259	9.5
3,249	23.5	4,558	34.4
4,398	31.9	5,044	38.1
6,154	44.6	3,644	27.5
8,391	61.0	10,502	79.3
786	5.7	513	3.9
2,872	20.8	1,408	10.6
1,752	12.7	823	6.2
29.1		30.7	
61.5		70.7	

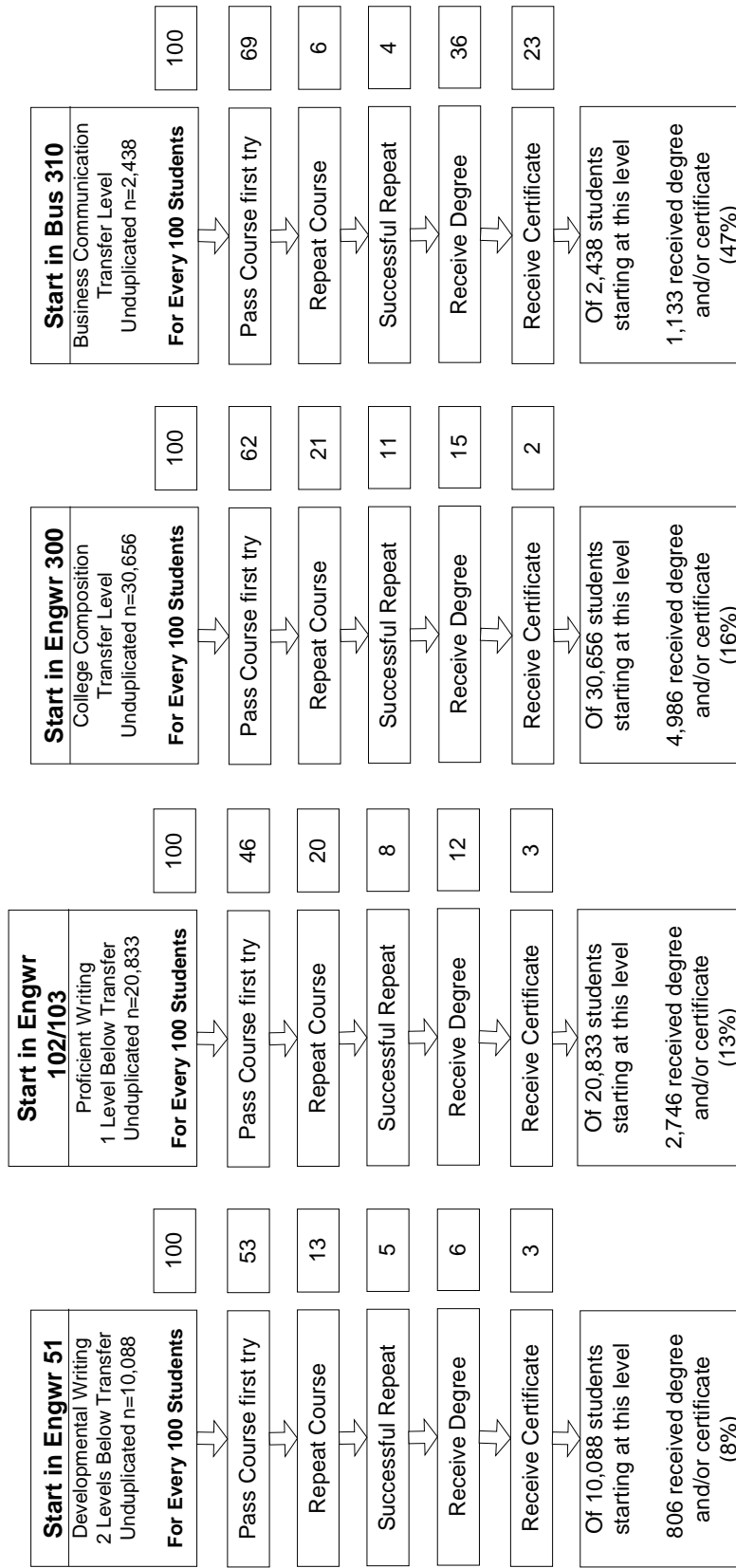
Fall to Fall and Spring to Spring Persistence Rates for First-time Students over Fifteen Years

1993-1994 to 2007-2008

FIRST-TIME STUDENTS: 15 YEARS:											
Fall & Spring Percent		42.2		27.8		29.5		33.1			
Start Term/yr	Target Next Fall	First-time Freshmen		First-Time Transfers		Returning Students		All			
		Start Cnt	Next Fall Cnt	Start Cnt	Next Fall Cnt	Start Cnt	Next Fall Cnt	Start Cnt	Next Fall Cnt		
Start in Fall As First-time Freshmen		Persist Rate	Rate	Persist Rate	Rate	Persist Rate	Rate	Persist Rate	Rate		
F1993	F1994	3,782	1,637	43.3	29.0	924	3,426	1,112	10,398	3,673	35.3
F1994	F1995	3,527	1,568	44.5	30.3	866	3,404	1,064	9,786	3,498	35.7
F1995	F1996	3,673	1,645	44.8	31.3	937	3,555	1,103	10,220	3,685	36.1
F1996	F1997	3,809	1,664	43.7	28.8	861	3,827	1,152	10,628	3,677	34.6
F1997	F1998	3,957	1,708	43.2	27.4	801	3,730	1,097	10,615	3,606	34.0
F1998	F1999	4,102	1,858	45.3	26.3	723	3,872	1,161	10,718	3,742	34.9
F1999	F2000	4,522	2,122	46.9	27.6	847	3,870	1,183	11,458	4,152	36.2
F2000	F2001	4,584	2,150	46.9	29.0	807	3,650	1,138	11,012	4,095	37.2
F2001	F2002	5,431	2,687	49.5	31.1	1,099	3,841	1,133	12,811	4,919	38.4
F2002	F2003	4,830	2,204	45.6	28.6	712	5,125	1,455	12,446	4,371	35.1
F2003	F2004	4,096	1,980	48.3	28.4	668	5,292	1,541	11,744	4,189	35.7
F2004	F2005	4,454	2,143	48.1	29.3	1,165	4,544	1,362	12,971	4,670	36.0
F2005	F2006	4,548	2,301	50.6	29.9	1,143	4,769	1,603	13,138	5,047	38.4
F2006	F2007	4,507	2,329	51.7	30.0	1,251	4,871	1,554	13,544	5,134	37.9
Start in Spring As First-time Freshmen											
S1994	S1995	1,959	566	28.9	26.7	698	3,253	952	7,828	2,216	28.3
S1995	S1996	1,820	528	29.0	27.5	641	3,284	957	7,435	2,126	28.6
S1996	S1997	1,851	523	28.3	24.1	648	3,189	904	7,727	2,075	26.9
S1997	S1998	1,846	537	29.1	24.5	676	3,471	1,023	8,071	2,236	27.7
S1998	S1999	1,939	546	28.2	25.3	596	3,337	892	7,630	2,034	26.7
S1999	S2000	2,078	617	29.7	22.3	529	3,420	957	7,868	2,103	26.7
S2000	S2001	2,261	743	32.9	26.9	631	3,303	979	7,913	2,353	29.7
S2001	S2002	2,310	770	33.3	27.4	650	3,227	878	7,913	2,298	29.0
S2002	S2003	2,812	950	33.8	26.4	757	3,479	930	9,161	2,637	28.8
S2003	S2004	2,447	824	33.7	24.9	559	5,167	1,447	9,861	2,830	28.7
S2004	S2005	2,425	888	36.6	31.8	688	5,147	1,422	9,737	2,998	30.8
S2005	S2006	1,952	741	38.0	27.3	872	3,900	1,082	9,046	2,695	29.8
S2006	S2007	2,125	811	38.2	27.1	884	3,992	1,162	9,380	2,857	30.5
S2007	S2008	2,117	866	40.9	25.6	898	4,248	1,298	9,869	3,062	31.0

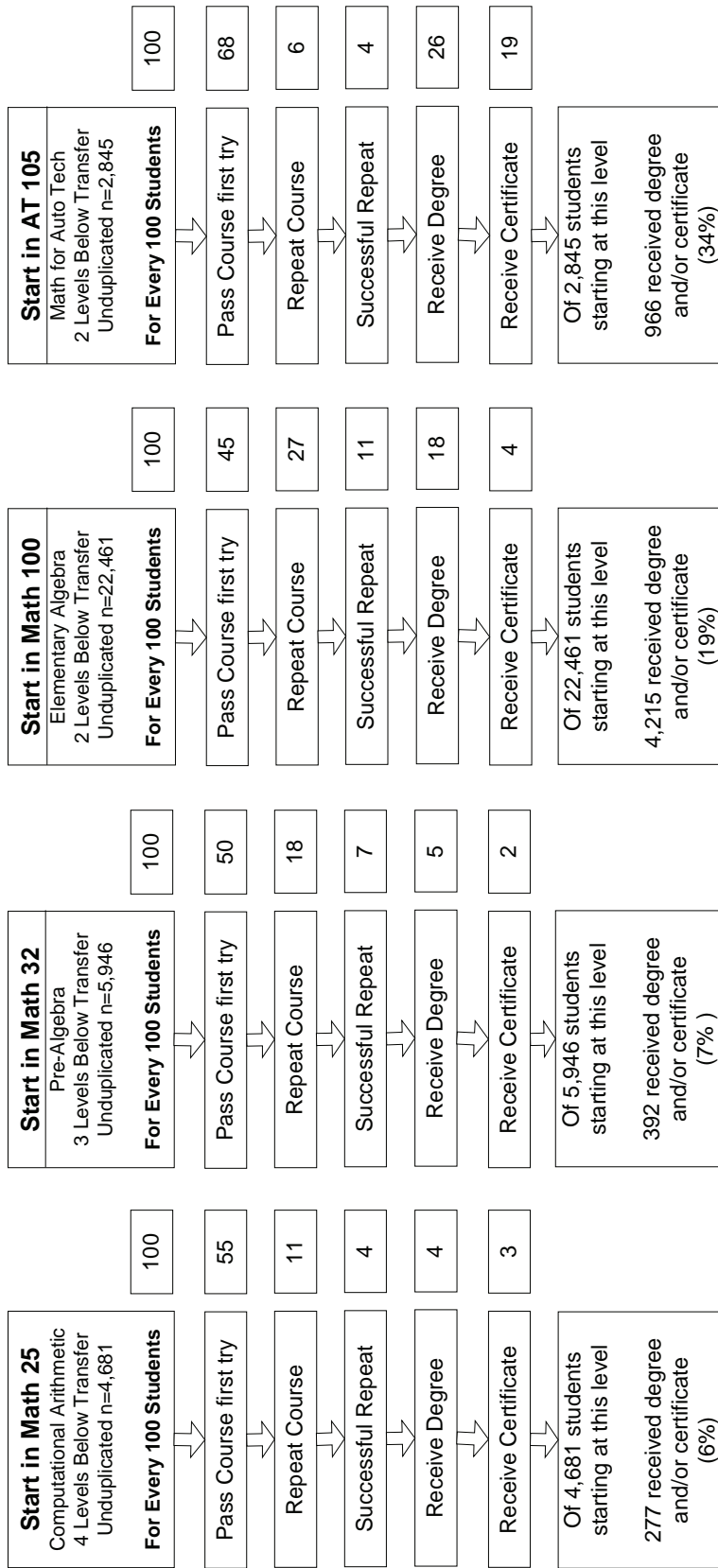
As can be seen in the table to right, over the past 15 years, the persistence rate of *first-time freshmen* starting during a fall term who are still enrolled one year later has ranged from 43% to 52%. What is generally not reported is the significantly lower persistence rates for first-time freshmen who begin in the spring. When the other first-time student categories are also included for both fall and spring starts, a new understanding emerges that supports ARC's commitment to developmental education as an important priority. The data indicate that approximately 2 out of 3 first-time-students over the past fifteen years did not re-enroll the following year. Though it is possible for students to complete requirements for some certificates, and even for first-time transfers and returning students to complete degrees or transfer in one or two terms, as shown in the previous section on awards, most of these students do not. The next section explores potential causal factors to better understand low student persistence by examining student performance in the developmental level English writing and math course sequences. Success in these developmental level courses is essential for students who have made graduation and/or transfer their goal.

Student Progression through the English Writing Sequence



The data above represent an overall snapshot of English writing enrollments over the past 14 academic years at ARC. Each course level contains students at their initial English writing placement (no prior English writing course work at ARC). For example, of every 100 students who began in ENGWR 51 (Developmental Writing), 53 passed the course on first try, 13 repeated and of the repeaters, 5 successfully completed the course. Six received a degree, 3 a certificate, and overall for the 10,088 students who enrolled in this course over the past 14 years, 806 or 8% received a degree and/or a certificate. BUS 310 (Business Communication) is currently accepted as an equivalent transfer-level course for English 300, and was included as it was used by 9.3% of the ARC students for graduation requirements in 2006-2007. Note the repeat rates for ENGWR 102/103 (20%) and the transfer-level ENGWR 300 (21%); these indicate that 1 of every 5 of the students in these courses had to repeat them, with about 25% of the repeaters having to repeat the course more than once.

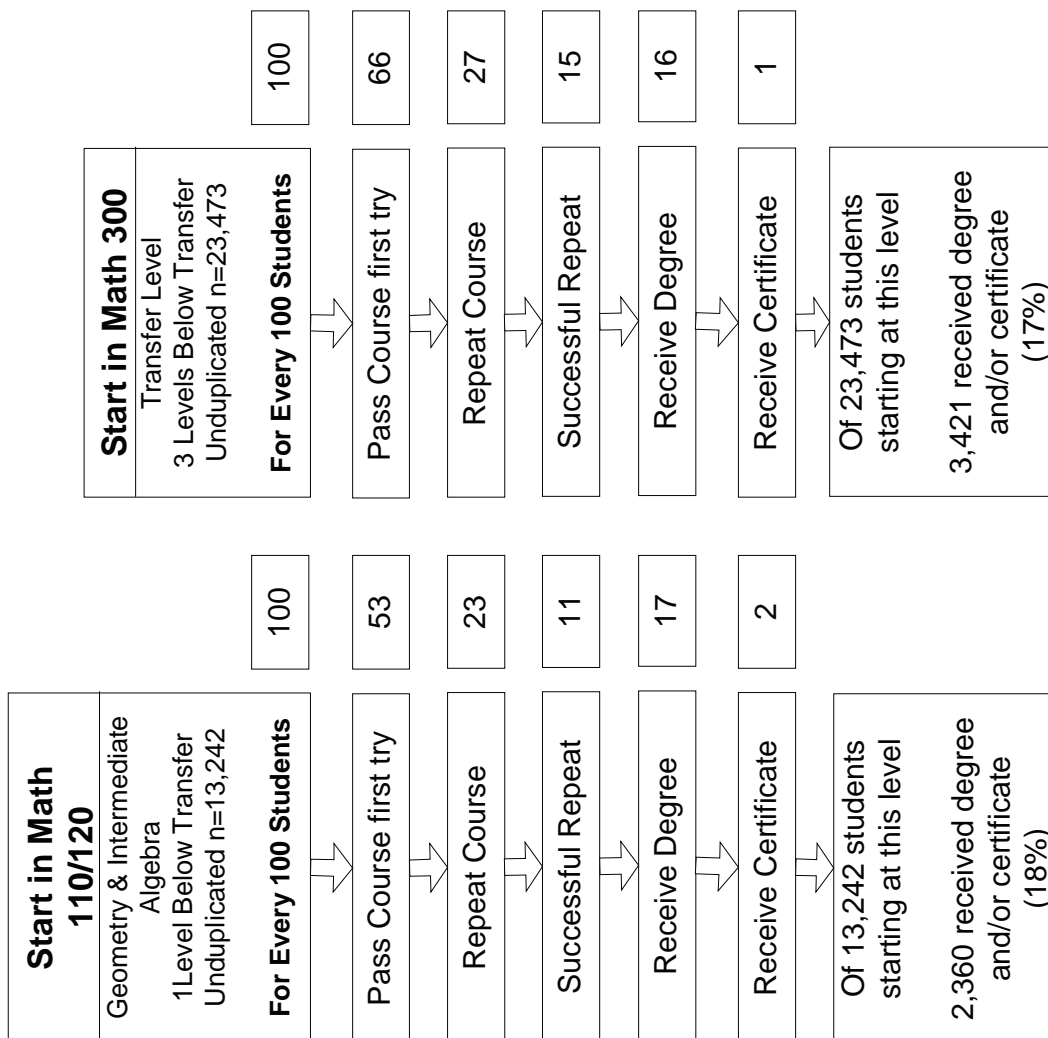
Student Progression through the Math Sequence



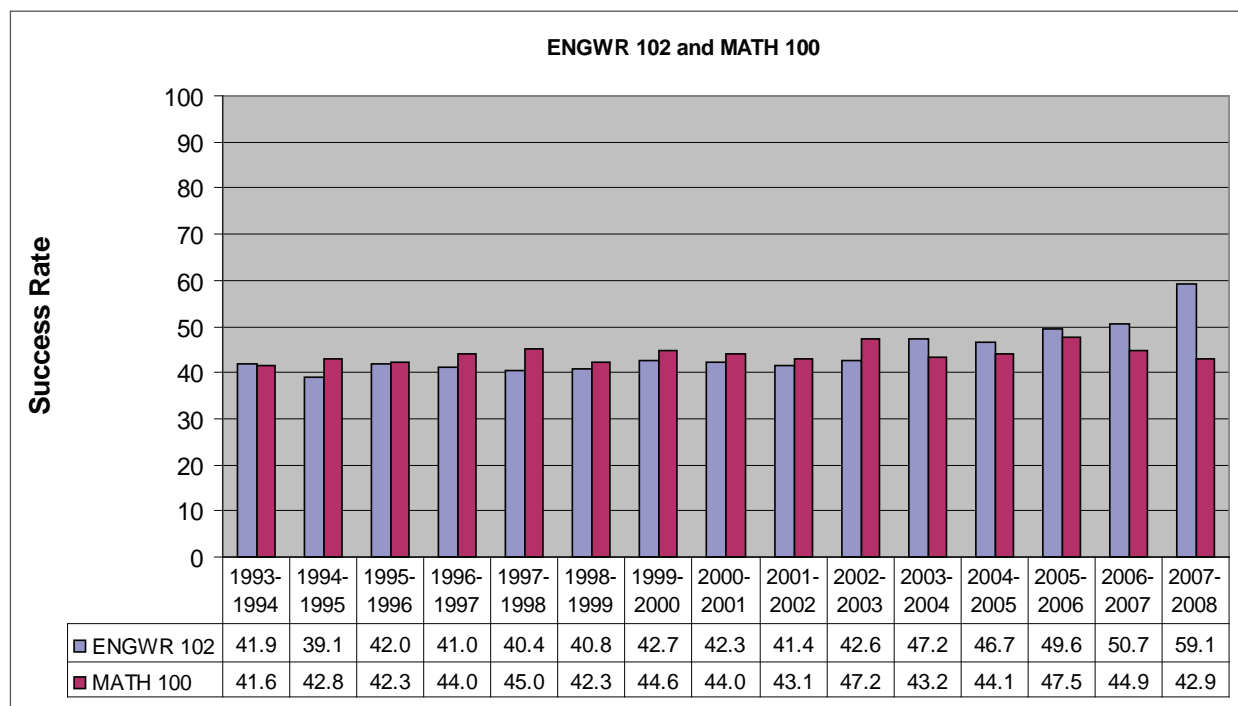
The data above and on the next page represent an overall snapshot of ARC math enrollments over the past 14 academic years. Each course level contains students at their initial math placement (no prior math course work at ARC). For example, of every 100 students who began at Math 25 (Computational Arithmetic), 55 passed the course on the first try, 11 repeated and of the repeaters, 4 successfully completed the course, 4 received a degree, and 3 a certificate. Overall, for the 4,681 students who enrolled in Math 25, 277 or 6% received a degree and/or a certificate. As with English writing, the number of students who repeat math courses both on this page and the next, 1 out of every 4 students will repeat math courses in Math 100, Math 110/120, and Math 300 level courses. The AT 105 (Math for Auto Tech) has been an equivalent to Math 100 (Elementary Algebra) for meeting the math graduation requirement, and represented the highest math completed by 8.8% of the students that received a degree in 2007-2008. With the new 2009 graduation standards in place, students will now have to complete a Math 120 level course, one level higher than in the past. The last two math levels, one level below and transfer are shown on the next page.

Overview of the Math Sequence Continued

One of the more difficult problems associated with math placement for recent high school graduates is that these students tend to use their academic performance in the last math course completed in high school as the guide for what college course they should start in. Currently, there is overwhelming evidence emerging from Cal-PASS (California Partnership for Achieving Student Success) indicating little or no alignment between high school and college math courses. Though the math courses may share the same name (e.g., trigonometry), it is not uncommon for the high school course to lack the range of skills that the college course requires. Consequently, students believing themselves prepared for a particular math level may *not* be prepared, and can struggle or even fail the course. The Math 110/120 courses shown to the right represent a math level for which high school students often overestimate their level of preparedness. Though they may have performed at a high level in elementary algebra in the K-12 systems and believe they should be prepared for these one level below transfer courses, the 53% pass rate for the course indicates their preparedness is poor.



Two Critical Developmental Level Courses in English and Math



ENGWR 102:

Proficient Writing (one level below transfer)

MATH 100:

Elementary Algebra (two levels below transfer)

Two critical courses stand as the bellwether for any significant improvement in the developmental education curriculum and all college outcomes. ENGWR 102 and MATH 100 are courses that students must successfully navigate before enrolling in the next higher English and math courses that meet the new 2009 graduation standards. As significant proportions of underprepared students begin at or below these two developmental level courses, higher success rates at this level will indicate that a greater proportion of students will be able to continue not only in English and math but in all other college courses as well. The strong increase in success rate seen for the English

writing course (ENGWR 102) since 2002-2003 is positive evidence that the college's commitment to developmental education is working. This English writing course had hovered just above a 40% success rates for the first ten years in the graph above, and has since moved to almost 60% success: Almost 20 more students out of every 100 will now have the opportunity to enroll in transfer-level English. For the academic year 2007-2008, 407 more students could continue to transfer-level English writing than in the past. Though challenges still exist for Elementary Algebra (MATH 100), it is anticipated that the current focus on the Basic Skills Initiative will affect this department in an equally positive fashion.

Demographics of College Staff

American River College is committed to ensuring that the institution’s staffing remains adequate to support the needs of a burgeoning student enrollment. Since fall 2003, the total number of students served at ARC has grown from 30,683 to 34,804 in fall 2008, a 13.4% increase. Staffing has kept pace, as reflected in a 19.8% for the total number of staff hired over the same period (1,245 to 1,941). The college’s hiring practices over this same period reflect as well the changing landscape of student diversity.

Staff Demographics: Gender

Gender	Employee Type	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	Regular Faculty	180	180	188	197	206	221
	Adjunct Faculty	243	293	320	311	310	316
	Classified	224	227	225	217	236	230
	Administrative	13	14	13	18	18	19
Female Total		660	714	746	743	770	786
Male	Regular Faculty	175	172	185	186	186	185
	Adjunct Faculty	296	355	350	365	382	385
	Classified	99	105	104	115	111	123
	Administrative	15	14	15	13	13	12
Male Total		585	646	654	679	692	705
Grand Total		1,245	1,360	1,400	1,422	1,462	1,491

Staff Demographics: Ethnicity

Ethnicity	Employee Type	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
African American	Faculty	22	19	20	18	18	23
	Adjunct	23	21	24	25	26	34
	Classified	37	34	31	28	25	26
	Administration	3	5	3	3	3	5
<i>African American Total</i>		85	79	78	74	72	88
Asian/Pacific Islander	Faculty	32	31	34	38	38	41
	Adjunct	22	30	39	34	36	28
	Classified	34	36	34	38	41	39
	Administration	2	3	2	2	2	3
<i>Asian/Pac Isl. Total</i>		90	100	109	112	117	111
Hispanic	Faculty	31	34	35	37	37	42
	Adjunct	32	36	28	30	36	41
	Classified	40	40	41	41	43	46
	Administration				1	1	1
<i>Hispanic Total</i>		103	110	104	109	117	130
Native American	Faculty	10	10	11	10	10	9
	Adjunct	5	4	5	4	4	5
	Classified	4	4	4	4	4	4
	Administration						
<i>Native American Total</i>		19	18	20	18	18	18
Other Non-White	Faculty	2	2	3	2	4	4
	Adjunct	3	7	7	10	10	13
	Classified	3	2	2	1	2	3
	Administration	2	1	1	2	1	1
<i>Other Non-White Total</i>		10	12	13	15	17	21
White	Faculty	250	248	260	264	263	278
	Adjunct	417	506	499	488	465	526
	Classified	198	207	209	204	210	224
	Administration	20	19	22	21	21	21
<i>White Total</i>		885	980	990	977	959	1,049
Unknown to State	Faculty	8	8	10	14	22	9
	Adjunct	37	44	68	85	115	54
	Classified	7	9	8	16	22	11
	Administration	1			2	3	
<i>Unknown Total</i>		53	61	86	117	162	74
Grand Total		1,245	1,360	1,400	1,422	1,462	1,491

Certification & Organization



CERTIFICATION & ORGANIZATION

Certification of Continued Compliance with Eligibility Requirements

Organization of the Self-Study

Certification of Continued Compliance with Eligibility Requirements

American River College affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation.

1. Authority

American River College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges.

The college's Nursing Program is accredited by the California State Board of Registered Nursing; the Respiratory Care Program is accredited by the Council on Accreditation of Allied Health Programs; the EMT Paramedic Program is accredited by the Committee on Accreditation of Educational Programs for the EMS Professions; the Dietary Manager Program option is accredited by the Dietary Managers Association and the California State Department of Health Services; the Human Services option of the Chemical Dependency Studies Program is accredited by the California Alcoholism and Drug Counselors Education Program and the California Association for Alcohol and Drug Education; the Interior Design Program is accredited by the National Kitchen and Bath Association; the Early Childhood Education Program is accredited by the California Commission on Teacher Credentialing; and the Funeral Service Education Program is accredited by the American Board of Funeral Service Education.

2. Mission

American River College's educational mission as a community college is clearly-defined and published in its catalog. The educational mission

is aligned with the Los Rios Community College District's educational mission statement. The current ARC mission statement was approved by the college president and the Planning Coordination Council in February 2008 and by the Los Rios Community College Board of Trustees in July 2008.

3. Governing Board

American River College is one of four colleges in the Los Rios Community College District. The District is governed by a publicly-elected seven-member Board of Trustees, joined by a non-voting student trustee. None of the board members has any employment, family, or personal financial interest in the institution.

4. Chief Executive Officer

The American River College president is appointed by the Los Rios Community College District Board of Trustees and reports to the District chancellor. The chancellor is appointed by and reports to the Board of Trustees.

5. Administrative Capacity

American River College has 42 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose.

6. Operational Status

American River College is operational with over 38,000 students enrolled. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions.

7. Degrees

American River College offers the Associate of Arts and Associate of Science degrees. It has 78 degree programs. A majority of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to four-year institutions.

8. Educational Programs

American River College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a committee of the Academic Senate, ensures the programs are of appropriate content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. The college offers 78 associate degree programs, 71 certificate programs, and 50 certificates of completion.

9. Academic Credit

American River College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the college catalog and schedules.

10. Student Learning Achievement

Student learning outcomes for each American River College degree program are published in the college catalog. Student learning outcomes for courses are presented in the course outlines filed in the Instruction Office and available online through SOCRATES, the District-wide on-line curriculum database. The college has also adopted institutional student learning outcomes.

11. General Education

Students must complete a minimum of 21 semester units of general education courses and demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge.

12. Academic Freedom

American River College embraces academic freedom and defends the principle as fundamental to an educational institution that cherishes freedom of inquiry, exposition, and discussion. The faculty handbook attests to the importance of academic freedom, and its statement on professional ethics describes the protection of such freedom as a major responsibility of the faculty.

13. Faculty

American River College has over 400 full-time faculty and nearly 900 adjunct faculty. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. A clear statement of faculty responsibilities exists in the faculty contract and handbook.

14. Student Services

American River College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college level work.

15. Admissions

American River College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5.

16. Information & Learning Resources

American River College provides specific long-term access to sufficient print and electronic information and learning resources through its library and academic support services to meet the educational needs of students and programs.

17. Financial Resources

American River College, through the Los Rios Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

18. Financial Accountability

The Los Rios Community College District regularly undergoes and makes available an external financial audit for the District and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States.

19. Institutional Planning and Evaluation

American River College has an established institutional planning process and works with the Los Rios Community College District to plan for the development of the college, including integrating resource allocations for academic personnel and other staff, learning resources, facilities, and financial development. The college’s planning process also includes procedures for program review and institutional improvement. The college and District systematically evaluate how well and in what

ways the college is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

20. Public Information

American River College publishes in its catalog, college Web site, and other appropriate places accurate and current information describing its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other information relative to attending the college and withdrawing from it.

21. Relations with the Accrediting Commission

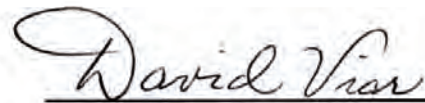
The Los Rios Community College District Board of Trustees provides assurance that American River College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Statement of Assurance

We certify that American River College continues to meet the eligibility requirements for accreditation.



Pamela Haynes
 Pamela Haynes
 President, Board of Trustees
 Los Rios Community College District
 June 17, 2009



Dr. David Viar
 Dr. David Viar
 President, American River College
 June 17, 2009

Organization of the Self-Study

In 2003 the Los Rios Community College District sought reaffirmation of accreditation for its three existing colleges and accreditation of its Folsom Lake campus as a college in its own right. The success of that effort transformed Los Rios into a four-college district and set a high standard which the District and its colleges are pledged to maintain. American River College was mindful of this recent history as it embarked on this application for re-accreditation. The organizational patterns and schedules used in 2003 had served the college well, so the current effort began in the same manner, adapting the previous schemata as necessary to the new circumstances and accreditation standards.

In the spring of 2007, the college president asked the Academic Senate to recommend faculty members who might serve as co-chair of the accreditation self-study. The selected professor received reassigned time beginning in fall 2007 to partner with the dean of Planning, Research, and Development (interim) as leaders of the accreditation effort. The co-chairs began working with the president and Academic Senate during the fall semester to recruit nine faculty members to chair committees that would perform the research necessary to address the accreditation standards. Each committee was provided with a member of management who served as the team's resource manager, giving the committee and its chair the support and access necessary to accomplish its research task efficiently and effectively.

The four accreditation standards were divided among the nine research committees. Each committee had positions for representatives of faculty, management, classified staff, and students. The college president, in consultation with the Academic Senate president, appointed the managers; the Academic Senate, in consultation with the college president, appointed the faculty members. The Classified

Senate, in consultation with the college president, appointed the classified staff, and student representatives were sought from the Student Association. Recruitment of committee members continued throughout the 2007-2008 academic year. (Unfortunately, the college was unsuccessful in recruiting student representatives. The student government for the 2008-2009 academic year declined to appoint any of the students who volunteered to serve on the standards committees, despite an active effort to recruit students and forward their names to the Student Association president for his consideration. Accreditation team leaders and college management responded to the Student Association's lack of interest in accreditation by arranging a student forum and workshops during the spring 2009 semester, thereby ensuring that student voices would be heard in the self-study process despite the Student Association's lack of involvement.)

In January 2008, the spring semester began with staff development days and a convocation at which accreditation was addressed by both the college president and District chancellor, alerting the attendees of the importance of the process and its likely impact on the college as team members began to compile information and interview stakeholders whose expertise would inform the self-study. Later that same month, the faculty accreditation co-chair, the past president of the Academic Senate, and three of the nine committee chairs attended the ASCCC's accreditation institute in Pasadena. In April 2008, the college was visited by Dr. Marie Smith, ACCJC commission member and former ARC president, who gave a well-attended talk and PowerPoint presentation on the accreditation process. Dr. Smith's talk was posted to the ARC accreditation Web site, which was established during the 2007-2008 school year as a repository of key documents for the use and information of the accreditation teams and interested members of the college community. The Web site also provided access to timelines, tips on committee

report preparation, Los Rios District reports, and selected accreditation self-studies from other well-regarded California community colleges.

Most of the nine accreditation teams were fully staffed and organized by the end of spring 2008. The fall 2008 semester began with an accreditation kick-off at convocation, with remarks by the chancellor, president, and faculty co-chair. Committee work began in earnest, each committee setting its own schedule of meetings, assignment of tasks to members, and internal deadlines for production of material. The committees were coordinated by regular meetings of the committee chairs with the faculty co-chair and dean of Planning, Research, Technology, and Professional Development*, the latter two also attending several meetings of the individual committees to take questions and provide information. An accreditation steering committee met on a monthly basis to oversee the progress of the self-study; the steering committee included leaders of the college's management, faculty, classified staff, and student body (although the student members of the steering committee were able to serve only through the 2007-2008 school year).

As one of four Los Rios community colleges, American River College coordinated its efforts with those of the other colleges by participating in the District Accreditation Coordinating Committee (DACC), which met monthly. DACC was the venue for exchanging information and addressing concerns by the four colleges and District staff. DACC sponsored two "Question Days" at the District Office on consecutive Fridays (September 19 and 26, 2008) during which accreditation team leaders from the four colleges were able to ask questions of the District Office staff having special knowledge and expertise on matters relating to the four accreditation standards.

*In the fall of 2008, the dean of Planning, Research, and Development became the dean of Planning, Research, Technology, and Professional Development.

ARC's nine accreditation committees were given delivery dates for their work product throughout the month of October. The committees organized their results as informational bullet lists, annotated with references to documentary evidence sources and delivered their work to the faculty co-chair. The co-chair melded each committee's work into a narrative document. As he worked through the submissions of the various committees, the co-chair returned the edited results to the pertinent committees for their comments, corrections, and suggestions. This process continued to the end of the fall 2008 semester and through the semester break. The college's accreditation steering committee then applied its expertise to vet the resulting documents and revise them in preparation for a first-release draft of the self-study deemed sufficiently complete to share with the college community. This first draft was posted on the campus intranet in March 2009 together with an online comment form with which readers could provide feedback.

Three general open forums were held in the college's Ranch House for public comment and discussion of the draft. A fourth forum was conducted at the Natomas Educational Center. There was also a forum especially for students, held at The SPOT, to ensure that their voice would be heard in the process despite a lack of participation by the Student Association.

The first draft was revised during the rest of the spring 2009 semester in preparation for approval by the college and the Los Rios Board of Trustees for submission to the ACCJC. Each section of the self-study was reviewed after each revision by the pertinent committee and other interested parties until it passed muster for clarity, accuracy, and readability. The entire college community was given opportunities to provide input on the ARC accreditation self-study document, a work that embodies the college's consensus judgment on the performance of its educational mission.

Self-Study Timeline

Fall 2007

1. Recruitment and selection of co-chair (faculty member)
2. Participation in ACCJC/WASC Training Workshop
3. Identification of potential accreditation gaps
4. Recruitment and appointment of chairs for self-study standards committees
5. Selection of steering committee members
6. Initial meeting of steering committee
7. Establishment of timelines and organization of the self-study
8. Planning for standards committees
9. Development of surveys for staff and students
10. Establishment of accreditation Web site
11. Recruitment of standards committee members

Spring 2008

1. *January*: Accreditation as convocation topic; participation in ASCCC accreditation institute
2. *February*: Student and staff surveys administered
3. *April*: Completion of new comprehensive draft of District mapping document (version 2, draft 5)
4. *April*: Training of members of standards committees (seminar with Dr. Marie Smith)
5. *May*: Analysis of survey responses

Fall 2008

1. *August*: Accreditation as convocation topic
2. *September*: Self-Study "Kick Off" meeting for committee chairs and members and distribution of analyses of survey reports
3. *September/October*: Compilation by standards committees of information relative to prompts in Guide to Evaluation Institutions

4. *October/November*: Submission by standards committees of compiled information to co-chair
5. *November/October/December*: Co-chair prepares initial drafts of self-study sections, standards committees review drafts and return to co-chair for revision
6. *December*: Recruitment of external reviewer for self-study document and creation of first draft of self-study

Spring 2009

1. *January*: Institutional planning as convocation topic and incorporation of demographic data in first draft of self-study
2. *January/February*: Internal review by co-chair and ALO of first draft of self-study with assistance of Research Office and standards committees' resource managers
3. *March*: Release of self-study first draft to college community and external reviewer
4. *March/April*: College and District review of first draft; campus forums, outreach forum, and on-line feedback system; comments from external reviewer
5. *April/May*: Preparation of second draft of self-study
6. *May*: Proofing and correction of final draft
7. *May*: Approval of final draft for submission to LRCCD Board of Trustees
8. *June*: Approval of final draft at LRCCD Board of Trustees meeting for submission to ACCJC
9. *June*: Printing of approved self-study hard copy and production of electronic version
10. *July*: Mailing of self-study (both print and electronic versions) to the ACCJC and the accreditation site team members

Fall 2009

1. *August*: Accreditation site visit as convocation topic
2. *September*: Preparation of update for accreditation team members
3. *October*: ACCJC site team visit

The Accreditation Self-Study Report
Research Teams

I.A & I.B Institutional Mission and Effectiveness

Amanda Corcoran, English, *Chair*
Lisa Lawrenson, Dean of Humanities,
Resource Manager

1. Kathy Champion (Faculty)
2. Diane Meador (Faculty)
3. Dennis Lee (Faculty)
4. Pauline Fountain (Faculty)
5. Jesus Valle (Faculty)
6. Patrick Hoggan (Faculty)
7. Cathie Browning (Classified)
8. DeCarla Strong (Classified)
9. Eddie Webb (Management)
10. Nancy Reitz (Management)

II.A Instructional Programs

Jan DeLapp, Early Childhood Education, *Chair*
Colleen Owings, Vice President of Instruction,
Resource Manager

1. Gary George (Faculty)
2. John Gamber (Faculty)
3. Cynthia Bredek (Faculty)
4. Fred Evangelisti (Faculty)
5. John Aubert (Faculty)
6. Jeff Stephenson (Faculty)
7. Michael Sweet (Faculty)
8. Carol Reisner (Faculty)
9. Kathy Rodgers (Faculty)
10. Kevyn Montano (Classified)
11. Corinne Rowland (Classified)
12. Mary Jones (Management)
13. Cris McCullough (Management)

II.B Student Support Services

Kristina Casper-Denman, Anthropology, *Chair*
Pam Walker, Vice President of Student Services,
Resource Manager

1. Traci Gourdine (Faculty)
2. Tanja Sacco (Faculty)
3. Mimi Cudzilo (Faculty)

4. Brenda Thames (Faculty; Management, interim)
5. Mike Sachau (Faculty)
6. Manuel Ruedas (Faculty)
7. Keith Atwater (Faculty)
8. Diane Delgado (Faculty)
9. Lisa Roberts-Law (Faculty)
10. John Tomasetti (Classified)
11. Tara Cooper (Classified)
12. Vicky Maryatt (Management)
13. Keltie Jones (Management)

II.C Library and Learning Support Services

Marsha Reske, Distance Education, *Chair*
Lee Thiel, Associate Vice President of Instruction
and Learning Resources, *Resource Manager*,
2007-2009

Suzanne Hunt, Associate Vice President of
Instruction and Learning Resources (interim),
Resource Manager, 2009

1. Krista Hess (Faculty)
2. Connie Ferrara (Faculty)
3. Judith Roller (Faculty)
4. Peg Scott (Faculty)
5. Brian Pond (Faculty)
6. Debbie Ondricka-Bucher (Faculty)
7. Nancy Sessano (Faculty)
8. Diane Schultz (Classified)
9. Greg Gregory (Classified)
10. Rod Siegfried (Management)
11. Araceli Badilla (Management)

III.A Human Resources

Greg Baker, Business, *Chair*
Sheryl Gessford, Dean, Natomas Center,
Resource Manager

1. Roietta Fulgham (Faculty)
2. Grant Goold (Faculty)
3. Marc Condos (Faculty)
4. Wenda Vander Werf (Classified)
5. Carole Pottorff (Management)
6. Rina Roy (Management)

III.B Physical Resources

Linda Zarzana, Chemistry, *Chair*
Laduan Smedley, Director of Administrative
Services, *Resource Manager*

1. Raye Maero (Faculty)
2. Lill Birdsall (Faculty)
3. Linda Shoemake (Faculty)
4. Michael Maddox (Faculty)
5. Christina Wagner (Classified)
6. Derrick Booth (Management)
7. Jean Snuggs (Management)

III.C Technology Resources

Dave Fox, Computer Science & Information
Technology, *Chair*
Barb Blanchard, Dean of CSIT/Business,
Resource Manager

1. Randy Nordell (Faculty)
2. Leonel DeLeon (Faculty)
3. Lori Smith (Faculty)
4. Louise Kronick (Faculty)
5. Damon Antos (Faculty)
6. Tak Auyeung (Faculty)
7. Linda Jurgens (Classified)
8. Jeff Bucher (Classified)
9. Gabriel Meehan (Management)
10. Roy Beckhorn (Management)

III.D Financial Resources

Ken Kubo, Biology, *Chair*
Bob Allegre, Vice President of Administrative
Services, *Resource Manager*

1. Paul Andre (Faculty)
2. Melissa Fish (Faculty)
3. Rebecca Hayes (Faculty)
4. David McCusker (Faculty)
5. Keiko Komura (Faculty)
6. Craig Lehman (Faculty)
7. Jeanne Reed (Classified)

8. Koue Vang (Management)
9. David Newnham (Management)
10. Rich McKee (Management)

IV.A & IV.B Leadership and Governance

Brian Knirk, Hospitality Management/Culinary
Arts, *Chair*
Robin Neal, Dean of Enrollment Services,
Resource Manager

1. Sandy McKaig (Faculty)
2. Pam Maddock (Faculty)
3. John Bell (Faculty)
4. Tressa Tabares (Faculty)
5. Dan Crump (Faculty)
6. Jamil Malik (Classified)
7. James Thompson (Management)
8. Kirsten DuBray (Management)

Accreditation Steering Committee

1. Kathy Sorensen (Faculty)
2. Phil R. Smith (Faculty)
3. Anthony Barcellos, co-chair (Faculty)
4. Regena Tiner (Classified)
5. Gerald Nuckols (Classified)
6. Jane de León, co-chair (Management)
7. Kathie Read (Management, interim, 2007-2008)
8. Colleen Owings (Management)
9. Pamela Walker (Management)
10. David Viar (Management)
11. Richard Greyeagle (Student, 2007-2008)
12. Megan Olson (Student, 2007-2008)

Summary & Themes



SUMMARY & THEMES

Abstract

Student Learning Outcomes

Thematic Overview

External Audit

Institutional Effectiveness Rubric

Abstract

American River College is a self-reflective institution whose faculty, classified, and administrative constituencies work collaboratively to ensure the success of the school's educational mission. The college follows an iterative planning model in that the successes, accomplishments, and shortcomings of today are the starting point for the plans, programs, and remedies of tomorrow. Institutional planning is based on robust internal research that continuously reviews and evaluates all aspects of the college. Better communication among the different sectors of the college continues to grow as the result of increasing use of electronic resources to exchange and post information, thereby creating a virtual online library of ARC's primary documents and procedures.

ARC administrators are facilitators who strive to foster an encouraging and secure environment in which faculty members can teach and students can learn. ARC faculty members are facilitators who actively work to deliver instruction in multiple venues and diverse modes so as to meet the needs of the greatest possible number of students. ARC classified staff are facilitators who provide the logistical support, clerical services, security, data analysis, and maintenance functions that permit the institution to operate as a premier learning community.

Standard I

ARC maintains and promotes its institutional mission and effectiveness by an institutionalized review process. Included in the mission statement are the college's vision and a declaration of values that are periodically revisited to ensure that the vision and values continue to reflect the needs of ARC's students and community. Correspondingly, the college's ongoing research program evaluates institutional effectiveness in meeting goals and provides the statistical data and analysis necessary to plan effectively in advancing the ARC mission.

Standard II

Students and their success are the focus of all efforts at American River College, and this focus is reflected in the way ARC tailors the curriculum. The instructional program is increasingly multi-modal, ensuring that students have access to traditional classroom instruction, online (or distance) learning, and self-paced instruction. At ARC, learning modes are coupled with a broad variety of support programs. Unified in terms of organization and supervision, these student support programs are extremely diverse and distributed throughout the campus and its regional centers. Students who are not physically present on the main campus increasingly have access to support services, including counseling and tutorial programs, via the college's Web site or through services housed at the educational centers themselves.

Standard III

ARC allocates resources judiciously, consistently seeking to maximize the benefit to students and the broader college community. The college and District take pride in responsible management and budgetary practices, ensuring that personnel and programs withstand the shocks of the state's recurring financial crises. ARC has successfully avoided dramatic reductions in classes and layoffs of staff and fully intends to maintain this record to the degree possible. The college has benefited greatly from recent success in securing voter approval of bond measures and has a detailed and long-term plan to remodel existing facilities and erect new ones. These plans include outreach centers that bring ARC's educational programs to the neighborhoods of students who do not live near the main campus. Supporting distance learning and providing after-hours assistance to all students regardless of whether they are near the main campus, technology is a key component of ARC's outreach program.

Standard IV

The college and District culture is invested in a shared-governance model that seeks to maximize the exchange of information among the college's stakeholders. To this end, representatives of each constituency (management, faculty, classified, students) participate in planning and evaluating ARC's programs. Where appropriate, external representatives from regional corporations or businesses participate in decisions relating to programs that these industry representatives may sponsor. ARC management is dedicated to maintaining a high degree of transparency in administrative practices, thereby ensuring greater confidence in the college community at large concerning the thoughtfulness and even-handedness of the college's governance processes. This practice extends to the District level, where broad policy decisions are made in open meetings of the board of trustees, with the details of implementation left to the individual colleges and their local management. Coordination and implementation of District-level policy decisions occur through the efforts of District-wide work groups and shared governance committees comprising representatives from the four colleges and the District Office.

Student Learning Outcomes

American River College launched its institutional discussion of student learning outcomes in 2004 with brown-bag events during college hour. The Academic Senate began its own discussions at the same time, and the topic was presented at the convocations which began each semester. The Curriculum Committee discussed the way in which SLOs were related to course objectives.

The various discussions came together in the development of a model for SLO implementation at ARC and the September 2007 publication of "American River College Student Learning Outcomes Assessment: Outlining the Initial Phase." Fall 2007 saw a test of the student self assessment pilot model, while in spring 2008 the pilot for program SLOs was launched. A student assessment survey was emailed to students who had graduated in the 2007-2008 year.

ARC chose to begin its approach to student learning outcomes with those aspects of the college closest to its students: curriculum. By beginning with course SLOs, the college was able to give its students the most immediate benefit of the review and reflection that SLOs entailed. Furthermore, it was possible to make a quick start because course SLOs were a natural outgrowth of the course objectives that had been previously developed and which were readily accessible (a) to faculty and staff via the SOCRATES online curriculum system and (b) to students via the course descriptions in the college catalog.

The college, therefore, committed itself to defining SLOs at the course level and working up to institutional SLOs. Clear definitions for course SLOs were published in the 2007 curriculum manual (including the use of Bloom's taxonomy). The college adopted a two-part approach for the assessment of course SLOs (indirectly by means of student questionnaires and directly by means of faculty-designed instruments).

Established as a college standing committee in 2007-2008, the broadly-based SLO Assessment Committee, with representatives from all constituency groups, oversees the process. Supported by the faculty Research coordinator and the classified Research staff members who serve as resources on this committee, the chair of this committee has responsibility for briefing department chairs and assisting them in the implementation of SLO assessment. The results of the assessment process inform faculty in academic areas of the degree to which desired student learning outcomes are being achieved. Thus professors and their departments learn whether additional efforts or allocation of resources are indicated to attain the high level of student success that is the college's major goal.

The college curriculum was divided by department into three approximately equal cohorts for purposes of implementing SLO assessment. Student self-assessment surveys for cohorts 1 and 2 were completed by the end of the 2008 calendar year. Faculty-designed direct assessment plans and procedures were put into place for the first two cohorts during the 2007-2008 and 2008-2009 academic years, with the third and final cohort scheduled for 2009-2010.

With course SLOs in place and their assessment well under way, the college then promulgated institutional SLOs, these latter SLOs growing in a natural way from the initial development of curricular outcomes. As is the case with all major undertakings at the college, ARC's institutional SLOs are aimed at enhancing student success by providing support for its teaching mission.

By this point in the spring 2009 semester, American River College had completed the development stage of the ACCJC's rubric for evaluating institutional effectiveness and began to move through the proficiency stage. As assessment results are analyzed for the first two cohorts and data is collected for cohort 3 during

2009-2010, the college is preparing to move into the stage of sustainable continuous quality improvement.

American River College views SLOs as the centerpiece of its efforts to enhance its educational mission.

Thematic Overview

Dialogue

American River College is a teaching institution. This is a simple and true statement whose implications the college strives to understand and whose responsibilities it strives to meet. As a community college, ARC derives its mission from the population it serves. It immediately follows that the institution's educational responsibilities are potentially as diverse as its service community. In particular, the college faces the reality that it must teach different content to different people in different ways.

The task is not easy either to describe or perform. Nevertheless, ARC must do both: the former to document the educational opportunities it offers so that those who would benefit from them can partake of them; the latter to follow through its commitment as a teaching institution. Both aspects of this educational task rely to an immense degree on ARC's culture of communication. American River College is built around a continuing dialogue that shapes its practice and informs its community. Nothing occurs at ARC without having been discussed across the entire spectrum of the college's constituencies. While it is understandable that faculty and managers tend to do a lot of the talking, the conversation has traditionally been quite deliberately extended to include the classified staff that make possible the operation of the institution and the students whom it is ARC's job to serve.

American River College engages in a continuing dialogue. Its constituents live in a culture of words, both written and spoken, and the ongoing conversations permit the institution to draw on the collective experience and knowledge of the entire college community as it confronts the challenges of being a school for everyone.

Institutional Commitments

ARC seeks in its vision to be "a premier learning community that transforms and enriches people's lives" and has made meeting this challenge the centerpiece of its mission statement. The college is fully committed to the notion that it serves to improve people's lives and that its educational mission is transformative. ARC's commitment is reflected in actions as well as in words, most particularly in the college's vigorous embrace of student learning outcomes and the accompanying opportunities to renew curriculum, instruction, and student support. The institution is a resource to its students as well as to the larger community from which they come. The college leadership reiterates this point at every opportunity and ensures that the ARC mission is recognized by all campus constituencies as the driving force behind its educational goals.

Evaluation, Planning, & Improvement

American River College has a long history of seeking, compiling, and analyzing internal research data that permits its constituents to evaluate the institution's efforts and make analysis-based plans to improve them. The Research Office maintains a robust program of data collection and responds quickly and thoroughly to requests from college constituencies for assistance in gauging instructional results and identifying trends. The institution's multi-level planning process has been meticulously reviewed and documented, providing a system for the on-going evaluation and enhancement of all college functions and activities. Planning at ARC comprises a sequence of interlaced cycles, beginning at the most basic level of mission and college goals and focus areas. These guide the annual educational master plans in each academic area and college department. After the EMPs come the three-year review cycles for SLOs and the six-year cycles of comprehensive program review. Each cycle builds on evaluation and college dialogue within appropriate discipline areas. Key players

in maintaining the high profile and effectiveness of the planning process are the Planning Coordination Council (PCC) and the division of Planning, Research, Technology, and Professional Development (PRTPD).

Organization

The college is organized around the goal of student success, with its entire governance structure arranged to ensure that students receive exemplary instruction and student services from faculty and staff, effective support from classified staff, and thoughtful oversight by management. American River College has a long tradition of shared governance, a process in which all college stakeholders have opportunities to participate in decision-making and to interact with the college president and other managers. Information flows freely throughout the organization, increasingly by means of documents and bulletins posted electronically, making it possible for everyone to maintain currency on college policies and activities. Everyone in the campus community has forums in which his or her voice can be heard, and no one is excluded from participation.

Institutional Integrity

The college has a demonstrable record of institutional integrity. It is embodied in such things as the codes of ethics adopted by all campus constituencies and the mechanisms of shared governance in which all college stakeholders witness the transparency of the institution's decision-making processes and participate therein. ARC espouses academic freedom and open inquiry. Its constituents work to derive strength rather than division from the diversity of the staff and student population. The people of the college work in open forums to address shortcomings and to resolve conflicts within the institution.

External Audit

As noted in the discussion of Standard III.D, the Los Rios District retains a certified public accounting firm to serve as an independent external auditor, whose most recent findings were reported to the District in November 2007.

The independent auditor stated that the District's "financial statements present fairly, in all material respects, the respective financial position of the business-type activities and discretely presented component unit of the District as of June 30, 2007, and the respective results of operations and cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The external auditor also reviewed the schedule of expenditures of federal Budget Circular A-133 and the Audits of States, Local Governments, and Non-Profit Organizations. The auditor identified three significant deficiencies in the District's compliance with the reporting and funding requirements for federal and state programs, although none of the deficiencies was judged to be a material weakness. Furthermore, the deficiencies were related to District-wide systemic issues and were not specific to American River College, which was not mentioned in the description of the deficiencies.

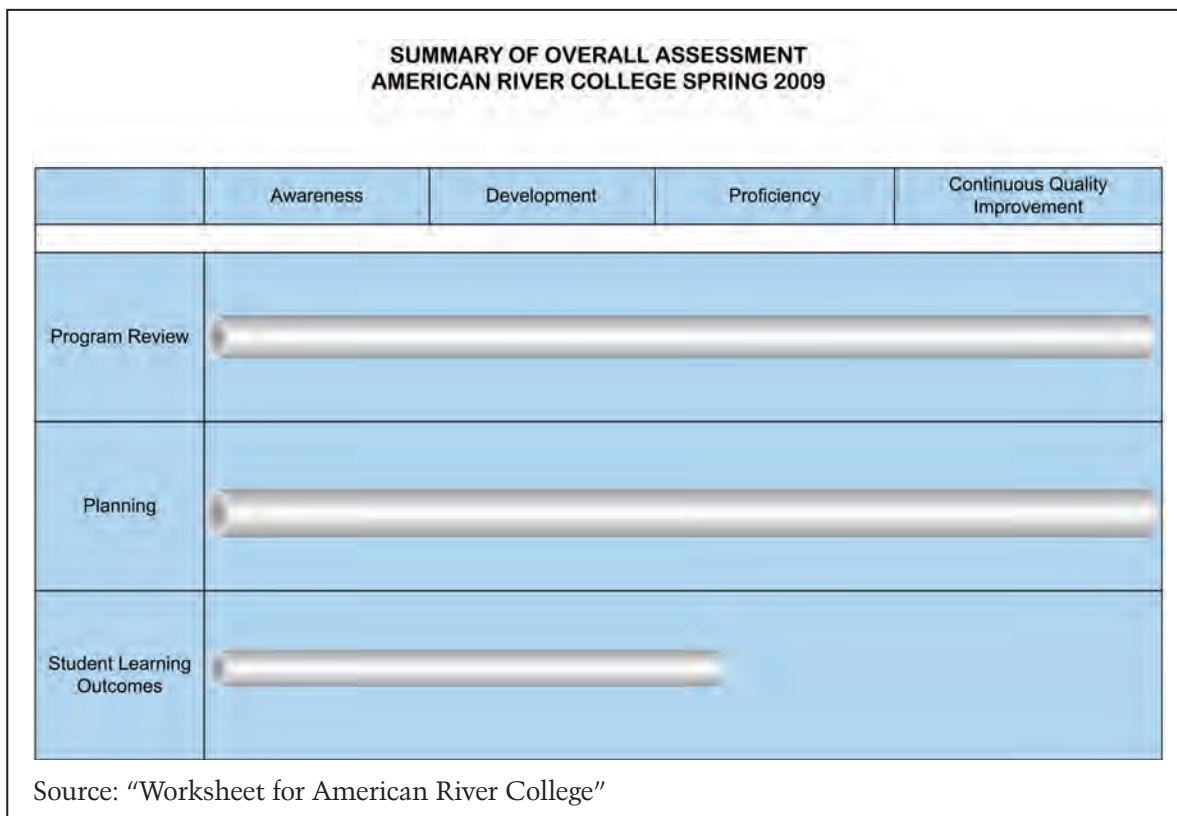
The District has developed and implemented corrective procedures and additional resource allocation to resolve the non-material weaknesses.

Institutional Effectiveness Rubric

American River College is deeply invested in measuring its effectiveness as an institution, and the college’s Research Office has made a major commitment to documenting ARC’s performance relative to the ACCJC’s Rubric for Evaluating Institutional Effectiveness (see Appendix B). The primary document for presenting the college’s self-evaluation status is a detailed grid maintained by Research Office staff that enumerates precisely the progress indicators relative to each level of effectiveness and the supporting evidence indicating achievements in raising effectiveness.

The grid, titled simply “Worksheet for American River College,” is both a précis of progress and

a guide to the documentary evidence. As of this writing, in the spring 2009 semester, the “Worksheet” reports that ARC can demonstrate that it performs well in all three categories of the rubric: program review, planning, and student learning outcomes. In particular, the ARC Research Office concludes that the institution has reached the level of continuous quality improvement relative to the effectiveness of both its program review process and its planning process. Furthermore, by dint of continuous application to the effort to establish and improve Student Learning Outcomes, the “Worksheet” illustrates that ARC has reached the initial stages of proficiency and is positioned to continue its progress through the proficiency stage until it achieves continuous quality improvement in SLOs as well as in program review and planning.



2003 Update



2003 UPDATE

Responses to Recommendations from the Most Recent Comprehensive Evaluation
Accomplishments Relative to the 2003 Self-Study Action Plans

Responses to Recommendations from the Most Recent Comprehensive Evaluation

The last comprehensive accreditation team report for American River College included three recommendations:

Recommendation #1

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

Recommendation #2

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

Recommendation #3

The College has committed to inclusion of classified staff as active participants in the governance process. Accordingly, it is recommended that in order to increase effectiveness the College implement in a timely manner the Planning Agenda items identified in Standard 10.B.9. More specifically, it is recommended that the College:

- a. "explore ways to provide staff coverage for operational functions to ensure that all interested classified staff have the opportunity to serve on the college governance committees.
- b. "explore ways to increase the participation of classified staff in matters of classified staffing projections in their area Educational Master Plan.
- c. "explore ways to include classified staff leadership in the prioritization process for new classified positions." (10.B.9)

The three recommendations were initially addressed in our Midterm Accreditation Report, dated September 1, 2006. In the following narrative we summarize the points cited in the 2006 report and append the developments in the subsequent years.

Response to Recommendation #1

In response to Recommendation #1 relating to ARC's planning and decision-making process, the college has incorporated college goals and focus areas in the annual college-wide educational master plan (EMP) process; enhanced the alignment between program review and the EMP processes; established Web sites for the college's standing committees for the routine posting of agendas, minutes, and related documents; created a new Professional Development Coordination Committee to align professional development activities with the college's goals and focus areas; increased participation of classified staff in the EMP

process; established the practice of routine presentations on program review results to the Planning Coordination Council from each department undergoing review; and made planning documents readily available by means of the EMP pages on the college intranet. The college also raised the profile of the planning process in the eyes of the college community by publishing in 2004 the college's *Decision Making Handbook* and in spring 2009 the draft document, "Institutional Planning at American River College"; both documents are available in hard copy and on the college intranet.

Since these actions were undertaken or initiated by the time of the 2006 interim report, the college has continued to improve its approach to institutional planning and raise its visibility. In particular, the annual EMP process is now a template-driven, online exercise that makes explicit the connections between the college's annual plans and its goals, objectives, and focus areas. Student Learning Outcomes are being incorporated into the cycles of the planning process, beginning with the SLOs first established for individual courses (as documented in the college's online SOCRATES curriculum management system) through to the SLOs developed at the institutional level. As mentioned in the previous paragraph, the college intranet is increasingly a primary resource and archive for planning documents, the latest versions of which include the *Decision Making Handbook* and "Institutional Planning at American River College."

Response to Recommendation #2

Recommendation #2 relates to the Los Rios policy of establishing regional educational centers. Working in cooperation with District management, American River College participated in the development of District-wide standards for regional educational centers, including guidelines and goals for providing student support services and allocating budget

resources. ARC's Natomas Educational Center opened in fall 2005 and quickly met the minimum 500 FTES to qualify under the state definition of an educational center. (Natomas enrollment for spring 2009 is approximately 4,000.) Responding to enrollment growth, the college is expanding student support services at the Natomas Educational Center and taking advantage of Web technology to deliver an increasing number of services wherever students have access to the Internet.

Response to Recommendation #3

Recommendation #3 urges the college to involve classified staff more actively in the shared-governance process. In the midterm report of 2006, the college described several significant steps toward involving classified staff as full partners in college governance and planning. The president has instituted regular and frequent meetings with both the Academic Senate president and the Classified Senate president, a contrast with previous practice when only the Academic Senate president had routinely-scheduled access to the college president. The college president has also initiated the practice of sending an annual advisory statement to all administrators as a reminder to solicit and consider input from classified staff in the governance process. The classified staff's representation on standing committees has increased with eight out of ten standing committees now including formal classified staff representation (the remaining two committees are specific to faculty issues). The college is pledged to support classified staff in its professional development activities. The Planning Coordination Council (PCC) created the Classified Professional Development Committee in 2003-2004 as a new college standing committee to oversee resource allocation for the classified staff's participation in such professional development activities as the Classified Leadership Institute, and the customer-based training called "Connections."

In addition, the Center for Teaching and Learning (CTL) offers the classified professional development series in the fall and spring semesters.

Recommendation #3 also contains specific advice concerning participation by classified staff in the EMP process. Classified staff members now have access to formal training workshops on the preparation of EMPs. Furthermore, the EMP process has been migrated to the college's intranet through the expertise of the classified staff working in Planning, Research, Technology, and Professional Development, thus demonstrating the classified staff's integral participation in the EMP process.

Finally, Recommendation #3 addressed the need to involve classified staff in hiring new or replacement classified staff. As the midterm report in 2006 indicated, the college has met this requirement by creating a process that parallels the existing process for faculty hiring. The Academic Senate has long participated in faculty hiring by establishing its own priority list for faculty positions and submitting that list for consideration by management. The Classified Senate now performs the same function for classified hiring, and in the interval since 2006, the process has become a routine annual exercise.

Accomplishments Relative to the 2003 Self-Study Action Plans

The following planning agenda items are excerpted verbatim from the 2003 self-study report, and each is labeled with the standard to which it pertained under the ten standards used in preparing the 2003 self-study. The accomplishment summaries are updated from the Midterm Accreditation Report of 2006.

Planning Agenda 2.1

The college will improve the data entry process for developing the schedule of classes.

The paper version of the schedule of classes will refer students to the electronic version for periodic updates and the most current schedule.

Accomplishments

The data-entry process for developing the schedule of classes has been streamlined so that information keyed in by individual departments no longer needs to be rekeyed by staff of the instructional office. A PeopleSoft room scheduling process was adopted in 2004. The hard-copy version of the schedule of classes now refers to the online edition posted on the college Web site.

Planning Agenda 2.2

The college will improve its procedures to update and distribute the Faculty Handbook.

Accomplishment

The Academic Senate annually updates the faculty handbook and makes it readily available as hard copy as well as on the college Web site as an electronic document.

Planning Agenda 2.5

The college will revise the Student Conduct Code and the Faculty Handbook to include more specific information on academic misconduct.

Accomplishments

The conduct code for students (Student Standards of Conduct) is included in the "Guide to Student Rights and Responsibilities," an online publication available on the college Web site. The faculty handbook includes a section on probation and dismissal of students as well as a citation of the official Los Rios District guidelines (uniform across all four Los Rios colleges and their facilities) on student discipline. Both the ARC faculty handbook and the Los Rios policies and regulations are available as online resources from the college Web site.

Planning Agenda 2.6

The college will implement a plan to require equity representatives retraining or updating every two years.

Accomplishment: The associate vice president of instruction maintains a list of qualified equity representatives and is charged with ensuring the recency of their training.

Planning Agenda 2.9

The college will add the mission statement to the schedule of classes, including the online version, and also include the mission statement in the Student Guide.

Accomplishments

The mission statement is included in the print version of the schedule of classes. The Web page for the online version of the schedule of classes includes the mission statement under the Helpful Information link. The college catalog also publishes the vision statement in full. The Student Guide & Academic Planner, a hard-copy publication that is distributed to new students, summarizes ARC's goal as "building a learner's

community of academic integrity and personal dignity" and directs students to both the college catalog and schedule of classes for additional information.

Planning Agenda 3.A.2

The college will establish workshops for faculty, staff, and managers on how to access and use major college and district research reports, as well as how to set up research projects in their classrooms and work sites.

The college will review department-specific research to formulate a more effective method of disseminating research in a format that is relevant to faculty at the department level.

The college will develop and implement a step-by-step plan with timelines for phasing in learning outcomes assessment implementation.

Accomplishments

The faculty workshops were inaugurated in January 2005 and are repeated each semester. Workshops for managers were inaugurated in February 2005 and are repeated each semester. The Curriculum Committee approved student learning outcomes for instructional programs in 2005, Student Services approved student learning outcomes in counseling in 2006, and the college approved institutional student learning outcomes in February 2009. The Center for Teaching and Learning (CTL) offers workshops on using research data, such as the spring 2009 professional development activity (presented by the college Research Office) on the SLO assessment process and the acquisition and use of student survey data by academic departments. The professional development programs are summarized each semester in a booklet that is available on the CTL Web site.

The timeline for SLO assessment has been established as a three-year cycle and was initiated for course SLOs in 2007-2008. The timeline is posted on the college's SLO Web site.

Planning Agenda 3.A.3

The college will conduct further research to ascertain whether students have been adequately exposed to global issues and pursue methods for helping students to incorporate this knowledge into their lives as members of a global community.

Accomplishments

The college developed three new courses: Introduction to International Relations (2004), International Studies–Peace and Conflict Studies (2006), and International Studies–Current International Development Issues (2006). The CTL offered multiple workshops on international topics such as: “Iraq: The Inside Story,” “Sacred and Secular in South Asia,” “Meet a Fulbright Scholar from South Asia,” “Where is Afghanistan Today?” and “A Virtual Tour of South Africa.”

The first goal in the District’s strategic plan for 2008-2011 includes the recognition that “[s]tudent success also measures the education of the whole person for engaging in an increasingly complex and interconnected world,” and the college mission statement declares that “[g]eneral education to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community” is one of its four major areas of student learning. The strategic plan is posted on the District’s Web site.

Planning Agenda 3.B.1

The college will develop a formal review process for the PCC that occurs at designated time intervals to reassess its mission and operational effectiveness and will implement any needed improvements.

Accomplishments

As a standing committee whose members include all of the standing committee chairs, the shared governance leaders, the President’s Executive Staff, and representatives of the Administrative Leadership Council, the Planning

Coordination Council (PCC) coordinates the planning undertaken by the standing committees and ensures effective communication among the committees and the shared governance groups. Like all of the college’s standing committees, the PCC annually evaluates the actions undertaken to discharge its functions; the evaluation includes examining the results of the committee’s actions and how those actions support the college’s goals and focus areas. The annual report, which is posted on the college’s Web site, is submitted at the end of the academic year to the college president.

Planning Agenda 3.B.2

The college will review the use of the new *Decision Making Handbook* and improve it as needed.

Accomplishment

The *Decision Making Handbook* is posted on the college intranet and is routinely updated. The current version was approved in December of 2007.

Planning Agenda 3.C.1

The college will re-establish a formal annual process to report on the college’s progress in achieving its goals and objectives.

Accomplishments

The “President’s Goals & Accomplishments Report” and the “Mid-Year Accomplishments Report” assist the PCC in discharging its responsibility to review and assess accomplishments relating to the college’s goals and objectives. The reports on accomplishments are now developed in February and July, presented to the Los Rios Community College District chancellor and the governing board, and placed on the college Web site for college-wide use. Additionally, the college provides \$25,000 annually to fund projects or activities related to implementation of the goals and objectives which is reviewed for funding at an agreed-upon time every year, and funding is typically limited to only one year at a time.

Planning Agenda 4.B.3

The college will explore ways to extract program learning outcomes from course descriptions.

The college will develop a plan to review its practices for identifying, assessing, and documenting student learning outcomes and then implement needed improvements.

Accomplishments

Official course descriptions now include student learning outcomes, and the college has developed a detailed assessment process for SLOs that is now being implemented. The college has created an SLO Web site that documents the assessment process and the institution's implementation timeline.

Planning Agenda 4.C.2

The college will update the college catalog and the Curriculum Handbook to include the philosophy and rationale on which the general education requirements are based.

Accomplishments

The college works continuously with the Academic Senate and its Curriculum Committee to ensure that catalog updates reflect accurate information concerning general education. The current catalog cites the college's mission statement to the effect that general education is intended to help the student "achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community."

Planning Agenda 4.C.4

The college will request discussion on options for fulfilling oral competency expectations during district-wide general education meetings.

Accomplishments

The District has not promulgated a standard for oral competency expectations. Initial discussions at general education meetings have

not established a level of interest in establishing such a standard that would make it a priority objective. The colleges continue to set their own individual expectations for oral competency in their program and course descriptions.

Planning Agenda 4.D.1

The college will survey faculty who have participated in program review after implementation of the new program review format to see if perceptions of this process have improved.

Accomplishments

The 2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers polled faculty members to determine whether they regarded program review as an effective program evaluation tool. The report is posted on the college's intranet accreditation site.

Planning Agenda 4.D.5

The college will develop guidelines to help students determine if courses that use alternative scheduling, delivery systems, and/or modes of instruction are appropriate for them.

Accomplishments

In 2004, the Information Technology Committee (as it was known then) developed guidelines for students to use when selecting online courses as an appropriate mode of instructional delivery. Face-to-face and distance education classes (including hybrid courses) are described in the schedule of classes, thus allowing students to select courses best suited to the students' scheduling and learning styles and preferences. The distance education guidelines are posted on the Los Rios Web site.

Planning Agenda 5.2

The college will develop a procedure to ensure all information related to students' rights and responsibilities, codes and regulations, and college programs is consistent in all college publications.

The college will ensure student grievance procedures and timelines are clearly defined in the class schedule, catalog, website, and Student Guide.

Accomplishments

The "Guide to Student Rights and Responsibilities" was approved in 2006. It is available on the college Web site and is published in the Student Guide and Academic Planner.

The student grievance process is clearly outlined in the Student Guide and Academic Planner. References to regulations in the schedule of classes are linked directly to the District's regulation Web pages.

Planning Agenda 5.3

The college will develop a process to link enrollment application information regarding student interest in support services to the appropriate program.

Accomplishment

The process was developed during spring 2006 as part of a District-wide MIS project.

Planning Agenda 5.5

The college will select and implement other assessment instruments/processes to better meet the English, ESL and mathematics placement recommendation needs of students, counselors, and faculty.

Accomplishments

The college has implemented an online self-assessment instrument for potential mathematics students. Assessment tests for English, Reading and ESL are provided by the college's Assessment Center. Students benefit from the increased ease of access to assessment and placement services. Counselors benefit when their advisees are better prepared with placement information, while faculty members deal with smaller numbers of students who enroll in poorly chosen classes.

Planning Agenda 5.6

The college will provide expanded student services both on campus and at off-site centers to meet the needs of all students including those who are disabled.

The college will provide alternate methods for computerized basic skills assessment of students for those who are not computer literate.

Accomplishments

Student support services have been expanded in the new facilities on the main campus (e.g., in the Learning Resource Center) and at the Natomas Educational Center. In addition, student support services are increasingly available online for students who may not be able to come to the main campus. Basic skills assessment can be conducted at the Learning Resource Center for students who need assistance with technology. As discussed in detail in Standard II.B, student services have been significantly expanded for all ARC students at all instructional venues, including online.

Planning Agenda 6.1

The college will develop guidelines for courses incorporating information competency skills.

The college will evaluate supporting a district-wide information competency graduation requirement.

Accomplishments

The Library 318 course incorporates information competency skills in the outcomes of the course. The Academic Senate has established an *ad hoc* committee on information competency that is exploring opportunities for incorporating information competency into other courses.

ARC has two librarians serving on a District-wide committee to evaluate implementation of information competency.

Planning Agenda 6.2

The college will develop a comprehensive approach to ensuring critical departmental IT equipment is maintained in good working order.

The college will investigate supporting a library sign-off for all new courses.

Accomplishments

A process is in place for upgrading campus computers, through either purchase of new equipment or through a cascading process. Faculty computers are replaced on a five-year cycle using college resources, departments' administrative computers are replaced as needed using department funds, and lab computers are replaced via a variety of funding sources. The college's technology plan has been developed by the Technology Committee, and the support of campus technology is provided by the computer specialists in the Information Technology Department.

The ARC Curriculum Committee has a signature block for library sign-off on the curriculum form. Curriculum development has migrated to the Web-based SOCRATES curriculum management system, where the library sign-off is implemented in the Signature Requests option.

Planning Agenda 6.4

The college will review ways to assume support for the library computers, formerly supported by a district-wide IT position.

Accomplishments

The library uses the services of the senior IT technician from the English Area five hours per week.

Planning Agenda 6.5

The college will work to provide adequate and continuing funds to systematically support growth and maintenance of library computer systems and software.

The college will work to improve security measures in the library and to provide police assistance with securing the building for closing in the evening.

The college will explore possibilities for increasing allocations for IT services to replace the loss of state technology funds.

The college will develop a more comprehensive approach to maintaining and updating media and computer equipment in instructional areas.

Accomplishments

The library research computer area has been added to the inventory of computer labs on the campus that are eligible for state instructional equipment and technology renewal funds. In 2006, it received funding for 45 new computers.

A police officer has been assigned to check in with library staff at closing time.

The Budget Committee recommended and the president approved a revised college discretionary funds (CDF) allocation formula that provides additional funding for IT services.

In 2005 the college decided to use the educational master plan (EMP) for the faculty to document the need for new computer equipment and media needs. That process is done annually by all departments of the college.

The college has implemented a "cascading" system in its information technology master plan under which computers are reassigned to areas whose tasks can be supported by the cascaded computers. The cascading process is documented in the IT master plan from 2006, which is posted on the college's intranet.

Planning Agenda 6.7

The college will ensure the library and the learning resource center will undergo a formal program review process in fall 2003.

Accomplishments

The library and Learning Resource Center completed the enhanced program review process, as required. The Learning Resource Center subsequently underwent a major expansion, and the library is now undergoing a similar renovation and expansion. The library maintains a Web site with information on the scope and progress of the renovation project.

Planning Agenda 7.A.2

The college will work with the District's Human Resources Office to develop methods for augmenting current advertisement avenues for positions with small applicant pools.

Accomplishment

This effort is ongoing at the District's HR Office and has increased the response to employment opportunities at the college. For example, half of the finalists in 2009 for the position of assistant professor of astronomy were from out of state. In 2008, when a previous search was conducted without taking advantage of augmented advertising, the finalists were predominantly from within the state. (While economic factors may also be involved in response rates to advertised job opportunities, it is reasonable to attribute a significant share of the credit to augmented advertising, since the astronomy job market is unlikely to be as affected by economic factors as more mainstream employment sectors.)

Planning Agenda 7.B.1

The college will request the district to assess the evaluation process for managers and determine whether changes should be recommended.

Accomplishment

The District is engaged in an ongoing effort to improve the evaluation processes for managers. In 2006-2007 the District Academic Senate created an online presidential evaluation questionnaire to strengthen the process of evaluating the colleges' chief executives.

Planning Agenda 7.C.1

The college will develop and implement strategies to improve professional development activities for managers.

The college will investigate alternative sources of funding to offset the decrease in state professional development funds.

Accomplishments

In-service management workshops are being offered each year, and the Management Professional Development Committee was established in 2005-2006. The Professional Development Coordinating Committee was also established to oversee the distribution of professional development resources.

The District has committed additional funding for professional development, distributed to colleges in proportion to enrollment, but its resources are limited by the continuing state budget difficulties.

The Professional Development Coordinating Committee has its own page on the Web site of the Center for Teaching and Learning.

Planning Agenda 7.D.1

The college will encourage the Los Rios Supervisors' Association (LRSA) to include an equity or non-discrimination statement in the Los Rios Community College District Agreement with the LRSA.

Accomplishments

Article 15 of the current LRSA agreement with the Los Rios Community College District is a

statement of non-discrimination. The entire LRSA contract is posted for inspection on the Los Rios Web site.

Planning Agenda 8.1

The college will develop and implement a long range "Facilities Master Plan" with participation from all campus areas.

The college will develop an automated classroom usage tracking system in order to identify opportunities for expanded course offerings.

The college will develop a process to address issues of data backup and disaster recovery for all college servers.

Accomplishments

A multidisciplinary team developed a "Facilities Master Plan" in 2003 that details specific projects through 2015. An architect has been hired, and a broadly representative committee has formed to review and update the "Facilities Master Plan" during fall 2009 semester.

Cosumnes River College began pilot testing a new automated classroom tracking system for the District in 2004, and ARC began using the system in the 2006-2007 school year.

All servers on campus are backed up, and key servers are covered in case of emergency. Servers are routinely managed by IT, unless an area chooses to manage its own. Data backup and disaster recovery planning for all college servers was assigned as the responsibility of the division of Planning, Research, Technology, and Professional Development in 2004-2005 goals and objectives.

Planning Agenda 8.2

The college will assess the need for additional custodial staff and document those needs in the maintenance department's Educational Master Plan.

The college will implement a more aggressive training program for college maintenance department staff in order to maximize staff efforts.

The college will implement a method to increase timely feedback to originators on their work request status.

Accomplishments

The Maintenance Department has documented the need for additional custodial staff in the department's EMP.

In spring 2009, the District engaged a consultant to review and recommend improvements for college maintenance departments District-wide. The consultant's charge includes reviewing and recommending improvements to training programs.

A technology-based solution for tracking work request status was implemented in fall 2006.

Planning Agenda 8.4

The college will develop a plan to replace and upgrade college instructional servers on a three-to-five year rotational basis to ensure uninterrupted service.

Accomplishments

A plan is in place, contingent on a stable funding source. The Technology Committee's intranet page recommends a three-to-four year replacement cycle for equipment in its "best practices" checklist for instructional labs, and this recommendation is echoed in the computer lab guidelines on the college's IT support Web site.

Planning Agenda 8.5

The college will develop a long range "Facilities Master Plan" which ensures all appropriate stakeholders are involved in the planning process, improves communication to all staff, and ensures that projects address the changing needs of the college.

Accomplishment

The college's long-range "Facilities Master Plan" for projects through 2015 was developed in 2003 by a committee that comprised all appropriate stakeholders and reflected the consensus on the changing needs of the institution.

Planning Agenda 9.A.1

The college will develop a process to improve understanding and communication regarding the connection between planning and resource allocation.

Accomplishments

The college's goals and focus areas (objectives) have been integrated with the educational master plan (EMP) process, increasing the linkage between planning and resource allocation requests. As part of the EMP process, departments are required to link their resource requests to the college's goals and focus areas. The development of the EMPs often involves dialogue and the broad participation of the departments' faculty and staff, thus enhancing the communication and understanding of the connection between planning and resource allocation. Emphasis has also been placed on increasing the participation of classified staff in the EMP process to further the efforts of communicating the connection between planning and resource allocation. Finally, applications for all professional development activities require statements of the connection between activities proposed for professional development and the college's goals and focus areas.

Planning Agenda 9.A.2

The college Budget Committee will be given the charge of providing oversight and coordination of the allocation of financial resources.

Accomplishments

The functions of the Budget Committee were revised to reflect the changes in coordinating the allocation of financial resources. The revisions

are mirrored in the list of functions on the Budget Committee's intranet Web page.

Planning Agenda 9.A.3

The college will develop a comprehensive "Facilities Master Plan" based upon the Educational Master Plan that will define the college's facilities needs within the constraints of the district's Long Range Capital Needs Plan and the State Capital Outlay Five-Year Construction Plan.

Accomplishments

The college's long-range "Facilities Master Plan" is articulated with the District's long-range plan and details specific projects through 2015. Preparations are under way to update the master plan during the 2009-2010 academic year.

Planning Agenda 9.A.4

The college will revise the College Discretionary Funds (CDF) budget development process to reduce the burden of requiring information already provided in the Educational Master Plan.

Accomplishments

A new process was implemented in the 2004-2005 budget year. The process is reflected in the Web-based interface for creating and updating the annual EMPs.

Planning Agenda 9.A.5

The college will consolidate the oversight and coordination of financial resource allocation processes under the auspices of the college Budget Committee.

Accomplishments

The functions of the Budget Committee were revised to reflect the changes in coordinating the allocation of financial resources. The Budget Committee is responsible for developing all institution-wide budget recommendations, reviewing and monitoring the budgeting process, and providing oversight and coordination on the allocation of financial resources.

Planning Agenda 9.B.2

The college will request the internal auditor perform an internal control review to identify areas of opportunity to strengthen internal controls given the recent conversion to the PeopleSoft system.

Accomplishments

A second internal auditor was hired in 2008 with the primary responsibility of reviewing and improving the internal controls related to information security.

Planning Agenda 9.B.4

The college, working with the district, will assess cafeteria operations to improve services.

Accomplishments

Satisfaction surveys are administered annually by the contractor, Aramark, and are used to evaluate and improve services.

Planning Agenda 10.A.5

The college will request that the district publicize the evaluation process used to evaluate the Board of Trustees.

Accomplishments

The Board conducts an annual evaluation of its work. The self-evaluation of the Board of Trustees is described in paragraph 2.3.4 of Policy 3112 and its subsections. Los Rios policies are available on the District's Web site.

Planning Agenda 10.A.6

The college will request the board to establish procedures for the orientation and training of new board members.

Accomplishments

The process for orientation and training of new Board members is outlined in Board Policy. Los Rios Policy 3113 requires in paragraph 1.7 that the Board shall maintain an effective program

for new member orientation, and paragraph 1.7.2 encourages new Board members to attend the new member orientation programs of the California Community College Trustees Association and the Association of Community College Trustees.

Planning Agenda 10.B.3

The college will explore ways to improve communications between and among the constituent groups in the college.

Accomplishments

The PCC reviewed operating procedures in fall 2004 and strengthened emphasis on responsibilities of members for college-wide dissemination of information. All ten college standing committees established Web pages in fall 2004 for posting minutes, memberships, and key resource documents.

Planning Agenda 10.B.5

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

Accomplishments

In spring 2006, the Planning Coordination Council (PCC) initiated the process of preparing and distributing sample orientation packets for use by all standing committees.

Planning Agenda 10.B.6

The college will provide all staff with information on the role of constituent groups in institutional governance and in the decision-making process.

The college will provide all members of governance committees with systematic training that includes the purpose of the committees and the roles of the members of the committees.

Accomplishments

The *Decision Making Handbook* is posted on the college intranet for the information of all interested parties.

As noted previously, in spring 2006 the PCC initiated the process of preparing and distributing sample orientation packets for use by all standing committees.

Planning Agenda 10.B.7

The Academic Senate will improve communication between the faculty and the Academic Senate by all appropriate means.

Accomplishments

Senators from each academic area are charged with the responsibility of conveying Senate issues to their departments and colleagues and to represent before the Academic Senate the views and concerns of their constituents. The Academic Senate maintains a Web site on which meeting minutes are posted for the information of all interested parties. The text of Senate resolutions and the details of its procedures are also posted. In addition, the president of the Academic Senate addresses the assembled body of faculty members at the convocation which begins each semester.

Planning Agenda 10.B.8

The ARC Academic Senate will request that the Senate Union Joint Issues Committee plan and implement an activity to explain the roles and responsibilities and shared interests of the two faculty bodies.

Accomplishments

Information about the roles and responsibilities of the Academic Senate and the LRCFT was added to the electronic version of the Faculty Handbook, which is posted on the college Web site.

Planning Agenda 10.B.9

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

The college will explore ways to increase the participation of classified staff in matters of classified staffing projections in their area Educational Master Plan.

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

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

Accomplishments

The college president meets monthly with the Classified Senate president and encourages classified staff participation in shared governance activities. Classified staff now serve on eight of the college's ten standing committees; the committees on which classified staff do not serve are the two committees on professional development for the faculty. The Center for Teaching and Learning provides a workshop series targeted for classified staff on matters relating to the college governance structure.

Beginning in the 2005-2006 academic year, expanded training for faculty and administrators emphasized encouraging participation by classified staff. The Research Office also provided specialized training for classified staff on the EMP process and procedures; the workshop is repeated annually.

The Classified Senate now participates in hiring prioritization forums to provide input into the prioritization process for new classified positions.

Planning Agenda 10.B.10

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

Accomplishments

Student members of governance committees may avail themselves of training through the Campus Life Office. However, no demand for such training currently exists because the Student Association has declined to appoint representatives to the committee positions reserved for students.

Planning Agenda 10.C.4

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

Accomplishments

The grants process was reviewed in 2004, and a tracking system was put in place. The office of the associate vice president for workforce development offers support for grant-writing, and the District has published an online grants handbook.

Standard One

INSTITUTIONAL MISSION
AND EFFECTIVENESS



STANDARD ONE: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

STANDARD One: Institutional Mission and Effectiveness

Standard I.A.

Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description

The college's mission statement, with its accompanying vision and declaration of institutional values, is the product of a three- to five-year cycle of review and revision. The length of the cycle is a function of the District's strategic planning process and the college's assessment of changes in local community needs. The current statement was recommended by the Planning Coordination Council (PCC) and approved by the college president in February 2008. [I.1] The statement of mission of American River College is embodied in a formal statement that is composed of three distinct parts: the college's vision, its mission, and its values:

ARC Vision

American River College is a premier learning community that transforms and enriches people's lives.

ARC Mission

American River College is a public community college granting certificates and associate degrees. Although the college serves people from a variety of geographical areas, it primarily serves the adult residents of the five-county Greater Sacramento region who are capable of benefiting from community college instruction.

ARC exists to ensure students identify their educational goals and needs and successfully accomplish student learning in the following broad educational areas:

- Developmental education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- Career and technical education to achieve employment or enhanced career skills for job advancement.
- General education to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.
- Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a four-year post-secondary education institution.

ARC Values

Access: Students are the reason we are here and their education is our primary responsibility. Therefore we recognize that residents of the region are entitled to an opportunity to attend and to be successful in college.

Benefit of Education: Individuals and society benefit from citizens who achieve the full extent of their personal, intellectual, and physical ability; engage in critical and creative thinking; exhibit responsible citizenship; succeed in a competitive global work environment; and participate in lifelong learning.

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Excellence: Excellence in instruction and student services is essential to develop the full potential of each student.

Leadership: Responsible leadership and service among all faculty, staff, and students are nurtured and encouraged so the college will be a leader for positive change, growth, and transformation in student oriented educational practices.

Student Learning Outcomes: Identification and assessment of student learning outcomes promotes and improves student success and the effective use of resources to create innovative and flexible learning opportunities.

Diversity: ARC is a community enriched by the experience of students, faculty, staff, and administrators from a variety of cultures, ethnic and economic backgrounds, ages and abilities. A commitment to providing and nurturing a safe environment for the free exchange of ideas with sensitivity, civility and mutual respect is essential.

Community Development: The curricular and co-curricular programs and services of the college benefit the region served through enhanced intellectual and physical growth, economic development, and exposure to the arts, sciences, and humanities.

Human Resources: Faculty and staff members are our most important resources and are entitled to a supportive collegial work environment that recognizes excellence, provides opportunities for professional development, service and leadership, and encourages meaningful involvement in an interest-based decision-making process.

Communication: Achievement of the ARC mission and vision requires an effective system of communication with internal and external

constituencies that is based on honesty, trust, civility, and mutual respect.

Innovation and Risk Taking: Addressing challenges and change requires creativity, flexibility, and responsible risk-taking to achieve our vision, mission and goals.

Fiscal Responsibility: It is necessary to maintain a fiscally sound, efficient, and effective operation that achieves our mission within the resources available.

Evaluation: Efficient and effective accomplishment of the ARC mission, vision, and student learning outcomes requires regular and ongoing data-based evaluation.

The four broad educational categories identified in the college's student-centered mission statement are addressed by a wide range of program and course options. The college offers 78 associate degree programs, 71 certificate programs, and 50 certificates of completion. [I.2, pp. 38-40]

As a public community college in the California Community College system, American River College must serve anyone who has the ability to benefit from instruction; however, as recognized in the mission statement, the college intends to serve primarily adults who reside in the five-county Greater Sacramento region. (See the map on page 13.) As noted above, the diversity value indicates the college's commitment to serving students who comprise a diverse range of ages, ethnic backgrounds, and educational goals.

The mission statement speaks to student learning through its recognition that the college exists to "ensure students identify their educational goals and needs and successfully accomplish student learning..."

Evaluation

The mission statement was revised in 2007-2008 and approved by the Board of Trustees in June 2008. Factored into the discussions during the review period were the District's mission statement and consideration of state laws and regulations, community needs and expectations, the diverse needs of students enrolling at the college, and the college's priorities. The mission statement clearly identifies American River College's broad educational purposes, intended student population, and commitment to student learning.

Planning agenda

None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

In accordance with its mission statement and values as a public institution, American River College has established programs and services in four broad educational areas, spanning the needs and interests of its diverse student population:

- Developmental education, to achieve the foundational skills necessary to succeed in college work and life
- Career and technical education, to achieve employment goals or attain enhanced career skills
- General education, to attain knowledge, derive personal enrichment, or achieve individual self-development
- Lower division post-secondary education, to prepare for and achieve transfer to a four-year post-secondary education institution.

This diversity of opportunity responds to the character of the college, as seen in the size and diversity of ARC's student population. As noted in the college's "Key Effectiveness Indicators Report," in 2006-07 ARC served 54,701 unduplicated students [I.3, p. 2], and these students reported 57 different languages [I.3, p. 17] as their primary tongues. ARC serves students of all ages, and more than 40% of the 2006-07 population was over 30 years old. [I.3, p. 12] (See the charts on pages 19, 28, and 29.)

The needs of the student body further require that ARC offer its educational opportunities at various locations and in different modes of instruction. The college's course offerings are scheduled in several ways. In addition to the classes that run the entire length of the 16-week semester, classes are also available in multiple formats, such as 5-week and 8-week courses. Accessibility is also enhanced by the Weekend College and Accelerated College Education (ACE). [I.4]

Student learning programs and services aligned with the mission are also made available at venues where the intended student population is located. While most classes are conducted on the main ARC campus, many courses are also offered at regional outreach centers or online. The online courses may also be offered in a hybrid format that allows students to interact face-to-face with their instructors on campus. Also available are services online, including new-student orientation, enrollment services, counseling, access to the library catalog, tutoring, math placement, and access to the research databases. [I.5, pp. 15-16] [I.6]

Recognizing that student learning programs alone may not be sufficient to ensure that students successfully accomplish the student learning described in the ARC mission statement, the college provides support services for the four major educational areas:

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- Developmental education is the focus of the Basic Skills Initiative in English, ESL, Mathematics, Reading, and study skills. [I.7]
- Career and technical education is supported by profession-specific programs such as Culinary Arts, Funeral Services, the Sacramento Regional Public Safety Training Center, and the recently developed programs in clean/green diesel and Speech Language Pathology.
- General education is supported by such academic support programs as the ESL Center; Mathematics, Engineering, and Science Achievement Program (MESA); Multimedia Mathematics Learning Center (MMLC); Native American Resource Center, Puente Project; Reading Across the Disciplines (RAD); Reading Center; Science Skills Center; Beacon tutoring; Tutorial Center; Writing Across the Curriculum (WAC); Writing Center. General education is also supported by such Student Services programs as the Student Athlete Support Program and Disabled Student Programs & Services (DSPS). [I.8]
- Lower division post-secondary education is supported by the Transfer Center, which facilitates crossover enrollment with Sacramento State University as well as Transfer Admissions Agreements (TAAs) with multiple public and private four-year universities. Students who successfully meet the requirements of a TAA are guaranteed transfer admission to the university that is a party to the TAA. [I.9]

American River College also has established numerous opportunities for learning and interaction outside the classroom. These are designed to address the General Education area of the mission that speaks to “personal

enrichment, self-development, and a purposeful and meaningful life as a member of a global community.” ARC’s College Hour offers programs and speakers of interest to students, faculty, staff, and the public. Special events focus on student orientation, the concerns of different sectors of the student population, or job opportunities and include Welcome Day, a celebration of ARC’s veterans, Career Fair, Transfer Day, Black History Month, Art and Technical Festival, and Multicultural Week.

The college’s numerous student organizations include the Model United Nations, Amnesty International, Peace and Justice Club, Black Student Union, Latinos Unidos, Muslim Student Association, Campus Crusade for Christ, Native American Student Union, and several others. [I.10] The American Medical Students Association (AMSA) is widely recognized for its successful annual two-day conference on the medical school admissions process; speakers include deans of admission from high profile medical schools throughout the country.

Closely aligned with that of the Los Rios Community College District, the ARC mission statement reflects the college’s and District’s shared commitment to students and supports the education of those individuals who find it convenient or necessary to move among the colleges for the courses of study they have chosen.

Evaluation

ARC’s programs and services align with the college’s educational mission and objective of serving a large and diverse student population whose goals are as diverse as its demographics.

Planning agenda

None.

I.A.2. The mission statement is approved by the governing board and published.**Description**

ARC's mission statement is approved by the Los Rios Board of Trustees. The most recent revision of the mission statement was approved by the Los Rios Community College District Board of Trustees on July 16, 2008.

The ARC mission statement is a public document readily available on the college Web site to anyone both within the college community and beyond. The mission, vision, and values statement is prominently posted in various campus locations frequented by students, including the Learning Resource Center and the cafeteria; the Instructional Technology Center, a service center for faculty and staff; and the Administration Building Conference Room, site of many college meetings. The mission statement is made available to the public in both the printed and electronic versions of the catalog. [I.2]

Evaluation

The mission statement was most recently presented to the governing board, approved at its July 2008 meeting [I.11], and subsequently published and presented in several readily-accessible places, both physical and electronic.

Planning agenda

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**Description**

The college's governance and decision-making processes include a review of the ARC mission

statement on a three- to five-year cycle. Included in that review are the vision, values, goals, and focus areas.

The Planning Coordination Council (PCC), supported by the Research staff's data and analyses on institutional effectiveness, leads the college-wide review. [I.12] Representing all constituencies of the college, members of the PCC bring the perspectives of these constituencies to this three- to five-year review: chairs of standing committees and shared governance leaders bring the draft of the mission to their committees and to their constituencies, thus ensuring a broad-based, collegial, and collaborative review. [I.13]

The discussions supporting the three-to-five-year review of the revised mission statement occur in various venues throughout the college, as recorded in the minutes of the standing committees [I.14] [I.15] [I.16] [I.17], as well as the minutes of the Academic [I.18] and Classified Senates [I.19] and the Student Association [I.20]. The current mission statement, adopted by the PCC in February 2008 [I.21], was shaped by a college-wide discussion that began in October 2007. As noted previously, this statement was approved by the Los Rios Community College District Board of Trustees in July 2008 [I.11], and replaced the statement previously in place from 2003 to 2008.

Evaluation

The college uses its governance and decision-making processes to review and revise its mission, vision, values, goals, and focus areas on a regular basis. To assess how inclusive and complete those processes are, the Research Office conducted surveys to determine the level of knowledge and satisfaction within the various constituencies concerning the college's mission, goals, and focus areas. The results confirmed that knowledge and satisfaction with the college's mission are high among all sectors of the college community. According to the survey,

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96.2% of management, 59.2% of faculty, and 51.2% of classified staff agree or strongly agree that they were, “given the opportunity to review the mission statement in draft form.” [I.22, p. 8]

Planning agenda

None.

I.A.4. The institution’s mission is central to institutional planning and decision-making.

Description

The *Decision Making Handbook* describes in detail ARC’s processes for decision making. It stipulates that decisions are best made at the level most affected by the consequences of the decision. In addition, “Our decisions at American River College are intended to:

- Be in the best interests of our students
- Support ARC’s institutional mission and college goals and objectives.” [I.23, p. 4]

The more recent document titled “Institutional Planning at American River College” describes the PCC’s responsibility for leading the review of the mission statement that occurs every three-to-five years and further states that the PCC has responsibility, “for ensuring that the mission is central to planning and decision making.” [I.24, p. 3]

Discussions concerning planning and the college’s mission occur at all levels of the community. These discussions are recorded in minutes of departmental and standing committee meetings, minutes of administrative meetings, and archives of faculty discussion sites. [I.25] [I.26] [I.27] The college’s standing committees ensure that their functions support the college’s mission, as shown, for example, in their annual reports. [I.28] [I.29] [I.30] [I.31] [I.32]

At the departmental level, ARC’s program review process expressly requires departments to describe how their programs have supported the college’s mission. The program review template designed to facilitate the process states the mission in terms of its components, thereby emphasizing the centrality of the mission in program review and encouraging compliance with this requirement of the review process. In addition, each department’s annual educational master plan (EMP) must be aligned with the college’s goals and focus areas, over all of which the mission serves as the umbrella. For example, resource allocations must be connected with the department’s objectives, and these, in turn, must specifically support one or more of the college’s goals and focus areas. [I.33] [I.34]

Evaluation

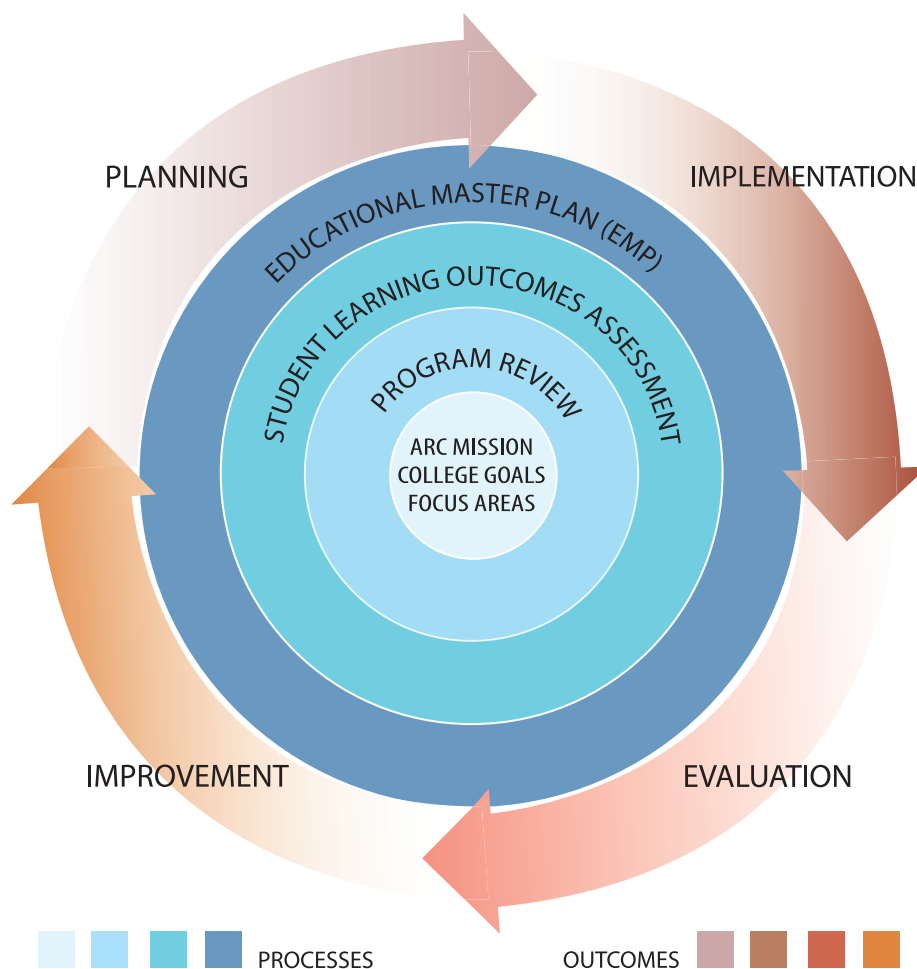
The decision-making and planning processes at all levels of the college align with the college’s vision, mission, and values statements, along with its goals and focus areas, formerly called “objectives.” Further, the decision-making processes are transparent and documented in multiple ways. [I.23] [I.24]

A college survey shows that 88.6% of all ARC employees are aware of the statement of vision, mission, and values, and 67.7% of faculty, 63.6% of classified staff, and 88.5% of management agree or strongly agree that the mission guides institutional planning and decision making. [I.22, pp. 5, 9]

Planning agenda

None.

A self-reflective process: The plan for planning



American River College's planning process is recursive: planning is *planned*. In addition, the planning process is itself subject to the institution's routine practice of evaluation and improvement. As documented in "Institutional Planning at ARC" (2009), planning currently consists of nested cycles that address all of the college's operations and subject them to evaluation and revision as necessary on an ongoing basis.

All of the college's academic areas, student service groups, and administrative units participate in planning, beginning with

the college mission, goals, and focus areas, which guide the annual educational master plans (EMPs), the basic building blocks of all planning. Student learning outcomes (SLOs) for courses, programs, and the institution are assessed on a three-year cycle. The EMPs and SLOs are also included in the six-year program review cycle. Each year, approximately one-sixth of the college's academic programs undergo a detailed self-evaluation and review that reinforces the individual components of ARC's planning process. (See also Appendix A: A Perspective on Planning.)

Standard I.B. Improving Instructional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

American River College has developed a multi-level planning cycle that guides the college in the accomplishment of its educational mission. Planning is oriented toward the achievement of continuous improvement and provides a framework within which the college advances toward its goals. In addition, ARC's planning process includes routine evaluation of the implementation of the college's plans and assessment of their effectiveness. Please see the one-page sidebar on p. 93 titled "A self-reflective process: The plan for planning" for a brief summary of the key features of the college's planning process. For a research-oriented overview of planning at ARC, please refer to Appendix A: A perspective on planning.

I.B.1. The institution maintains an ongoing collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

As described in "Institutional Planning at American River College," discussions about planning occur departmentally and college-wide. [I.24, p. 1] Enhancing a culture of learning based

on student learning outcomes, the dialogue about improving student learning has been evident at department meetings, where SLOs for specific courses result from conversations—both formally at meetings and informally in the corridors—among the faculty who are the subject matter experts. The dialogue about improving student learning has also been evident college-wide, starting in 2004-2005 when general education SLOs were identified as a result of discussions within interdisciplinary work groups. More recently, dialogue about improving student learning has occurred college-wide in the work groups charged with identifying institutional SLOs and in the work of the college's newest standing committee, the SLO Assessment Committee, charged with assisting departments with their SLO assessment activities. [I.35]

The *ARC Decision Making Handbook* describes the committee structure on which the college's dialogue and institutional processes are based, while the PCC document "Institutional Planning at American River College" provides an overview of how the planning process is based on dialogue.

Ten standing committees [I.23] [I.24] are organized to discuss and make decisions on key functions and programs that ultimately affect all college constituencies:

- Assessment/Student Learning Outcomes
- Budget Committee
- Buildings, Grounds, and Safety Committee
- Classified Professional Development Committee
- Equity Committee
- Faculty Professional Development Committee
- Planning Coordination Council
- Professional Development Coordination Committee
- Professional Development Leaves Committee
- Technology Committee.

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In addition to these specifically-focused committees, ARC has three governance groups that speak on behalf of the members of their broad constituencies:

The Academic and Classified Senates and the Student Association each provide their constituent groups with a voice in the college's decision-making processes and have the responsibility of appointing the representatives who serve on the standing or other college and district committees. The presidents of the Academic and Classified Senates and the president of the Student Association meet routinely with the president to ensure that the college's chief executive is aware of the concerns of faculty, staff, and students and enable the president to consult with the faculty, staff, and student leaders over matters related to the concerns of their constituencies. The Academic Senate president and the college president meet weekly. The Academic Senate officers and President's Executive Staff (PES) meet monthly to discuss common concerns. The Classified Senate president and the Student Association president meet monthly with the college president.

ARC management participates in the Administrative Leadership Council, which comprises vice presidents, associate vice presidents, deans, directors, and supervisors, all of whom provide monthly formal input to the college president on governance issues. Other management workgroups include the President's Executive Staff (PES), which meets with the president each week and includes the Vice President of Administrative Services, the Vice President of Instruction, the Vice President of Student Services, the Dean of Planning, Research, Technology and Professional Development, and the Public Information Officer; PES members monitor overall college operations and make recommendations to the president based on developments in their individual areas of responsibility.

In addition to the standing committees and governing groups, several committees exist under the sponsorship of the Academic Senate. These include the Curriculum, Matriculation, New Faculty Orientation, and Faculty Handbook Committees. [I.36] [I.23, p. 20] [I.37] These four committees of the Academic Senate regularly report to the Senate on issues that they are working on as well as on issues for which the Senate may need to provide input. Senators are responsible for reporting back to their respective areas all issues discussed at the Senate meetings, including those brought forward by a committee of the Senate. At subsequent Senate meetings, senators report back the input gathered from their colleagues.

Occasionally, the dialogue at the college-level will require the college's Senate executive team of officers to bring forward issues from the college to the District level. When the issue is relevant to a minimum of two of the four colleges, the District Academic Senate will agendaize the topic for discussion by the District Academic Senate.

Much of the dialogue on campus occurs within the individual Instruction and Student Services areas, each of which is supervised by deans. Counseling and each department within Instruction areas have faculty members serving as department chairs. The deans and chairs confer on a regular basis, either on a formal schedule or as needed. Chairs conduct monthly meetings with their department colleagues, often with the participation of the area dean. The deans, in turn, meet weekly with the vice presidents and associate vice presidents. [I.38] [I.39] [I.40] [I.41] [I.42] [I.43] [I.44] [I.45] [I.46] [I.47]

Evaluation

As evidenced both in its comprehensive and well-organized standing committee structure and in the governance structures representing the college constituencies, dialogue is the basis for the college's continuous improvement of student learning and institutional processes.

The ARC community recognizes and appreciates the role of dialogue in the institution. The “2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers” [I.22] presented the results of a survey containing questions about the college’s internal dialogue. When asked about the statement, “There is continuous collegial, self-reflective dialogue about student learning and institutional processes,” agreement or strong agreement was voiced by 71.4% of faculty, 51.9% of classified staff, and 74.1% of management.

Although historically successful in involving students in the college’s deliberations on continuous improvement, the Student Association became embroiled in political controversies and internal differences in the past three years. During the 2008-2009 academic year, the Student Association chose to take a position on Proposition 8 on the California general election ballot, a decision which caused much dissension on campus and resulted in an unsuccessful recall election. Student representatives have not been appointed to college committees or actively participated during this period, and student involvement has not been at a level acceptable to the college.

Planning Agenda

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.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

As noted at the beginning of this self-study report, the Los Rios Community College District and American River College have identified five essential goals [I.48] consistent with their missions:

- Student success
- Access and growth
- Teaching and learning effectiveness
- Organizational effectiveness
- Community and economic development.

Articulation of the focus areas and continuing evaluation of progress toward achieving these goals are discussed in the “ARC District Strategic Plan Goals” and “ARC Focus Areas (2008-2011).” The responsibility for monitoring this progress falls first on the Planning Coordination Council (PCC), with continuing involvement by the standing committees and governance groups represented on the PCC, including the Administrative Leadership Council, the Academic Senate, and the Classified Senate. [I.1] [I.50] [I.51] [I.18] [I.47]

The focus areas enable the college to work toward achieving the goals, with focus areas developed every three-to-five years at the same time that the college reviews its mission, vision, and values statements. Included in the development of focus areas are measurable outcomes that gauge the college’s progress. Institutional research provides the data which the college uses to evaluate its progress on the outcomes and identify actions to attain the goals. In particular, the annual Key Effectiveness Indicators (KEIs) provide useful measures of goal-oriented results. The ARC Research Office conducts surveys that involve all of the college’s constituencies, including management, faculty, classified staff, and students. [I.3] [I.22] [I.53] [I.54] [I.55] [I.56]

College goals and focus areas provide the framework for the annual EMP process in which all departments participate. Through the

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EMP process, Instruction and Student Services departments identify the tangible actions by which they attain their focus areas and, thereby, the college its goals. The EMP process provides the institutionalized opportunities that allow college governance structures to discuss allocation requests for staff and faculty positions and presents opportunities for departments to plan requests for other resources such as equipment, classroom and lab space, major facilities maintenance, and staff development. [I.58] [I.59] [I.60]

ARC's effort to ensure college-wide dissemination and discussion of goals and focus areas occurs through the standing committee and governance structures and in the reports they produce. These reports include, for example, the standing committees' annual final reports that assess the committees' work on the goals/focus areas and the PCC's review of the KEIs and departments' program reviews to identify if goals/focus areas are being achieved. Reports such as the professional development reports prepared by faculty and staff after their professional development activities and the instructionally-related funding reports must list the specific goal(s) and focus area(s) supported and verify that the goal is being achieved as a result of the allocation of resources.

The "President's Goals and Accomplishments Report" [I.55], which biannually reports on the achievement of the college's goals and focus areas, has been modified to provide more quantifiable data for measuring achievement of goals. When the data in this report show that a focus area is not being met, the president assigns the focus area to a specific vice president, who in turn assigns the appropriate manager to address the shortfall. The manager discharges his or her assignment by developing solution strategies with the appropriate department chairs, faculty, and staff. The manager uses research data to evaluate the success of the strategies and reports

back to the president. Information in the EMPs, the "Accountability Report for Community Colleges" (ARCC), and from the KEIs enable accurate assessment of progress toward achieving focus areas. Further, this information supports the effort to modify focus areas, as appropriate, to ensure that the college is achieving its mission.

The "President's Goals and Accomplishments Report" [I.55] is submitted to the Los Rios chancellor for discussion with the governing Board, members of the PES, and the college's deans. Further, the president discusses progress toward achieving the goals and focus areas at the college convocations in August and January.

Evaluation

Data obtained by the Research Office show that majorities of the faculty (69%), managers (89%), and classified staff (62%) agree that they understand the college's goals and objectives and the extent to which they are achieved. An even higher proportion of the faculty (73%), managers (89%), and classified staff (66%) understand that the college's goals and objectives help guide work supporting EMPs, curriculum, and staff development. [I.22]

Planning agenda

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

Evaluation and reevaluation comprise two of the four components in the college's planning cycle [I.1] [I.24]:

- Goal setting based on the District's strategic plan goals and the focus areas that the college has identified within each of the District goals
- Evaluation of the effectiveness of the college's programs and services in supporting student needs
- Distribution and implementation of resources based on goal setting
- Reevaluation of the effectiveness of the outcomes achieved as a result of the goal setting and resource allocation.

As is true for the planning process as a whole, the evaluative and re-evaluative components of planning occur at the departmental and college levels. In the departments, the effectiveness of programs or services is evaluated (1) in program review, where strengths and weaknesses are identified; (2) in SLOs, which are routinely assessed; and (3) in the EMP, where resources for addressing strengths and weaknesses are identified and receive three subsequent levels of review for approval of resource allocations. In the college, discussion and evaluation of the effectiveness of college-wide programs occur at meetings of the college's standing committees and in governance work groups.

Likewise, reevaluation of the effectiveness of outcomes achieved as a result of goal-setting and resource allocation occurs in the departments through the EMP process. In the year following the allocation of resources, departments must discuss (a) the impact of receiving or not receiving a requested resource and (b) the results of accomplishing an identified department objective; if the objective were not accomplished, a department must also explain why. In addition to the annual re-evaluative scrutiny required by the EMP, the program review

process requires departments to reflect on the questions, "What does your department do, and how well is your department doing it?" The departments' responses to the program review and EMP questions must be framed in terms of the District strategic plan goals and college focus areas.

At the college level, reevaluation of the effectiveness of outcomes achieved as a result of goal setting and resource allocation occurs in the standing committees and governance groups. The standing committees have responsibility for reexamining their work as part of the preparation of their annual reports, including discussion of how their efforts support the college's goals and focus areas. The standing committees must also evaluate their effectiveness, "in performing [their] designated function[s] through continuous evidence-based assessment." [I.61]

Just as the college's assessment of progress in achieving its focus areas is measured in steps along a qualitative scale, all four components of the college's planning process are supported by measures of institutional effectiveness that are derived from EMPs, program review, KEIs, and the president's goals and objectives.

The wide variety of data available and compiled into reports indicate the college's commitment to using institutional research as a tool to improve institutional effectiveness. Examples of programs for which data are used to demonstrate effectiveness in improving student success are the Basic Skills Initiative, The SPOT (an alternative study center and informal gathering place), Beacon tutoring, and the Science Skills Center. Programs for which the data do not substantiate success must show a plan for achieving substantial change to continue to receive funding.

Evaluation

The extensive data produced by the Planning, Research, Technology, and Professional

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Development division is publicized and used by departments to guide their planning and decision making. A survey in fall 2008 revealed that 84.6% of management, 58.9% of faculty, and 50.8% of classified staff agreed or strongly agreed that “institutional research is integrated with institutional planning and evaluation.”

[I.22, p. 15] The same survey demonstrated that 96.3% of management, 64.8% of faculty, and 57.4% of classified staff agreed or strongly agreed that “institutional research documents (Key Effectiveness Indicators, demographic profiles, survey results, etc.) provide information for planning and program evaluation.” [I.22, p. 16]

The college takes a conscious, deliberate, and integrated approach to achieving institutional effectiveness and student learning guided by the college’s goals and objectives and implemented through evaluation and planning processes such as the annual EMP, the collection and use of institutional research and the integrated and cyclical program review process. Between 82% to 96 % of the managers agreed or strongly agreed that this description accurately reflects planning processes at ARC. The corresponding range of numbers for faculty and classified staff was 48% to 76%. [I.22, p. 19]

Qualitative information complements the value of quantitative data. As a normal part of the survey process, open-ended questions allow for collecting qualitative information. Also, focus groups are used for gathering narrative perspectives, a recent example being the focus groups with classified staff concerning the college’s new Community and Diversity Center Initiative. [I.61]

Planning agenda

None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

As discussed in the document “Institutional Planning at American River College” [I.24], the college’s broadly-based institutional planning occurs simultaneously at the departmental and college levels. As the departments annually update their s EMPs, college-level institutional planning takes shape in the work of the standing committees whose membership comprises representatives from the four constituencies, the Academic and Classified Senates, and working groups such as the Administrative Leadership Council (ALC) and the President’s Executive Staff (PES). Among the many concerns addressed by the standing committees are staffing requests, professional development allocations, technology and equipment acquisition, discretionary funding, and improving student learning.

The Academic and Classified Senates’ processes for reviewing hiring allocation requests are an example of how the appropriate constituencies participate in the planning process for allocation of resources. Each year, senators listen to presentations from those areas or departments seeking hiring allocation requests. Based on criteria that the senators have previously reviewed and revised to ensure alignment with college goals and focus areas, the requests are ranked; meanwhile the same requests are also vetted by the deans using similar criteria. The rankings of both groups are then forwarded to the college president for his decision after discussion with PES. [I.62] [I.63] [I.64]

A second example is seen in the work of the Facilities Master Plan Committee which convened in 2002-2003 to develop the college’s facilities master plan. The committee will

reconvene in fall 2009 to update the plan based on departments' EMPs, the District's revised "Long Range Capital Needs Plan," and updated enrollment projections. New facilities that have resulted from the guidance provided by the "2003 Facilities Master Plan" include the expansion of the Learning Resources Center, modernization and expansion of facilities for Allied Health, modernization of Fine Arts, expansion of instructional space for Fine Arts (currently under construction), expansion of Physical Education facilities, and the expansion and modernization of the library. [I.31]

A channel of information supporting the collegial dialogue is the intranet Web site "ARC Insider" [I.66] that is open to all staff. This portal is central to the process of recording and posting the information that supports the dialogue on which the college's planning and decision making are based. Included on the "ARC Insider" are the procedures and minutes of standing committees, the college's mission, vision, and values statements, and links to the online EMP and program review templates. The college's planning for and 2008 decision to seek new FTE for the position of Distance Education coordinator, for example, emerged from (a) recommendations in the "Distance Education Plan" posted by the Technology Committee and (b) the resource request in the EMP for the Planning, Research, and Development Division; both documents were available for review by the Academic Senate, deans, and PES during the hiring allocation process. [I.5]

Evaluation

ARC's institutional planning process is transparent, open to input from all constituencies and designed to be quantitative and measurable. Information that supports planning is continually updated and maintained on the Web site for convenient access. [I.65] Concerning the survey item, "I have the opportunity to provide input to the annual EMP for my department/area," 60.9 % of classified

staff, 75.9% of faculty, and 96.3% of managers stated that they agreed or strongly agreed. [I.22, p. 14]

Planning agenda

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

As a public, two-year college, ARC communicates matters of quality assurance to the following external constituencies: the general public, including the feeder high schools and communities within the ARC service areas; the four year institutions to which ARC students transfer; potential employers; the System office; and the Accrediting Commission for Community and Junior Colleges. Information prepared for these external entities include the "Community College Survey of Student Engagement," the ARCC report to the System Office, and the annual report on SLOs to the ACCJC. [I.67] [I.68] [I.35] District-wide, the office of the Los Rios District Research Council chooses programs that are the focus of follow-up surveys with graduates and their programs.

Within the institution, college-wide assessment results summarizing quality assurance include the reports on Key Effectiveness Indicators [I.3] and the "President's Goals and Accomplishments" [I.55]. Within the institution at the departmental level, quality assurance is presented in the EMP [I.58], program review results [I.69], and SLO assessment results [I.70].

The "President's Goals and Accomplishments" [I.55] is available to the college and the public on the ARC Web site. He also meets routinely with high school superintendents and community

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groups to present quality assurance reports [I.71] on the performance of their graduates attending ARC.

Evaluation

As demonstrated by the institution's publications and reports, the college uses and shares multiple assessment measures to assure the quality of its activities and shares the results of those assessments with interested parties and stakeholders.

Planning agenda

None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

The college routinely conducts systematic review and modification of its planning and resource allocation processes. The dialogue necessary for effective review occurs during the college's EMP and program review, the crucial processes on which ARC bases its institutional planning. As described in standard subsections I.B.1, 3, and 4, two of the four components in the college's planning process comprise the evaluative reflection on the effectiveness of resources allocated to support college focus areas. The dialogue and evaluative effort likewise occur in the processes to support reaffirmation of accreditation, e.g., in completing the work for the self-study and the midterm accreditation reports.

Since the first implementation of the EMP in 2000-2001, improvements to the EMP process and the training to support the process have resulted from the feedback provided by the

faculty and staff after completion of their EMPs. These improvements include:

- In 2002-2003, thorough revision of the online EMP
- In 2006-2007, adding the requirements (a) to align departmental objectives with college-wide goals and focus areas and (b) to provide status descriptions for all objectives and resource allocations of the previous year
- In 2008-2009, revision from objectives to the college focus areas adopted for 2008-2011 and adding (a) the evaluative questions about the results of accomplishing the objectives (or reason why an objective was not accomplished) and (b) the impact of receiving or not receiving a resource.

The program review process has received similar modifications for improvement. In 2007-2008, program review became an online process. Also in 2007-2008, in recognition not only of the overlapping components of program review and the EMP but also of the addition to the faculty workload resulting from SLO assessment, program review tasks were pared down so that duplication of effort could be avoided; e.g., the program description, health indicators, prerequisite and co-requisite reviews were deleted from the program review template.

The Research Office provides training to support faculty and staff in preparing their program reviews and EMPs. As part of their interaction with the Research Office, faculty and staff who are completing their program reviews provide informal, end-user feedback on how the program review and EMP processes might be improved. In spring 2009, end users for program review and EMPs were formally asked in surveys to evaluate and make suggestions for improving these processes. [I.72]

The SLO Assessment Committee is the newest of the college's standing committees and has responsibility for overseeing and evaluating the effectiveness of the SLO assessment process. Since 2004, deliberative dialogue has supported the college's effort to build SLOs development and assessment into the ARC culture. A three-year SLO assessment cycle is now in place for assessing and synthesizing results of assessments into an action plan, and implementing the action plan. Starting in 2007-2008, about one-third of the college's departments conducted the first SLO two-part assessment process. This first cohort submitted action plans on May 13, 2009, to improve student learning, and these action plans are scheduled for implementation in 2009-2010. The second cohort is currently conducting its assessments. As all of the cohorts move through the three-year SLO assessment cycle, the SLO Assessment Committee, under the leadership of an SLO coordinator and assisted by the faculty Research coordinator and classified Research staff, has responsibility for helping departments to support the dialogue that will allow the SLO process to improve the teaching and learning process. [I.73]

Evaluation

In its EMP, program review, and SLO assessment process, the college has demonstrated that it regularly revisits and revises its planning process, implementing such improvements and enhancements as it finds necessary to ensure that planning is conducted effectively and efficiently. The institutional planning process is self-reflective, and the planning process itself is subject to evaluation for effectiveness.

While the current evaluative process of the EMP and program review is effective and complete, more direct feedback from the users of these planning processes—the faculty, the administration, and the classified staff—to the Planning Coordination Council is desirable.

Planning agenda

In the spirit of continuous quality improvement, during 2009-2010 the Planning Coordination Council will study the operational procedures supporting program review and the EMP. To ensure the completeness of the study, the PCC will seek direct involvement from the users themselves as well as from their constituency leaders.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

The college uses an array of evaluation mechanisms to assess the instructional effectiveness of its programs in Instruction and Student Services. These mechanisms include the program review, student learning outcomes assessment, the EMPs, and the ARCC. Program reviews are completed every six years, SLO assessment every three years, the EMP, and ARCC annually, and the "President's Goals and Objectives" report biannually.

The SLO assessment process is being used as a mechanism for program and classroom assessment as well as for instructional improvements. The SLO assessment process is re-evaluated on an ongoing basis by the SLO Assessment Committee.

The college relies on these evaluative mechanisms for both planning and-evaluation of resource allocation. Examples of institutional research supporting the college's evaluative mechanisms include the "Key Effectiveness Indicators Report" and the reports and surveys completed by the Research Office in response

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to requests from departments and areas. For example, institutional research data document student use of the open entry/open exit Multimedia Math Learning Center; the data record success rates and grades both before and after using Basic Skills funding for hiring temporary instructional assistants to work with students. [I.74]

The Planning Coordination Council oversees the evaluation of program review as an evaluative mechanism. In April of each spring term, department chairs present the results of their program review to the PCC. [I.51] [I.69]

The PCC oversees the self-evaluative process completed by each of the college's 10 standing committees, including itself. In 2007-2008, the PCC created an annual report template consisting of the list of the committee's functions, space for reporting on how actions undertaken to fulfill those functions support the college goals; the template also requires the committees to evaluate their effectiveness in performing their functions. The annual reports are submitted at the end of the spring semester to the PCC chair and forwarded to the college president. [I.35] [I.68] [I.3] [I.7] [I.76]

Evaluation

The college's program review, SLO assessment, and EMP evaluation mechanisms are reviewed by the PCC to determine if they produce information that is helpful in guiding program improvements. Program review is regularly modified in consultation with the Academic Senate, most recently in summer 2007. [I.75] Included in program review are the data obtained in the surveys administered by the Research staff member who oversees the EMP and program review processes.

In receiving the departments' program reviews and in receiving the self-evaluative annual reports completed by the college's standing committees, the Planning Coordination Council

oversees the evaluative process for the college's evaluative mechanisms. The new templates for the program review and EMP processes facilitate the evaluation of these processes themselves. Continued development of these evaluative mechanisms is expected ultimately to result in the further improvement of both the programs and the processes.

Planning agenda

None.

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| I.28 | End-of-Year Standing Committee Reports 2006-2007, http://inside.arc.losrios.edu/committees/Documents/PCC/YearEnd_Standing_Committee_Report_06-07.pdf | I.43 | Email from David Newnham, Dean of Fine and Applied Arts, September 29, 2008 |
| I.29 | End-of-Year Standing Committee Reports 2007-2008, http://inside.arc.losrios.edu/committees/Documents/PCC/YearEnd_Standing_Committee_Report_07-08.pdf | I.44 | Email from Rod Siegfried, Dean of English, September 29, 2008 |
| I.30 | End-of-Year Standing Committee Reports 2008-2009, http://inside.arc.losrios.edu/committees/Documents/PCC/YearEnd_Standing_Committee_Report_08-09.pdf | I.45 | Email from Lisa Lawrenson, Dean of Humanities, September 29, 2008 |
| I.31 | Facilities Master Plan 2003 | I.46 | Committee Meeting patterns, https://inside.losrios.edu/~intranet/cgi-bin/intra/committee/main_committee_list.cgi |
| I.32 | End-of-Year Standing Committee Template 2007-2008 | I.47 | Minutes, Classified Senate, February 13, 2008, http://inside.arc.losrios.edu/~cs/meeting_minutes.php |
| I.33 | Program review template, http://emp.arc.losrios.edu/progrevidiscselect.asp | I.48 | Goals & Objectives 2008-2011, http://inside.arc.losrios.edu/committees/Documents/PCC/Goals_Objectives08-11.pdf |
| I.34 | Educational Master Plan examples, http://emp.arc.losrios.edu/index.asp | I.50 | LRCCD Strategic Plan 2006, http://www.losrios.edu/lrc/strategic/stplan06.pdf |
| I.35 | SLO annual report to ACCJC, 2007-2008, hard copy | I.51 | Minutes, PCC, http://inside.arc.losrios.edu/committees/PlanningCoordinationCouncil.htm |
| I.36 | Curriculum Committee, http://inside.arc.losrios.edu/committees/curriculum.htm | I.53 | LRCCD Research Data Resources http://irweb.losrios.edu/do_research/atlas/AtlasCover.htm |
| I.37 | Committees & Department chairs, https://inside.losrios.edu/~intranet/cgi-bin/intra/committee/main_committee_list.cgi | I.54 | <i>2008 Accreditation Survey Report of Students</i> , http://ic.arc.losrios.edu/~accred/docs/2008%20Survey%20Report%20of%20Students%20for%20screen.pdf |
| I.38 | Email from Teresa Helms, VP Administrative Asst., September 29, 2008, Sample Agenda | I.55 | President's Goals and Accomplishments Report 2007-2008, hard copy |
| I.39 | Professional Development Programs 2000-2008, http://web.arc.losrios.edu/~ctl/archives.htm | I.56 | Mid Year Achievements for 2008-2009, Outcomes |
| I.40 | Email from Rina Roy, Dean of Science and Engineering, September 29, 2008 | I.58 | Educational Master Plan program, http://emp.arc.losrios.edu/ |
| I.41 | Email from Carol Pottorff, Dean of Behavioral & Social Sciences, September 29, 2008 | I.59 | Program review cycle, http://research-web.arc.losrios.edu/program_review_cycle2.htm |
| I.42 | Email from Christina Hubert, Administrative Assistant, Division of Science and Engineering, September 29, 2008 | I.60 | Professional Development Report 2006, http://inside.arc.losrios.edu/committees/Documents/PDCC/ProfDev_Year_End_Report_2006.pdf |

- I.61 Email from Tara Cooper, Counseling, to Cathie Browning, Research Office, on scheduling focus group facilitators for the Community and Diversity Center Initiative April 21, 2008
- I.62 Minutes, Academic Senate, related to hiring, October 2008, http://arc.losrios.edu/~acsen/minutes/current_minutes/minutes_2008_10_09.pdf
- I.63 Classified Senate hiring process, <http://inside.arc.losrios.edu/~cs/Documents/ClassifiedHiringManual.pdf>
- I.64 Faculty Position Request form for Fall 2009
- I.65 ARC standing committees, <http://inside.arc.losrios.edu/committees/>
- I.66 ARC Insider, <http://inside.arc.losrios.edu>
- I.67 CCSSE (Community College Survey of Student Engagement) Report 2007
- I.68 ARCC Report 2007-2008, hard copy
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- I.70 SLO Assessment Process and Chart, http://inside.arc.losrios.edu/committees/Documents/assessment_slo/assess_slo_documents.htm
- I.71 Annual High School Report, http://research-web.arc.losrios.edu/documents/RESEARCH%20WEB%202008-2009/HS_F2008.pdf
- I.72 EMP Training Schedule for Spring 2007, 2008
- I.73 SLO Cohort Cycle http://inside.arc.losrios.edu/~slo/Documents/SLO%20Cohorts_5_20_2009.pdf
- I.74 Success Rates for Four Terms in MMLC and Classroom Fall 2006, 2007, Spring 2007, 2008 (Research Office)
- I.75 Academic Senate Minutes, April 4, 2008, http://arc.losrios.edu/~acsen/minutes/current_minutes/minutes_%202008_04_10.pdf
- I.76 LRCCD functional mapping document

Standard Two

STUDENT LEARNING
PROGRAMS & SERVICES



STANDARD TWO: Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

STANDARD TWO: Student Learning Programs & Services

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Overview

American River College offers its students a wide and expanding range of educational opportunities, while ensuring that those educational opportunities are embodied in programs with measurable outcomes that are routinely assessed:

- The college has a comprehensive approach to recognized fields of study, having developed a rich set of programs in arts, letters, engineering, sciences, and career technical education. As a large institution, ARC is able to provide full-time faculty in lower-demand disciplines that are often maintained only by adjunct professors at smaller schools. The college currently offers 78 degrees and 71 certificates. ARC has robust routines for maintaining and expanding articulation agreements with four-year schools, including most campuses of the California State University and the University of California.
- The college is currently engaged with 38 program advisory committees, all of which participate in identifying emerging fields of study. Input is also solicited from employers, faculty, professional societies, and community organizations concerning emerging technologies and employment opportunities. Programs in speech-language pathology and solar energy are recent examples of new programs developed by the college in response to emerging community needs. The institution is also involved in the GreenForce initiative, which was launched by the Los Rios District in September 2007. Los Rios is also participating in the training component of the Green Capital Alliance. [II.1] [II.2] [II.3] [II.4] [II.5]
- The college employs student learning outcomes in the design of all of its courses and programs. Since 2004, ARC has defined a student learning outcome as a measurable or observable behavior that a student should be able to do at the conclusion of an educational experience. Initially formulated in practices of the Curriculum Committee with regard to courses, this operational definition was extended to the development of SLOs for degrees, certificates, student support services, general education, and the institution as a whole.
- The college assesses its programs in three ways: program review, educational master plans (EMPs), and course-level SLO assessment. EMPs are revised annually and are driven by an online planning tool that incorporates assessment as an essential step. SLOs are assessed in a two-part process of indirect assessment (student surveys) and direct assessment

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(faculty-designed tests or other evaluation techniques). ARC implemented a comprehensive SLO assessment process for all courses beginning in fall 2007, which initiated a process that repeats on a three-year cycle. Program review operates on a six-year cycle and involves a comprehensive review and assessment of all of a program's aspects.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

The four broad educational areas identified in the ARC mission statement [II.6] are developmental education, career and technical education, general education, and lower division post-secondary education. The college provides courses and educational programs to address the needs of students in all four major areas. Whatever the mode or location of instruction, the institution strives to maintain the same high level of education.

ARC offers courses on its main campus and in several outreach locations. While some outreach centers may have a stronger focus on one particular educational strand relative to the others, the college strives to maintain broad and comprehensive course offerings at all of its regional facilities. The current outreach facilities include the Natomas Educational Center, Ethan Way, the San Juan Center, the Mather Center, the Sacramento Regional Public Safety Training Center, and the McClellan Center. Curricula and course offerings in each of these programs and locations must meet the standards set by the Curriculum Committee. [II.7]

The ARC Curriculum Committee, a committee of the Academic Senate, meets weekly to scrutinize curricula offered in all four educational

areas to ensure consistency and quality in programs regardless of location or delivery mode. Curricula and course offerings in all programs and locations must meet the standards set by the Curriculum Committee. Courses and programs are evaluated for compliance with Title 5 regulations, standards of good practice as identified in the ARC Curriculum Handbook, and articulation standards promulgated by the CSU and UC systems. The Curriculum Committee is chaired by a faculty member and is composed of faculty from all instructional divisions, four deans, the distance education coordinator, and the college's articulation officer. [II.8] [II.9]

Since the last accreditation cycle, American River College and the other Los Rios colleges have implemented a locally developed, Web-based curriculum management system known as SOCRATES. In 2004, the course management phase of SOCRATES was released. Since then, faculty use SOCRATES to propose new courses, revise existing courses, and make deletions. Departments and members of the Curriculum Committee use SOCRATES to track active proposals through the curriculum process from draft status, through committee review, and to Board of Trustees' approval. SOCRATES also serves as the central repository of all officially-approved course outlines. In 2005, the program management phase of SOCRATES was implemented, allowing all degree and certificate proposals to be tracked in the same fashion. [II.10]

The college offers a growing program of online education to serve the needs of those students for whom distance education is their best option. Courses that are fully online or have an online component must be approved by the Curriculum Committee, which reviews the appropriateness of that mode of instruction for each particular course. Faculty who wish to teach online courses are provided training through the Instructional Technology Center. [II.11] As more and more

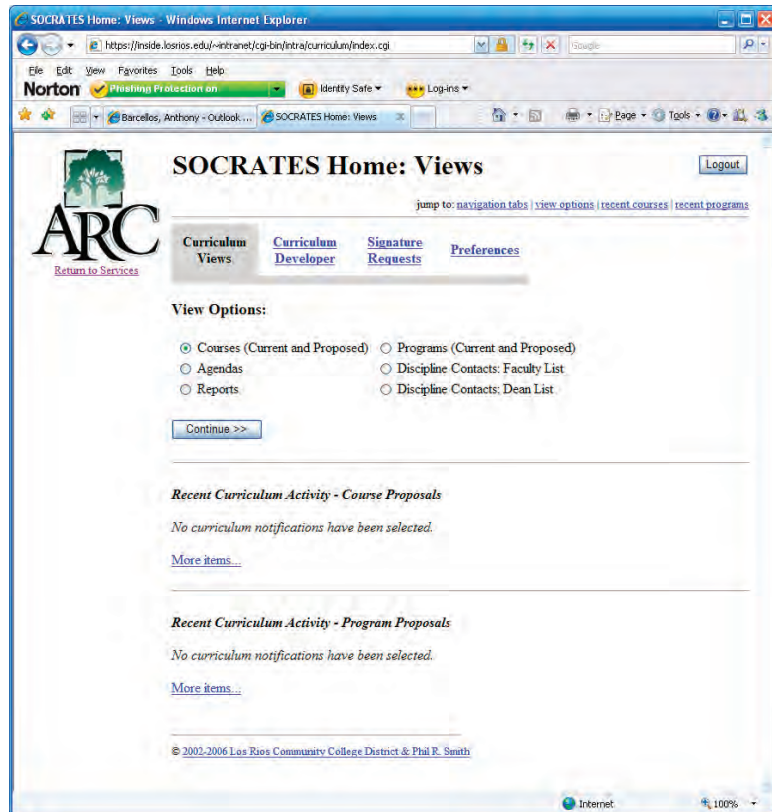
SOCRATES: Unexamined curriculum is not worth teaching

Curriculum management in the Los Rios Community College District used to involve a confusing blizzard of paper and endless discussions among the colleges. In the wake of the 2003 accreditation process, the Los Rios colleges committed themselves to creating Web-based curriculum management software customized to the needs of a multi-college district.

The resulting program was named SOCRATES, and it became operational in 2004 with the initial release of its course management component. SOCRATES was expanded with program management features in 2005.

SOCRATES is now the repository of all official course and program outlines, including student learning outcomes. It provides support for all aspects of curriculum management, from initial creation of new courses, degrees, and certificates to review and revision of older ones. Interested parties can sign up for email bulletins from SOCRATES whenever a course in their area of interest is proposed or revised.

The accompanying table shows the distribution of course and program outlines stored in SOCRATES among the four Los Rios colleges: American River (ARC), Cosumnes River (CRC), Folsom Lake (FLC), and Sacramento City (SCC). According to



the SOCRATES database, there are currently 524 course outlines shared in common by all four colleges. (All numbers were reported as of April 4, 2009.)

<i>Course Outlines</i>	
College	Number
ARC	2260
CRC	1106
FLC	704
SCC	1455
<i>Program Outlines</i>	
College	Number
ARC	219
CRC	177
FLC	78
SCC	208

courses have been offered online, several degrees and certificates reached a threshold in which more than 50% of required courses could be offered in distance-education format. In spring 2008, the college submitted a substantive change report to the ACCJC about this new educational direction of the college. [II.12]

The program review process calls for all departments to review their offerings in relation to the mission statement every six years. The review includes a thorough examination of the alignment of all instructional programs with the college's mission.

Evaluation

The ARC Curriculum Committee ensures that all of the college's instructional programs uphold the mission of the institution. It applies uniform standards to all courses, whatever the mode of instruction by which they are delivered and wherever those courses may be provided. The college supports its instructional programs with periodic reviews. The results of these reviews are readily accessible as evidence that the college's instructional programs are of high quality and uphold the college's integrity.

Planning agenda

None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

To determine students' educational background and preparation, American River College assesses the mathematics, reading, and writing skills of its incoming students. The college also assesses nonnative speakers of English who select the ESL assessment instrument. During this accreditation cycle, the ARC mathematics department, in conjunction with the college's Research Office, developed a Web-based, self-assessment for developmental course placement to improve student success and increase student satisfaction with placement decisions. [II.13] [II.14] These assessments help students determine their appropriate course placement when developing their educational plans with a counselor. (The college's pioneering effort for self-placement has served as a role model for other institutions and resulted in a case study published by the National Center for Public Policy and Higher Education. [II.15])

To identify needed educational services, American River College uses research data to understand the diversity, demographics, and economic situation of its students. To accommodate the educational needs of students who work full- or part-time and who often have significant family responsibilities, the college offers courses in a variety of time frames (ranging in length from full-term 16.4-week courses to five-week mini-courses), locations, and modalities (including lectures, self-paced computer labs, and online). The Accelerated College Education (ACE) program is designed for working adults who want to advance their education rapidly while remaining in the workforce. [II.16]

American River College, along with its sister colleges in the Los Rios Community College District, adopted the "compressed calendar" system in fall 2007, choosing to use a 16.4 week calendar for its semesters. Most classes were at the same time converted to a block schedule that involved fewer, though longer, class meetings

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each week. This calendar change was, in part, a recognition that students prefer to enroll in classes that, for example, meet only twice a week as opposed to three, four, or even five times weekly.

Ongoing environmental scans are conducted to determine what new programs and courses are needed at ARC. The environmental scans are performed using labor market statistics, advisory committee input, and both formal and informal conversations with business, industry, and government. Analysis of workforce trend data and advisory committee input prompted the college to develop a new clean diesel program and inaugurate a speech language pathology assistant program. Local hospitals came to ARC to assist the college in developing programs to train lactation consultants and medical interpreters. The college was also asked by Sacramento-area hospitals for assistance in expanding nursing programs, the hospitals pledging resources to support new or enhanced programs. The result was the partnership known as “Healthy Community Forum,” composed of the four major hospitals in partnership with the college. [II.17]

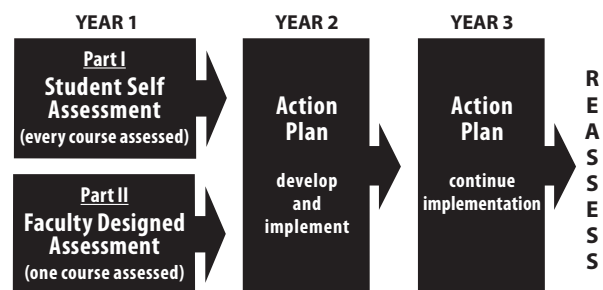
In 2004, researchers at ARC and the other Los Rios colleges noticed that first time freshmen, as a group, were particularly struggling with college. Based upon the data, the Los Rios Board of Trustees endorsed an Educational Initiative at each college, the focus of which was improving the low success rates of first-time freshman in the age range from 18 to 20. The Educational Initiative was a data-driven effort that included yearly analysis of course completion and success data relative to this age cohort. Regular reports were provided to the Board of Trustees. [II.18]

In 2007, American River College began participating in the statewide Basic Skills Initiative. [II.19] Leveraging its local work on the Educational Initiative, American River College developed an action plan in spring 2008, created the Basic Skills Council in May 2008, and began

developing and implementing plans such as the ARC Success Academy and ARC Teaching Institute to help students achieve their goals by preparing them in the foundational skills of reading, writing, mathematics, learning skills, study skills, and English as a second language.

In fall 2006, the Academic Senate sponsored a lunch-time “Brown Bag” group in which interested faculty, managers, and staff could discuss student learning outcome assessment. Arising from discussion within this group, a proposal for SLO assessment at the college was developed and presented formally to all constituency groups. In fall 2007, the college formally adopted the SLO assessment model through the Planning Coordination Council. Upon adoption, the college created the SLO Assessment Committee, newest of the college’s standing committees and composed of faculty, administrators, and classified staff, to oversee the implementation of the SLO assessment. The essential elements of the ARC SLO assessment model are described in the accompanying figure.

American River College Two-Part SLO Assessment for Courses Three-Year Cycle for Departments



In brief, the SLO assessment model partitions college departments into three roughly equal cohorts so that all departments will cycle through the SLO assessment process within three years of its initiation. Every effort was made to assign the cohorts so that departments experienced the end of their second SLO assessment cycle at the same time they were due to complete the six-year program review. During

the assessment year, departments ask students to complete questionnaires about how well they feel they have attained the course-level SLOs during the class or their involvement with a particular student support service program.

The student SLO questionnaires are intended to address the breadth of the department's courses. [II.20] For example, if it is the biology department's SLO assessment year, students in all course sections of biology will be asked to complete the SLO questionnaire. In addition to student self-reports about their achievement of learning outcomes, departments in the cohort develop a direct assessment instrument (e.g., embedded questions on the final exam, portfolios of student work, or writing samples) to determine if students have achieved the student learning outcomes of a particular course or program. [II.21] The direct assessment is targeted to a single course or dimension of a program. For instance, the biology department may choose to focus its direct assessment efforts on its most enrolled course, BIOL 300, and develop a set of SLO assessment questions to be given in the final exam of BIOL 300 during the assessment year.

Results of the assessment process, both questionnaire and direct assessment data, are used to develop action plans for improving student learning. [II.22] Those plans are then submitted for approval to the SLO Assessment committee. The departments have three years to implement their plans. Evaluations of their action plans are made to the SLO Assessment committee at the end of the SLO assessment cycle and reported in the program review year. The first cohort of departments underwent SLO assessment during the 2007-2008 academic year. The second and third cohorts are scheduled for 2008-2009 and 2009-2010, respectively, after which all courses and student support service programs will have undergone one complete cycle of SLO assessment. Thereafter, the SLO assessment process will repeat on a recurring three-year cycle. [II.23]

Research and data analysis are integral parts of the college's program review process. Each year approximately one-sixth of the institution's programs undertake a detailed self-examination that results in a thorough assessment of the programs under review. As part of the program review process, student success data is provided to each program for review and analysis. Programs must provide narrative reflections about the significance of the data for the program for the past five years. As of fall 2007, each department's program review must report on its student learning outcome assessment activity during the previous cycle, making the examination of SLOs, their updating, and their assessment a routine part of the planning process. The process of evaluation and refinement also applies to the policies and procedures of the program review process itself, since it has been enhanced during this accreditation cycle with a stronger evaluative component. Program review results are now presented before the Planning Coordination Council, whose members review the reports and may, if indicated, make inquiries regarding the findings.

Evaluation

The college strives to meet the varied educational needs of its students by shaping curriculum that addresses their learning goals. As demonstrated, the college identifies its students' needs by an ongoing research process that surveys the students and the communities in which they live, including particular attention to community trends and existing or developing needs in the regional workforce.

The college identifies students' needs not only in terms of their educational goals but also in terms of the students' levels of preparation for further education. To this end, the college supports assessment and placement programs to ensure that students are prepared to benefit from the courses in which they enroll.

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The college furthermore measures student progress toward attaining student learning outcomes with its SLO assessment and program review processes, which have been institutionalized as key components for reviewing the college's curriculum, programs, and services.

Planning agenda

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

American River College offers a variety of delivery methods and modes of instruction for its courses, including lecture, lab, field studies, and distance education (particularly online and hybrid). The college ensures that delivery of instruction fits the objectives and content of its courses, whatever the delivery methods or modes, through a rigorous curriculum development and approval process. Curriculum developers list the number of lecture and lab hours employed in the course outline of record and justify that the student learning outcomes of the course can be attained and the course content conveyed in the given ratio of lecture and lab hours.

American River College has an active set of field studies courses in which students travel to off-campus locations as a primary component of the course. These courses enable studying course content *in situ* (e.g., examining a dormant volcano, viewing nesting waterfowl, studying an ecological restoration site) and practicing common data collection field methods (e.g., using the Global Positioning System, geologic mapping, conducting a wildlife census). Faculty

design such courses based on their educational merit, connections to existing on-campus courses, and feedback from transfer institutions. Curriculum for field studies courses must pass the same rigorous standards established for all courses, and notations about travel requirements are included in the course description and the schedule of classes.

Although Title 5 regulations and best practice guidelines from the Academic Senate of California Community Colleges (ASCCC) provide leeway in how much of a course may be delivered via distance education without Curriculum Committee approval, the ARC Curriculum Committee, with the approval of the Academic Senate, takes a more conservative approach. A course that proposes to replace any part of face-to-face instruction with distance education instruction must note this change on the course outline of record. [II.9] For distance education courses, the outline requires a discussion of what distance education activities will be used as methods of instruction, typical homework assignments, and evaluation methods. Furthermore, the course outlines require developers to specify the allocation of instructional hours and how regular effective contact is to be maintained. The Instructional Technology Center (ITC) offers training to faculty members who are preparing to teach online courses or wish to enhance their online teaching skills.

Dialogue about delivery systems and modes of instruction takes place in campus-wide committees such as the Curriculum Committee. These conversations serve to maintain the currency of curriculum and to identify aspects of curriculum that may require modification or enhancement to meet changing student needs. Similar discussions take place in performance review team meetings, conferences, professional development activities, department and division meetings, advisory committee meetings, and presentations related to program review.

College departments develop curriculum and agree on the delivery of instruction methodology. At its weekly meetings, the Curriculum Committee reviews all curriculum offered by the college, scrutinizing the modes of instruction and dialogues about delivery systems in every course, program, degree, and certificate outline. The Curriculum Committee is composed of faculty from all instructional divisions, four deans, the distance educational coordinator, a faculty chair, and the college's articulation officer [II.8] [II.24]

The Planning Coordination Council (PCC), the President's Executive Staff (PES), and the Instruction and Student Services deans regularly review the annual "Key Effectiveness Indicators (KEI) Report" [II.25]. This report includes data on retention rates and success indicators in all classes, as well as specifically in online classes. Further, during program review, departments analyze student success, retention, and the effectiveness of delivery methods.

Academic support areas such as the Learning Resource Center, the Tutorial Center, the Science Study Skills Center and the English Area's support programs (Reading and Writing Centers, Writing Across the Curriculum (WAC), and Reading Across the Disciplines (RAD)) survey students each semester on how well student needs are being met. For example, out of 141 students who sought tutoring assistance from the LRC during spring 2008 and responded to a survey, 101 (72%) reported that the assistance had produced a positive result in their learning outcomes. [II.26] [II.27] [II.28]

The Distance Education Task Force, consisting of faculty, classified staff, and administrators, prepared a Distance Education Plan approved by the college president in February 2008, the result of dialogue about online delivery systems and modes of instruction. [II.29] [II.30] [II.31]

Evaluation

College faculty and staff recognize that the objectives of the curriculum can only be achieved through careful selection of an appropriate mode of instruction. Some concepts in oceanography and geology are best acquired in field experiences, and the development of culinary skill requires participation in a real kitchen. The college relies on discipline faculty to propose the most appropriate mode of instruction for a particular course and the Curriculum Committee to analyze whether the proposal meets accepted educational regulations and practice.

American River College students come to the college with time, and in some cases, geographical constraints. The college seeks to accommodate the needs of students by offering courses in a variety of time formats as well as through online and hybrid (partially online) formats of distance education. Instructors of online and hybrid courses are provided with extensive professional development opportunities both in using technology and in online pedagogy. The curriculum vetting process ensures that when a mode of delivery for a course is proposed, its student learning outcomes can be achieved and course content can be delivered in that manner.

Planning agenda

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees assesses student achievement of those outcomes and uses assessment results to make improvements.

Description

In fall 2004, with the introduction of the SOCRATES curriculum management system, student learning outcomes became a required

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element on the official course outline of record, and SOCRATES became the official repository of all course-level SLOs. Student learning outcomes are statements that answer the prompt, "At the completion of this course, the student will be able to" As noted in the SOCRATES Help file, "The activity included in an SLO should be a behavioral activity that is measurable by means of one or more of the methods of evaluation listed in the course outline." [II.33] The Curriculum Committee further requires that SLOs employ verbs from Bloom's Taxonomy of Cognitive Behaviors and, for transfer-level courses, that the verbs be selected from among the Analysis, Synthesis, or Evaluation categories. As of spring 2009, the college has identified student learning outcomes for 2,185 out of 2,212 (98.78%) of its courses. [II.32]

In spring 2005, the Student Learning Outcomes Workgroup and the Curriculum Committee organized a process for writing student learning outcomes for six General Education areas: Natural Science, Social and Behavioral Science, Humanities, Ethnic/Multicultural Studies, Living Skills, and Language and Rationality. Faculty workgroups drafted student learning outcomes that finished an appropriate prompt such as, "At the completion of the Humanities general education requirement the student will be able to" [II.34, p. 48]

Also in spring 2005, the Academic Senate sponsored an *ad hoc* group of faculty and administrators to begin writing SLOs for all Student Services departments and programs. The process consisted of identifying both programs and aspects of programs that needed SLOs (e.g., orientation) and then creating draft SLOs for each. Periodic reports on their progress were made to the Academic Senate. With the adoption of the SLO Assessment Model [II.35], the newly-created SLO Assessment Committee was given authority to sponsor and finalize Student Services SLOs. In summer 2007, a task group from the SLO Assessment Committee and the

Academic Senate worked with Student Services faculty, classified, and managerial representatives to develop a final set of SLOs. [II.36] [II.37] These Student Services SLOs were adopted officially by the SLO Assessment Committee at its February 2008 meeting. [II.38]

In fall 2005, program-level student learning outcomes were added to SOCRATES as a required element of for all degree and certificate outlines. At the time, no degree or certificate possessed student learning outcomes. In December 2005, the Curriculum Committee sponsored a day-long "program marathon," a special Curriculum Committee action to add program-level SLOs to the official degree and certificate outlines *en masse*. As of spring 2009, over 95% of degrees and certificates have identified student learning outcomes.

As noted earlier, the college adopted in fall 2007 a formal, systematic assessment process for course-level and Student Services student learning outcomes. Assessment consists of two independent parts: (a) student self-assessments across all of a department's offerings to measure how well students believe they have achieved the courses' or Student Services programs' SLOs and (b) a targeted faculty-designed assessment for a particular course or aspect of a program.

In December 2007, the first cohort of departments administered student questionnaires to the students in their classes or service groups. In its initial administration, the response rate for student questionnaires was 54.58%. In spring 2008, the SLO Assessment committee and the Research Office began to work with departments to design and administer faculty-designed assessment instruments for particular courses. The Research Office reported aggregated questionnaire results, the results of the faculty-designed assessments, and consulted with departments in the cohort to interpret results. Departments worked with the SLO Assessment committee to write three-year action

plans. SLO faculty-designed assessment plans are on file in the Research Office for both the 2007-2008 and 2008-2009 cohorts. The subsequent three-year action plans are under development, with three or more instructional areas expected to have the plans ready during the spring 2009 semester. In fall 2008, the response rates for the student questionnaires in the second cohort of departments was 67.89%. [II.39]

The Research Office assisted 20 out of 60 departments from the first cohort in interpreting the results of their students' self-assessment and 21 out of 62 departments from the second cohort. Two Student Services groups were assisted in the first cohort and an additional 10 student service groups in the second cohort.

After the results are compiled for the student self-assessment and the faculty-designed assessment, the department meets to create an SLO Action Plan [II.22] responding to results that indicate the need for improvement. Actions might include revising courses or asking faculty to refine particular learning outcomes.

The Curriculum Committee evaluates program outlines of record to ensure that all the program-level SLOs are achieved through the required courses stated in the degree or certificate. Similarly, the General Education committee, a subcommittee of the Curriculum Committee, meets each semester to evaluate whether a particular course meets the student learning outcomes of the associated general education pattern. Because of the explicit connections affirmed during the curriculum process between course-level SLOs and program-level and GE-level SLOs, the cohort assessment process of courses provides a measure of how well program-level and GE-level SLOs are being attained.

Institutional SLOs were approved in spring 2009 and have been published in the 2009-2010 ARC college catalog [II.34, p. 7], and discussions continue on the best way to assess the institutional SLOs.

Evaluation

American River College is fully committed to the identification, implementation, and assessment of SLOs at the course, degree, certificate, program, general education, and institutional levels.

During this accreditation cycle, American River College developed SLOs for courses, degrees, certificates, student service programs, general education patterns, and the institution. The college chose to implement course SLOs first because they relate most closely with the students, who are the focus of all of the college's efforts. As the instructional SLOs took shape, the college moved toward SLOs for Student Services and then began to develop institutional SLOs.

The college SLO assessment process is well advanced, and the action plan for reporting results is in place. Approximately two-thirds of the college's courses have been through student self-assessment, an indirect assessment process for SLOs. In terms of the institutional effectiveness rubric, shown on page 68, the college is methodically progressing through the development phase into the early stages of proficiency.

American River College took a comprehensive, bottom-up approach to identifying and assessing student learning outcomes, first developing SLOs for all courses, followed by all general education patterns, all degrees, certificates, and student service programs. A comprehensive, bottom-up approach was also taken for the assessment of student learning outcomes. The college started with the SLOs closest to classroom instruction and developed an assessment model to be used for all courses on a three-year cycle. The last piece of the college's SLO development and assessment strategy has been the development of institutional SLOs, approved in early spring 2009. Preliminary discussions have begun about how institutional SLOs may be assessed, and a formal proposal will be developed and vetted with all the governance groups.

Planning agenda

The Student Learning Outcomes Assessment Committee will propose a process during fall 2009 for assessing institutional student learning outcomes. The proposal will be discussed by the college's governance groups (Academic Senate, Classified Senate, Student Association, and managers) and modified as necessary during spring 2010.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

American River College consistently demonstrates a commitment to offering effective, high-quality learning opportunities to students in pursuit of their personal educational goals. The college offers collegiate, developmental, and pre-collegiate courses, programs for international students, continuing education, and short-term training courses and programs. All courses and programs are developed, maintained, and revised on the basis of student need and demand, whether from students requiring assistance with basic developmental coursework, those planning transfer to four-year institutions, or those seeking career or professional certificates.

ARC faculty have designed and developed 2200 individual courses through a rigorous curriculum process using the SOCRATES curriculum management program. All sections of a specific course utilize the same official course outline

of record regardless of instructor, location, or mode of instruction. These courses are subsequently reviewed and revised on a six-year cycle. Regardless of delivery mode, every course is subject to routine curriculum review and evaluation to ensure the course continues to meet student need, is at an appropriate academic level in terms of transferability and course numbering, and is of high quality.

The college's teaching staff maintains high professional standards and supports course quality. All faculty who teach credit courses meet the minimum qualifications for their disciplines, as determined by the Academic Senate of California Community Colleges. [II.40]

The District offers a Study Abroad program managed by a consortium comprising the four Los Rios colleges working in partnership with the College of San Mateo, Diablo Valley College, and Santa Rosa Junior College. Professors at consortium colleges apply for Study Abroad's instructional positions and, if selected, teach the same courses overseas that they teach at their own schools. Only transfer-level courses are offered as part of the Study Abroad program. Instruction is in English, regardless of the host country. Students are recruited from all of the colleges in the consortium. Students make substantial progress toward their graduation and transfer goals during their Study Abroad term, while also benefiting from the experience of living and learning in a new environment. All students take a course that introduces them to the life and culture of the particular country in which they are studying. Both students and faculty return to their home colleges with broadened perspectives. [II.41]

Evaluation

The college applies uniform standards to all of its instructional courses and programs, whatever their academic level, mode of instruction, or location. The institution has mechanisms

in place, such as curriculum review and SLO assessment, to assure the quality and improvement of those programs.

Planning agenda

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

American River College faculty members play the lead role in developing and evaluating courses and programs. Curriculum development and evaluation is overseen by the Curriculum Committee, which is a committee of the Academic Senate. The committee comprises representatives from each instructional division and includes three managers from Student Services and Instruction. The committee is supported by a classified administrative assistant. The faculty chair and vice-chair receive release time (40% and 10%, respectively) and undergo training at the statewide Academic Senate Curriculum Institute. An associate vice-president of instruction is designated as the lead management contact for curriculum issues and provides a link to the State Chancellor's Office for course and program approval. The policies and procedures which guide the work of the Curriculum Committee are documented in the regularly-updated Curriculum Handbook. [II.9] Committee minutes are also posted on the ARC Insider Web page. [II.8]

Course and program proposals are first examined for technical compliance by the chair, vice-chair, articulation officer, and associate vice-president of instruction. Courses and programs are ultimately

reviewed and approved after two readings by the full Curriculum Committee. Some courses and programs additionally require approval by the District Curriculum Coordinating Committee (DCCC), the Board of Trustees, and the State Chancellor's Office. New courses are approved by the DCCC and the Board of Trustees. New programs, certificates, and degrees (12 units and above) must also be approved by the State Chancellor's office. [II.9, pp. 4-7]

During program review, departments review curriculum, course enrollments, success rates (for courses, certificates, and degrees) and student demographic data for the last five years. Career Technology Education (CTE) areas also consider advisory committee input, employment outlook data, and job placement figures every two years. In addition to filing a comprehensive program review report, faculty from the departments make formal presentations to the college's Planning Coordination Council in the spring semester. [II.42]

The administration of courses is overseen by departments, divisions, and the Instruction offices. Area deans and department chairs are responsible for staffing, scheduling, and room assignments for classes, while the three associate vice-presidents of Instruction supervise the synthesis of this information into the comprehensive schedule of classes that is published online and in print form. The vice president of Instruction has overall management responsibility to oversee all instructional functions for the college.

Faculty, all of whom must meet minimum statewide qualifications for their disciplines, are the content experts for each discipline and take the lead in establishing and maintaining the quality of courses and programs. Faculty, therefore, have a primary role in these key processes: curriculum development, initiating educational master plans, program review, and the assessment of student learning outcomes.

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In addition to the usual planning cycles that affect all aspects of the institution, the college's courses, degrees, and certificates are also subject to a six-year review cycle mediated by SOCRATES. (This process operates independently of the six-year program review cycle.) The official course outlines in SOCRATES include the year that each course was last reviewed. Courses may be listed by review date, making it straightforward to identify the courses whose reviews are imminent.

Evaluation

Faculty at American River College are involved in all aspects of curriculum and program development, approval, delivery, evaluation, and the development of learning outcomes. Each year, hundreds of courses, degrees, and certificates are reviewed and revised through the college's rigorous curriculum process resulting in the updating and improvement of virtually all elements of the course outline of record (e.g., course description, student learning outcomes, detailed course topics, alternate teaching modalities, teaching and assessment methodologies, etc).

Since the 2004 implementation of SLO assessment and the District's locally-developed course management system, SOCRATES, the review and revision of curriculum has become a convenient Web-based process. [\[II.9\]](#) [\[II.10\]](#)

Planning agenda

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

As the content experts, faculty members are involved in all aspects of establishing competency levels and determining measurable student learning outcomes for courses and educational programs. The determination of competency levels and student learning outcomes is embedded in the rigorous faculty-guided curriculum development, review, and revision process at American River College. Only faculty members have access to the course, degree, and certificate creation/revision/deletion features of the college's curriculum management system SOCRATES. In the curriculum process, discipline faculty propose official student learning outcomes. As specified in the SLO Assessment Model, the Academic Senate-led Curriculum Committee is responsible for approving all proposed student learning outcomes for courses, degrees, certificates, and general education.

For Career Technical Education (CTE) programs, the advisory committee is of paramount importance to the development of curriculum and student learning outcomes. The committees comprise employers who are constantly addressing the technological changes in the workplace. Consequently, the regular meetings between faculty and employers facilitate the determination of appropriate SLOs. Special advisory committees devoted to technical education assist the college in developing vocational certificate programs and establishing an appropriate SLO review process for them. [\[II.1\]](#)

All CTE programs hold regular advisory committee meetings. American River College is currently advised by 41 advisory committees. Membership lists and meeting minutes are posted on the college's advisory committee Web site. [\[II.1\]](#)

Some recent examples of the role and utilization of advisory committees include:

- Nursing: Representatives from area healthcare agencies (Catholic Healthcare West, Kaiser, Sutter, and UCD Medical Center) provided information on current employment opportunities. Additionally, these agencies provided information on their own new initiatives and programs and feedback on proposed new curriculum. [II.17]
- Geographic Information Systems: The committee consists of 18 GIS professionals that represent city, county, state, and federal government agencies, together with representatives of private consulting firms and non-profit organizations. This committee has significantly influenced new and existing course and program development in the past. The most recent meeting resulted in eight specific recommendations which the program coordinator will use to modify existing curricula. [II.44]
- Accounting: As a result of the advisory committee suggestions, faculty have made individual changes to their courses, curriculum is being revised, and scheduling of courses is being adjusted to create more options and greater flexibility. [II.45]
- Funeral Services: The committee strongly suggested that a degree and/or certificate be developed in funeral directing only, one which would not include embalming. They pointed out that this action was allowable under state law and that such a program would provide options for students not interested in embalming coursework. A needs assessment was subsequently performed, and work is currently underway to develop the new program. [II.46]

In past years, American River College aligned its transfer curriculum with the California Articulation Number (CAN) system to ensure a smooth transition experience for

students who were planning to enroll in four-year institutions. Now that CAN has passed into disuse, the college is working to adapt its transfer curriculum with the new TCSU descriptors supported by the California State University system. As of spring 2009, the college had articulated over 40 courses using TCSU descriptors. [II.47]

The ASSIST Web site [II.48] lists the ARC courses transferable to the University of California, the California State University, and private universities. ARC faculty work with faculty at other colleges and universities to ensure that competency levels and measurable student learning outcomes are appropriate. The number varies from year to year, but ARC usually has more than two dozen transfer articulation agreements in place. [II.49]

Development and revision of student learning outcomes are an essential element of the curriculum approval process and are listed on the outlines of record for courses, degrees, and certificates. SLOs are the fundamental building blocks for every course and program outline. Individual courses and their SLOs form the basis of certificate and degree SLOs and certify competency within the program. Additionally, each course outline has an assessment and evaluation section describing the methods by which the student learning outcomes and the acquisition of course content may be assessed by faculty.

Assessment of student progress occurs regularly along several levels. The evaluation of student learning via grades is well established at the college. Selecting evaluation methods from the course outline of record, faculty members establish, publish, and use grading criteria in the class syllabus. Copies of each semester's class syllabi are kept on file in division offices. Norms for evaluation methods and grading standards are developed through professional dialogue between faculty members during department, division, and advisory committee meetings.

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With adoption of the SLO Assessment Model in fall 2007, the college initiated a process for assessing course-level and student service program SLOs. Every three years SLOs are assessed using both direct and indirect methods to measure the acquisition of the student learning outcomes and to determine their appropriateness. [II.9, pp. 24-25, 32-33] [II.50]

Information as to course completion, certificates and degrees awarded, job placements, transfers, and input from advisory committees are provided to every department or program during the program review process. Faculty members are asked to reflect, interpret, and plan based upon these results.

Evaluation

The college relies on faculty to develop and revise curriculum. The ARC faculty develop competency levels and SLOs based on their subject matter expertise, their knowledge of external standards, and, in the case of CTE programs, the advice and counsel of employers within the community. Review and revision of student learning outcomes for courses, certificates, and degrees are embedded within the rigorous curriculum approval process, and SLOs are developed and/or revised concurrent with development and/or revision of courses and programs.

In the classroom, faculty assess student progress toward these outcomes through thoughtfully-constructed grading criteria consistent with the course outline of record and departmental norms. To assess course-level SLOs specifically, the college adopted a formal process in which departments and programs assess course SLOs directly and indirectly and report their findings and plans for improvement to the SLO Assessment Committee. During program review, departments and programs use data provided by the Research Office to identify trends and emerging opportunities.

Planning agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

All courses, degrees, and certificates are developed and approved through an extensive and thorough curriculum process. Conversations about quality curriculum occur at the discipline level, with other college faculty in the District who have similar courses and programs, with the Technical Review subcommittee, at the Curriculum Committee both locally and District-wide, at advisory committees, during the SLO assessment process, and during program review.

Outlines of record include student learning outcomes, topics, permissible methods of instruction and evaluation. To ensure consistency among class sections, course outlines are provided to all teaching faculty through the course management system SOCRATES. As noted in the contract between the Los Rios College Federation of Teachers (LRCFT) and the Los Rios Community College District (LRCCD), faculty must “adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline.” [II.51] Courses in a given program are sequenced with prerequisites, corequisites, and advisories to ensure that students have the foundational skills to be successful in their educational paths.

Certificates typically offer shorter time to completion than degrees; thus, it is not uncommon for departments to offer both certificate and degree versions of a particular program of study, providing students with educational choices. As appropriate, some discipline faculty have developed capstone courses, internships, or other types of summative experience in which students are expected to apply all the skills they have acquired during the program of study. The Curriculum Committee

expects capstone courses to have similar outcomes to the ones identified for the overall program.

Department chairs and division deans work collaboratively to develop a class schedule that both meets student demand and allows students to complete degrees and certificates in a timely manner. Close attention is paid to ensure that class sections of important courses are offered during the day and evening, via online when pedagogically appropriate, and at outreach locations.

High-quality instruction begins with a first rate, committed faculty. To this end, the college devotes substantial resources to hiring the best candidates for teaching positions. Each year, the Academic Senate completes a faculty hiring prioritization to ensure that faculty staffing is targeted where it is needed most, either to maintain the quality and integrity of an existing program or to begin service in a new and emerging area. The college follows a formal set of procedures so that the best teaching candidates for positions are solicited. During the screening process, faculty-weighted committees review candidates against criteria identified as important to quality instruction by the department and the college. Almost all interviews include a 10- to 15-minute teaching demonstration so that the quality of a candidate's instruction skills can be evaluated.

Once new faculty are hired, the college endeavors to help them adjust to the college through college- and District-level orientations and the assignment of faculty mentors. All faculty, not just newly hired, benefit from an extensive array of professional development activities. Operating for over 30 years, the college's Center for Teaching and Learning (CTL) coordinates the programming for the required four days of professional, in-service activities, many of which are aimed directly at improving classroom instruction and increasing knowledge about the college's diverse student body. In addition, the

CTL sponsors numerous pedagogically-focused talks, seminars, and workshops. [II.52] In collaboration with the CTL, the Instructional Technology Center (ITC) offers workshops on new instructional technologies and an institute on how to teach online courses effectively.

High-quality instruction and service to students is a professional responsibility of faculty. Article 8 of the faculty collective bargaining contract outlines responsibilities for classroom faculty, counselors, librarians, nurses, and coordinators and provides for a comprehensive performance review of the instructional performance of both regular and adjunct faculty. For faculty, specific review procedures are in place for both tenured and untenured faculty. A performance review may include classroom or worksite visits by team members, a self-study, and student evaluations. [II.51]

Advisory committee members oversee course and program effectiveness where career and technical certificates are involved. Both program review and the SLO assessment process ensure program analysis and continual quality improvement. [II.43] [II.50] [II.54]

Evaluation

The college's curriculum process and professional dialogue within departments facilitate the college's efforts to pay careful attention to the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Every piece of curriculum is approved by the discipline, a technical review process, the ARC Curriculum Committee and, for a "new to college" or "new to district" course, the District Curriculum Coordinating Committee and the District Board of Trustees. [II.9]

For transfer courses and programs, four-year college curriculum and articulation standards are carefully followed. Every piece of transfer curriculum is reviewed by the general education committee and the full ARC Curriculum Committee to ensure transfer rigor is met and

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then is sent to the four-year college for transfer approval. [II.55]

The college follows effective procedures for hiring high quality faculty, offers a comprehensive orientation for new faculty, and provides professional development workshops to improve instruction, technology skills, and understanding of the diverse learning needs of the ARC student population.

To maintain ongoing effectiveness in the classroom and other situations with students, all faculty members participate in the college's negotiated performance review process.

Program review, SLO assessment, and consultation with advisory groups help the college maintain effective and continuously improving courses and programs.

Planning agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

The college uses a wide variety of delivery modes and teaching methodologies, including online, hybrid, field work, travel abroad, work experience, self-paced, learning center, independent study, small group work, internships, and special studies to address the diverse needs and learning styles of its students. The college offers courses and sections in different delivery modes based primarily on student demand. Where enrollments will support sections taught online (or other delivery methods), the college schedules accordingly.

Faculty professional development activities regularly address the various learning styles

of students. As a case in point, the yearly Collaborative Skills Workshop [II.56] assesses the learning styles of participant teachers so that they may better address the various learning styles of their students. The Center for Teaching and Learning also hosts training related to pedagogy. Each year, the college holds four days of flex workshops, many aimed specifically at enhancing faculty understanding of student learning styles. In addition, the CTL sponsors numerous pedagogically-or discipline-focused talks, seminars, and workshops each semester. [II.52]

ARC offers 28 different academic support programs to assist students with their diverse needs and learning styles. Reopened in 2006, the remodeled and expanded Learning Resource Center (LRC) houses many academic support programs in one central location, including one-on-one tutoring appointments, structured group tutoring in the Beacon program [II.57], the Writing Center, the Reading Center, labs for foreign languages and English as a Second Language, and the programs Reading Across the Disciplines (RAD) [II.58] and Writing Across the Curriculum (WAC) [II.59]. Some academic support programs like Mathematics, Engineering, and Science Achievement (MESA) [II.60] and the Science Skills Center are located more closely to departmental classrooms.

The college has made an intensive effort to provide support for the online method of instructional delivery. Between 2001 and 2007, the Instructional Technology Center trained and supported over 400 instructors in technology and methodology related to online teaching. Current guidelines for Web-based instruction recommend that instructors complete the ARC Online Teaching Institute offered at the Instructional Technology Center or an equivalent program of preparation before teaching a fully-online course. A one-unit online course offered at ARC (Interdisciplinary Studies 400, Teaching Online) is recommended as part of the Online Teaching Institute certificate and allows faculty to gain experience as online students. [II.31]

Evaluation

Teaching methodologies may vary by discipline and are selected based on educational research and faculty training at other institutions and at ARC. A review of the curriculum management system SOCRATES indicates a multitude of instructional methods in place within individual courses and across different courses and disciplines.

The Center for Teaching and Learning and the Instructional Technology Center are dedicated to disseminating new and emerging teaching methodologies. The Center for Teaching and Learning with its 0.8 full-time equivalent faculty position and the Instructional Technology Center with its full-time staff of two faculty provide instruction and ongoing support in effective ways to teach in the online mode of delivery.

The college's program review process requires faculty and departments to evaluate the effectiveness of their department's delivery modes.

The college Research Office annually provides data to the faculty regarding the effectiveness of various delivery modes. The table below provides data for the entire college showing success rates for various categories of students and delivery modes. Overall, the five-year trend indicates that success rates for all online courses were initially slightly higher than all classroom courses, with the gap narrowing and subsequently reversing in the most recent data. [II.61]

When students taking only online courses are compared to all classroom sections, the trend is similar, but with a smaller 2007-2008 gap (i.e., 2.3% as compared to 3.9%).

Success rates for classroom sections where students are taking one or more online courses are significantly higher across the board.

Planning agenda

None.

ARC Success Rates for 5 Academic Years

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All Online Sections	67.3	66.8	65.2	65.6	64.1
Online Sections where students have one or more classroom sessions	67.2	66.6	65.4	65.0	63.7
Online Sections where students are entirely online	67.6	67.6	64.2	68.2	65.7
Classroom Sections where students have one or more sessions online	74.9	75.2	75.1	74.6	73.2
All Classroom Sections	66.3	66.0	66.9	66.9	68.0

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

Note: The word “program” is used in two distinct senses at American River College. In the context of curriculum, a program is a degree or certificate. In organizational terms, a program can be a unit of the college such as a department or office. For purposes of program review, such different college entities as the mathematics department, the president’s office, EOP@S, DSP@S, and printing services are considered programs and subject to review.

Courses, degrees, and certificates are created and revised throughout the academic year. SOCRATES records the date of the last curriculum action on the official outline of record. All courses, degrees, and certificates are reviewed on at least a six-year cycle, but career technical education courses and programs are affected by local employment trends and are reviewed on a two-year cycle. To assist in maintaining course relevance and currency, SOCRATES provides reports that indicate the last time each course underwent a curriculum action and the last time each course received a full review by the Curriculum Committee. [II.10] If a department exceeds the six-year review cycle with a course or set of courses, the Curriculum Committee, with the blessing of the Academic Senate, will no longer consider new curriculum proposals from that department until the older courses are updated by the department and brought to Curriculum Committee for a full review.

Student learning outcome assessments, which are done every three years, provide faculty with data to improve course and program effectiveness through action plans. The Student Learning Outcomes Assessment Committee drafted and

approved a comprehensive action plan template in 2008 which departments use to review course level assessment data and record their planned actions intended to produce improvement.

[II.62] Before implementation by departments, action plans must first be accepted by the SLO Assessment Committee. After implementation, results are then reviewed and evaluated during the next assessment cycle to determine the extent that the plan helped students achieve their SLOs.

All departments undergo the formal program review process on a six-year cycle. Program review asks departments to provide an overview of the SLO assessment results over the last six years and a narrative reflection about the significance of the results in planning for the future. This comprehensive and systematic process culminates in the filing of a detailed program review report every six years. The program review process is now implemented as a Web-based system that guides each department chair (or designee) through the steps of the review. The process not only requires reflecting on the goals, objectives, findings, and recommendations from the previous program review but also thinking about new ones. Formal summary presentations are made to the college’s Planning Coordination Council in late spring for those departments in the cycle. The program review process provides a standard template which must be completed by all departments. Career/technical programs complete an additional section focusing on job preparedness and placement. [II.43]

Program review focuses strongly on the progress toward achievement of past goals and objectives and on setting forth revised goals and objectives and new recommendations.

In addition, Program review may result in departments’ reflecting on relevancy or appropriateness of their discipline’s focus, courses, degrees, or certificates. This potential result may occur in the oral presentations to the Planning Coordination Council. For CTE

programs, advisory committees must review curriculum every two years to ensure curriculum is still relevant to the job market.

Several standard data sets are provided by the Research Office to all departments for program review. These include the number of sections, course enrollments (including online and hybrid courses), demographics of course enrollments (including gender, ethnicity, and age groups), and student retention and success (including success across sequential courses).

While program review is performed every six years, educational master plans (EMPs) are reviewed and updated annually by every department. [II.75] As the most frequently generated components of the college's planning process, EMPs are the fundamental building blocks of all planning within the institution.

Evaluation

The college uses the systematic, cyclical processes of curriculum revision, program review, SLO Assessment, and educational master planning to review all courses and programs. The curriculum process ensures the integrity and currency of courses, degrees, and certificates. Program review helps departments determine the relevance and appropriateness of their offerings and provides them with data about their student population and how well they are performing. Regular SLO Assessments indicate to departments the extent to which students are achieving their SLOs and provide an opportunity for departments to reflect and plan new approaches based upon data. Annual educational master planning enables departments to identify department needs and make informed plans for the future.

A broad survey of program review reports indicates that the program review process spurs many departments to update any out-of-date curriculum. [II.64] Examples of changes/improvements which have occurred as a result of program review include:

- Accounting 2007-2008 program review: Orientations for online courses are now successfully conducted both onsite and online. Additionally, a new set of courses and a certificate for students interested in finance were implemented. [II.65]
- Art 2007-2008 program review: An online and hybrid design curriculum was completed, and new ceramics and photography courses were added. Also, a new course designator was created for Art Photography (ARTPH). [II.66]
- Business/Marketing/Real Estate 2007-2008 program review: The department developed a student chapter of the American Marketing Association (AMA). Additionally, a number of online course offerings were added (online enrollment increased over 1000% from 2001 to 2006). [II.67]
- Journalism 2007-2008 program review: The student newspaper developed an online presence, currency of equipment has generally been maintained, and a new state of the art journalism laboratory was opened fall 2008. [II.68]
- Automotive Technology 2007-2008 program review: The department entered into a partnership with local auto dealers, independent shops, and other local community colleges in an effort to maintain a high quality articulated program. Additionally, the department tripled enrollment of female students since the last review. [II.69]
- Foreign Language 2006-2007 program review: Previous program review recommended stabilizing and strengthening the French program. As the data shows, this recommendation has been accomplished. [II.70]
- Biology 2005-2006 program review: Specific

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recommendations addressed since the last program review were to (1) provide better publicity for specialty courses, (2) develop specialty courses for community access, especially for older students, (3) improve the connection with the MESA director and PACE program, and (4) improve student support programs to increase student success. [II.71]

- Gerontology 2005-2006 program review: Seven of the nine recommendations have been accomplished: adding online classes, application and awarding of Program of Merit status, providing supportive environment for students, regular meeting of advisory board, increasing scholarship monies, co-sponsoring the Alzheimer's Workshop, and continuing involvement in community and state programs. [II.72]
- Engineering 2005-2006 program review: Declining enrollments were a large concern. Current data indicate that enrollment has significantly increased. [II.73]
- Theater Arts 2005-2006 program review: The program has succeeded in increasing the percentage and overall enrollment of culturally-diverse students. [II.74]

Planning agenda

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

The development, revision, and assessment of student learning outcomes have been and continue to be a methodical, deliberate, and sequential process. There is a recognized and demonstrated commitment to develop these processes as cyclical feedback loops. The college's current SLO assessment timeline makes this clear. [II.23]

Specifically, the college's comprehensive student learning outcomes assessment plan for courses, approved in fall 2007 as the initial and foundational efforts toward assessment, establishes a three-year cycle for assessment, analysis, response, and re-assessment. It is important to note, though, that this plan was purposefully woven into pre-existing ongoing planning processes. The college's Instruction and Student Services program review process is on a six-year repeating cycle and results in departments undergoing both program review and a comprehensive SLO assessment for all courses or services every six years. An additional comprehensive SLO assessment also occurs midway between program review years. [II.43] [II.50]

These long-term planning elements are balanced by the annual educational master plan process. The EMP requires departments to link all resource requests to the departments' goals and objectives. This plan allows departments to state their objectives—which must be mapped directly to a college-wide focus area—and request resources supporting the objectives. Additionally, the EMP includes an embedded feature for reporting timelines and progress for each objective. [II.75]

As a department creates and/or revises its EMP, the very last elements to be entered in the EMP template are resource requests. In other words, departmental goals and objectives must first be clarified independent of resource requests. Acquisition of resources requested through the EMP process is subsequently supported as funding becomes available. [II.76]

The Research Office produces a wide variety of annual research reports that support planning processes ranging from the Key Effectiveness Indicators (KEI) report, center reports, instructional program reviews, Student Services program reviews, Course Sections and Average Enrollment Report, and annual evaluation of Distance Education, Basic Skills, and the annual high school reports. [II.77]

In addition, the Research Office continually evaluates other aspects of the educational process for academic support programs such as Writing Across the Curriculum (WAC), Reading Across the Disciplines (RAD), Beacon tutoring, and the Science Skills Center.

By involving all college constituencies in the planning process, American River College maintains transparency and ensures the general availability of evaluation and planning information to the college community. Furthermore, the data and research reports of the Research Office are straightforward, available upon request (or posted online for general access [II.77]), and easily interpreted.

Overall, the Research Office provides a significant amount of data and many reports that examine the different facets of institutional effectiveness. Training in the planning process includes discussions of how research data (such as KEIs) can be used to set goals, justify allocation of resources, and evaluate the effectiveness of the planning and allocation process.

Evaluation

The college relies on its SLO assessment process to measure achievement of its stated student learning outcomes. To this end, the college employs its Research Office to help departments perform an ongoing and systematic evaluation of the SLOs for their courses and various programs. To ensure currency, the college uses its annual educational master plan system as the

primary planning instrument, integrated with the college's longer-term planning cycle. The continuing process of evaluation and planning allows the college to find opportunities for program improvements and to set agendas for implementing those improvements.

Through the use of SLO action plans and program review recommendations, the college strives to improve student achievement of outcomes on an ongoing and systematic basis. The purpose of both action plans and program review recommendations is to identify strategies and needed resources to improve student achievement of outcomes. Once identified, departments develop and implement a timeline of activities to address areas in which student achievement is less than desired. Action plans and program review recommendations are shared, discussed, and defended in formal contexts with peers (e.g., the SLO Assessment Committee, the Planning Coordination Council). Finally, the effects of implementing the action plan or program review recommendations are themselves evaluated, beginning the next cycle toward ongoing improvement

Planning agenda

None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

In those courses and/or programs requiring industry accreditation or licensure (e.g., nursing, funeral services, and respiratory therapy) a standardized exam is required. These exams are provided and monitored by the relevant accrediting bodies.

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Evaluation

Only programs requiring licensure or industry accreditation use departmental course and/or program examinations provided by external accrediting authorities.

Planning agenda

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

Credits awarded are consistent with Carnegie unit definitions and Title 5 regulations. These are referenced in the Curriculum Handbook [II.9] and reviewed for accuracy during the curriculum approval process. The official course outline of record includes student learning outcomes (SLOs), course topics, and methods of evaluation and assessment. By contractual agreement, faculty must provide a syllabus which is "consistent with the approved course outline." Further, faculty must "adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline." [II.51]

The 2009-10 ARC college catalog [II.34] and previous catalogs [II.78] detail the grading system used by faculty at the college. Los Rios Community College District Board Policy 7200 on Academic Standards describes grading practices and standards, grade point average, and graduation requirements consistent with Title 5 regulations.

In fall 2007, the Academic Senate passed a resolution urging all faculty to include approved student learning outcomes in their syllabi. This resolution additionally urges inclusion

of approved student learning outcomes as a required syllabus element in the Faculty Handbook. [II.35]

Evaluation

American River College adheres to the generally-accepted norms in higher education in terms of awarding credit. Credit is awarded to students on the basis of clearly-stated measures of student achievement related to explicit learning outcomes.

Planning agenda

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

During the curriculum review and approval process, care is taken to ensure that a direct relationship exists between each program outcome and the outcomes and content for required courses. Degrees and certificates are not approved unless this relationship is clearly established during the review and approval process. The Curriculum Handbook states that "[t]here should be a connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should contribute to the broader student learning outcomes for the degree or certificate." [II.9, pp. 32-33]

Currently, the college is approximately 67% through its first three-year cycle to assess student learning outcomes for all courses, thereby indirectly assessing and evaluating outcomes for programs. The work on student learning outcomes for programs and courses began in the spring and fall semesters of 2005 when the

college Curriculum Committee solicited revised program descriptions and student learning outcomes for all degrees and certificates at the college. As part of the effort, the Curriculum Committee divided into six groups to review 159 proposals (the total of all degrees and certificates offered at that time). Each group prepared comments on one sixth of all degrees and certificates offered by the college at that time. In December of that year, the Curriculum Committee held a Program Marathon.

The intent was to review and approve new descriptions and learning outcomes and to move them on to program outlines and the course catalog. [II.79] [II.80] [II.81] [II.82]

This effort was driven in part by the college's migration to the SOCRATES curriculum management system which allows faculty to develop curriculum online. The templates include a field for program and course student learning outcomes which are required for Curriculum Committee approval of the course and/or program. The Student Learning Outcomes Assessment Committee drafted and approved a comprehensive action plan template in 2008 requiring departments to review course level assessment data and record their plans for producing improvements. [II.62]

In spring and fall of 2005 (subsequent to the college's migration to the SOCRATES curriculum management system) the Curriculum Committee solicited appropriate program descriptions and student learning outcomes for all degrees and certificates. [II.79] [II.82] Since that time, the Curriculum Committee has required that all new degrees and certificates clearly identify student learning outcomes. [II.9, pp. 32-33] [II.83]

Evaluation

The program SLOs that set the framework for degrees and certificates is paralleled by the course SLOs, creating an implicit mapping between the two. Program SLOs have an alignment

with the SLOs for their content courses that is maintained naturally by means of the review process; assessments of the courses required by a specific program are mirrored by the assessment of the program itself, resulting in feedback that identifies and corrects any misalignments. The linkage between assessments is outlined by the Program/GE section of the college's Student Learning Outcomes Assessment Web site [II.9] [II.84]

Discussion and beta testing of additional program assessment strategies have already begun within the SLO Assessment Committee, with final development and approval expected during the 2009-2010 school year. [II.54]

Program outcomes for the college's programs have been published in the 2009-2010 College Catalog. [II.34]

Planning agenda

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes of the course.

Description

American River College requires all students to complete its general education requirements in order to earn a degree. The general education pattern includes course work in the following areas: Humanities, Languages & Rationality, Living Skills, Natural Sciences, Social/Behavioral Sciences, and Ethnic/Multicultural Studies. Students are also required to meet competency requirements in written expression, reading, and mathematics in order to earn a degree.

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These general education and competency requirements are listed in the college catalog and class schedule and are also provided to students on handouts available in the Counseling Center. The requirements are also posted on the Counseling Web site. [II.85]

The list of requirements for a degree major in each of ARC's academic programs concludes with a statement which notifies students of the need to complete general education and competency requirements in order to graduate: "Associate Degree Requirements: The [program name] Associate Degree in Arts [or Sciences] may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements." [II.156]

Student learning outcomes for general education requirements are listed in the college catalog. The process for accepting courses to meet the general education requirement is handled by the General Education Committee, a subcommittee of the Curriculum Committee chaired by the articulation officer and composed of one member from each college area.

The General Education Committee has the responsibility to (1) determine whether a course should be included on ARC's General Education Pattern, (2) determine whether the college should submit certain courses to the UC and CSU system offices for inclusion on the CSU General Education Certification Pattern (CSUGE) and the Intersegmental General Education Transfer Curriculum pattern (IGETC), and (3) submit certain courses to the UC system office to request UC transferability.

This committee meets in fall semesters to review and update the list of college courses included on the general education pattern for the following year and to identify courses the college will submit to the CSU and UC system offices requesting CSUGE and IGETC approval

before the universities' December deadline. This committee also meets as needed in the spring semester to determine which courses the college will submit for UC transferability. The deadline for such submissions is generally in the summer months.

The members of the General Education Committee receive the following documents to give them the information necessary to determine whether courses meet GE and transfer standards:

- ARC's current general education pattern
- Los Rios District Policy for AA degree requirements
- ARC's Student Learning Outcomes for the general education areas
- ARC's current CSU general education pattern
- The updated Executive Order 595 (CSU general education area definitions)
- ARC's current IGETC pattern
- Intersegmental General Education Transfer Curriculum Area Definitions
- ARC's ethnic/multicultural studies checklist
- UC System Office definition of transferability
- ARC's current list of UC transferable courses.

New members of the committee receive these documents in a binder. Returning members receive updated documents at the beginning of the fall semester to keep their binders current. At the end of fall semester, the articulation officer submits a report of courses approved by the General Education Committee to the Curriculum Committee chair.

The 2009-2010 ARC college catalog includes on page 48 the following statement on the institution's general education philosophy:

General Education

The primary function of education is to transmit from each generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe.

General Education gives breadth to the college experience, enhances the ability to learn, and develops critical thinking skills.

American River College is committed to the principle of providing general education which includes: Humanities, Languages and Rationality, Living Skills, Natural Sciences, Social and Behavioral Sciences and Ethnic/Multicultural Studies. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

Evaluation

American River College requires its students to complete the college's general education pattern in order to graduate. A description of these requirements is readily accessible to students, faculty, and the community via the college catalog, class schedule, handouts, and online. Faculty members, using the general education policies of the college and District and student learning outcome guidelines, determine the appropriateness of courses being considered for inclusion in the general education pattern.

Planning agenda

None.

II.A.3.a. General education has comprehensive learning outcomes for students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge. The specified areas of knowledge

include the humanities and fine arts, the natural sciences, and the social sciences.

Description

The college offers a broad general education experience to students. The college catalog clearly lists student learning outcomes for its general education areas, specifically in the areas of humanities, including the fine arts, the natural sciences, and the social sciences.

As representative examples, the following are student learning outcomes as they appear in the college catalog for two of the aforementioned areas: "At the completion of the Humanities general education requirement, the student will be able to analyze and interpret events or artistic/linguistic works in light of historical forces and patterns." "At the completion of the Natural Science general education requirement, the student will be able to evaluate new and accepted ideas about the natural universe using testable methodology." [II.34, p. 48]

Evaluation

The faculty who determine which courses meet the requirements for humanities and fine arts, natural sciences, and social sciences areas refer to ARC's general education SLOs and review course outlines to ensure that the courses' content covers the material necessary to provide knowledge in humanities and fine arts, natural sciences and social sciences. All courses listed as general education courses go through this process.

Planning agenda

None.

II.A.3.b. General education has comprehensive learning outcomes for students who complete it, including a capability to be a productive

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individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

The college offers academic challenges to its students by the nature and amount of assigned academic work, the complexity of cognitive tasks presented, and the standards faculty members use to evaluate student performance based on identified student learning outcomes.

ARC's general education areas offer students opportunities to develop skills in oral and written communication (under the general education category of Language & Rationality), information competency and computer literacy (Language & Rationality and Living Skills), and scientific and quantitative reasoning (Natural Sciences and Language & Rationality). [II.34, p. 47]

In addition, students at the college have access to less traditional modes of instruction through course work in work experience, internships, tutoring opportunities, apprenticeships and an extensive distance education offering, thereby enabling them to acquire knowledge through a variety of means.

Evaluation

The college has developed comprehensive learning outcomes for each segment of the general education requirements for graduation. Ongoing, systematic dialogue and determination of courses that fulfill graduation competencies occur in District-wide discussions with representative faculty from each Los Rios college.

The faculty who determine which courses meet the requirements for languages and rationality, living skills, and natural sciences refer to ARC's general education SLOs and review course outlines to ensure that the courses'

content covers the material necessary to provide knowledge in languages and rationality, living skills, and natural sciences.

All general education courses require independent work from students, including using the library, Internet, and multiple sources to acquire information.

Planning agenda

None.

II.A.3.c. General education has comprehensive learning outcomes for students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

The college's general education pattern includes categories in Living Skills, Social/Behavioral Sciences, and Ethnic/Multicultural Studies. These areas cover materials that help the student appreciate human differences, be an effective citizen, develop historical aesthetic sensitivity, and develop sensitivity to different cultures and persons from different backgrounds. Courses listed in the Social/Behavioral Sciences area cover topics such as history, government, psychology, social sciences and other areas. These courses help to develop a student's ability to understand and appreciate people with varying backgrounds. Courses demonstrate that they fulfill these requirements by the student learning outcomes in their course outlines.

The Ethnic/Multicultural Studies requirement can be fulfilled by a large number of classes in

a variety of disciplines including anthropology, art history, humanities, theater, and psychology. Specific student learning outcomes in this particular general education category include the ability to “analyze how the concepts of ethnicity, ethnocentrism, and racism shape and explain ethnic experience.” [II.34, p. 48]

The category of Living Skills includes courses from such areas as Human Career Development, Psychology, Gerontology, and Human Services. Coursework in Living Skills helps students learn how to develop appropriate personal goals, interact with people from various backgrounds, and develop appropriate skills for the work place.

General education is a part of the college’s mission and is included in the mission statement in the catalog. The college’s goal in this regard is for students, through their general education, “to achieve knowledge, skills, and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.” [II.34, p. 6]

Evaluation

Courses are offered throughout the general education pattern in ethics (Philosophy), self development (Human Career Development, Psychology, Human Services, Gerontology), civility and interpersonal skills (Human and Career Development, Speech, Human Services), cultural diversity and historical and aesthetic sensitivity (note the college’s general education requirement for Ethnic/Multicultural Studies) as well as civic, political and social responsibility (Political Science, Work Experience).

The faculty who determine which courses meet the requirements for the categories of Social/ Behavioral Sciences, Ethnic/Multicultural Studies, and Living Skills refer to the college’s general education SLOs and review course outlines to ensure that the content includes

the material necessary to provide knowledge in the areas of Social/Behavioral Sciences, Ethnic/ Multicultural Studies and Living Skills.

Planning agenda

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

All degree programs at the college require that the student major in a specific discipline.

The college’s degree programs require a minimum of 18 units in the discipline, with some requiring 30 or more.

In keeping with the mandate of the California Community College Chancellor’s Office, the college revised new interdisciplinary degrees in the 2007-2008 academic year. The college now offers four interdisciplinary degrees, each with a minimum of 18 units in a specific area of inquiry. These include: English Communication and Literature History of the Creative Arts Language Studies and the Individual and Society. The satisfactory completion of a minimum of 18 units in a major field of study or an area of emphasis from those specified in the catalog of each college is Los Rios Board of Trustees policy. [II.86] [II.87]

Evaluation

All degree programs at American River College include focused study in areas of inquiry.

Planning agenda

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description

American River College offers 67 degree programs and 125 certificate programs in the vocational and occupational areas, also called "Career Technical Education" programs. New certificate and degree programs are developed based on recommendations from employers, advisory committees, professional organizations, apprenticeship programs, and faculty. With the assistance of advisory committees, employers, and students, faculty develop and refine measurable student learning objectives for courses and programs. [II.88]

Program implementation includes evaluation of labor market information and employer surveys, availability of facilities and resources, approval by college and District curriculum committees and the Los Rios Board of Trustees, and review by the North Far North Regional Consortium for demonstrated need and unnecessary regional duplication. [II.90]

The college also offers programs that require external state and national certification, licensure, or accreditation (e.g., nursing, paramedics, early childhood education, and automotive). Twenty-six 12-18 unit certificates were submitted to the State Chancellor's Office for approval, and twenty-four were approved in 2008-2009. [II.90a]

The college supports a comprehensive career center and an internship program that connect students to employment and internship opportunities. In addition, the District provides an online job placement service at no cost to students or employers. [II.91]

The reporting of student certificate information through the MIS data system was significantly enhanced during the 2008-2009 academic year.

Evaluation

Program standards are maintained through regular external review of courses, certificates, and degrees by advisory committees and external accreditation and regulatory agencies. Internally, the college implements a program review process, supports program follow-up and employer surveys, and ensures feedback to faculty from employers and students. [II.1] [II.43] [II.92] [II.93]

Advisory committee membership and minutes are maintained on the *ARC Insider* Web page. Submission of this information by the program is a campus requirement for the internal allocation of federal funding. [II.1]

To meet external licensure, certification, or accreditation standards, many programs maintain records of student success on external exams, especially in the area of allied health. However, some external testing agencies will not provide confidential student outcome data to the college.

The Los Rios District Research Office conducts follow-up studies for larger career technical education programs (e.g., automotive, computer information science, early childhood education). This data is used systematically to strengthen these courses and programs. [II.93]

Until 2006, core indicator information from the California Community College Chancellor's Office for student placement and retention in employment was provided through matches with unemployment insurance (UI) data. It is anticipated that this data will be available again in 2009. Core indicator data is invaluable for review of program outcomes and student success and will be used by faculty and advisory committees for program improvement and to measure student success. [II.94]

In spring 2008, all ARC certificates in the 12 to 18 unit range were approved by the North Far North Regional Consortium and the state Chancellor's Office. These certificates will be listed on student transcripts in 2008-2009. [II.95]

The District has committed to upgrading the free online job placement service in 2009 with the adoption of a rigorous software program that will provide more follow-up about student placement.

Planning agenda

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description

American River College updates its catalog yearly, and changes to courses are now automatically incorporated through the SOCRATES and PeopleSoft systems. Since 2004-2005, departments using the SOCRATES program fill in student learning outcomes when updating their programs.

Many departments have created program brochures. The departments are responsible for maintaining their brochures and keeping them current. (Statements in brochures do not supersede the official requirements in program definitions and course requirements.)

The college and District require that students receive syllabi for courses and that copies be kept in area offices. [II.96] [II.97] Student questionnaires for periodic performance reviews include a question about whether students received syllabi from their professors.

Evaluation

The curriculum process and the use of SOCRATES software are structured to ensure that student learning outcomes are clear and measurable in each course outline submitted for review. The college's program review process requires programs to undergo review every six years, with career technical education programs undergoing review more frequently. By the 2008-2009 academic year 99% of course outlines at the college had included student learning outcomes on their course outlines. [II.10]

Planning agenda

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

Los Rios Community College District policy P-7135 and regulation R-7135 establish the manner in which American River College and its sister colleges address transfer courses. [II.98] Students enrolling in at least 12 units

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are required to meet with counselors. At these meetings, students are informed of how their prior course work is evaluated. These meetings also provide the opportunity for students to learn about the requirements for programs into which they wish to transfer. Catalog rights are listed in each edition, stipulating that students have the option to use the catalog under which they began an uninterrupted course of study to determine their graduation requirements. [II.87] [II.99]

The college has multiple articulation agreements with other colleges delineating the courses considered applicable and equivalent. Articulation agreements with California State University and University of California campuses are posted at the ASSIST Web site. [II.48] Articulation agreements with private and out-of-state colleges are posted on the Transfer Center Web page under “College-Specific Guidelines.” [II.100] Any course for which faculty seek college transfer credit is automatically flagged for the articulation officer’s attention. [II.101]

Evaluation

Students who have coursework from other colleges and who transfer to ARC are told by ARC counselors how units for the previous coursework will be applied toward ARC’S graduation requirements. This information is generally recorded on the students’ curriculum planning sheets or on their student education plans. Students who wish to transfer from ARC to four-year colleges have information available to them online on the Transfer Center Web page and also receive this information when they meet with a counselor. Students can also have their CSU GE or IGETC units certified by a counselor to ensure that their coursework fulfills the lower division general education requirements for transfer. Until and unless courses are more standardized at high school and four-year levels, these procedures enable the most effective approach for informing students

about the status of their credits for graduation and transfer.

Planning agenda

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

A department seeking to eliminate a program must complete a program focus review (PFR) with the Curriculum Committee. In this review, the appointed panel of professors and administrators examines demand for the program both from students and from the community. Elimination is approved only if the program is deemed non-viable. One program has been eliminated since the last accreditation report. [II.9] [II.102]

Students who are enrolled in a non-viable program have catalog rights which they may exercise to complete their course of study before the program is phased out. [II.34, p. 45]

Evaluation

The only program eliminated since the last accreditation had no students reporting it as a degree goal, indicating that the college’s process for program elimination meets the requirement of minimizing disruptions while phasing out non-viable programs.

Planning agenda

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

The last major revision of the catalog occurred between 2006-2007 and 2007-2008. The changes in clarity can be seen by comparing the two documents. Representatives of the Instruction, Student Services, and the Public Information Offices meet yearly to ensure smooth and accurate updates of catalogs and schedules. The Public Information Office also oversees program brochures for some programs and keeps them current and accurate by yearly checks against the catalog. However, there are some programs in which brochures have not been coordinated as well, leading to occasional confusion when old, undated brochures clash with current requirements.

Evaluation

Reexamination of the production of catalogs and class schedules has been driven by the need to react to new technologies. Descriptions in new and updated course and program outlines are now fed directly into the catalog and Class Schedule, thus ensuring accuracy. In addition, copies of the catalog are circulated yearly through both administration and faculty departments to ensure accuracy of information. The college has a public information officer who coordinates these efforts. However, as noted above, some brochures have escaped routine scrutiny.

Planning agenda

During the 2009-2010 academic year, the public information officer will distribute guidelines for

program brochures to department chairs and deans to ensure that such brochures remain accurate and up to date.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge."

Description

The Los Rios District Board has issued a formal policy on academic freedom that states: "The Board adopts the position that in a world of rapid change and recurrent crisis, a college best serves its community not as a stronghold of rigid tradition, but as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated. Positive values evolve for a free exchange of ideas among informed citizens, and the progressive evolution of American institutions may depend upon their quality of flexibility in meeting changing social and economic needs." [II.103]

Academic freedom principles are also conveyed in the "Statement of Policy (Faculty Statement on Professional Ethics)" in the guide *Getting Started at ARC 2008-2009*. [II.104] [II.105, p. 20]

The collective bargaining agreement between the District and the faculty union includes language declaring that "the LRCCD and LRCFT agree that academic freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties." [II.106, p. 139] [II.107]

Evaluation

The evidence supports that the college complies with public governing Board-adopted policies on academic freedom and responsibility and student academic honesty. American River College is committed to the free pursuit and dissemination of knowledge.

Planning agenda

None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Board Policy 7140 3.0 and administrative regulation 7140 1.0 and 2.0 clearly outline the expectation that faculty distinguish between personal conviction and professionally-accepted views in a discipline. Such statements as 1.1 “the individual faculty member who is discussing controversial issues should present the issues openly, with fairness and clarity,” and 1.2 “the faculty member should avoid imposing personal opinions by the pressure of authority in the classroom” support that view. [II.108]

Board policy 7140 1.3 stresses agreements should be presented from various points of view and 1.4 stresses “students should be encouraged to analyze issues impersonally, and to draw independent conclusions.” [II.108]

The Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers outlines a process for performance review for both part-time and full-time faculty that provides faculty and managers the opportunity to observe faculty teaching, presenting, and discussing controversial topics to ensure the faculty

distinguish between personal conviction and professionally-accepted views. [II.109]

Student surveys are also a part of the faculty performance review process. Students evaluate the faculty performance and are encouraged to make comments on faculty performance (article 8.6.2e). Faculty are not in the room during this process, and comments written on the surveys are not shared with faculty until after grades are submitted. This process is true for both full-time and adjunct faculty. [II.110]

Classroom observations, student reviews of their classroom experience, and discussions with faculty during the performance review process all help determine if faculty are meeting this expectation.

Also, the faculty collective bargaining agreement under 11.2 Professional Expectations states, “In order to fulfill their professional expectations, faculty members shall ... clearly differentiate to students the expression of a faculty member’s personal opinions or convictions from the objective presentation of theory, fact, or ideas.” [II.111] [II.112]

In a 2008 accreditation survey of faculty, classified staff and managers 71.9% of the 318 surveyed strongly agree that course offerings expose students to a variety of points of view. 76.3% of faculty, 60.2% of classified staff and 81.5% of management staff strongly agree. [II.113, p. 26]

Faculty members have discussions and dialogue about this topic of distinguishing between personal convictions and professionally-accepted views during professional development activities, the performance review process and during curriculum development discussions.

The Faculty Handbook refers to distinguishing between personal convictions and professionally-accepted views in the discipline in its “Faculty

Statement of Professional Ethics”: “they (faculty) accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise the freedom of inquiry. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.” [II.97]

Evaluation

At American River College, the Los Rios Board policies and administrative regulations clearly direct faculty to distinguish between personal conviction and professionally accepted views in a discipline. In addition, the faculty handbook, the “Faculty Statement on Professional Ethics”, The Los Rios Community College District Collective Bargaining Agreement with Los Rios College Federation of Teachers require these practices. Professional development opportunities promote dialogue and conversation. The classroom observations and student survey components of the performance review process ensure that best practice is being followed. Faculty, staff, and manager surveys demonstrate strong agreement by 71.9% of the respondents that this Board policy is being followed. [II.113]

Planning agenda

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Description

American River College has specific Board policies established and published with clear and precise expectations concerning

academic honesty and consequences of dishonesty. American River College abides by the California Education Code and all college rules and regulations described in the Los Rios Community College District Board of Trustee Policies, Section 2400 Student Rights and Responsibilities and 2440 “Standards of Conduct and Due Process.” [II.114]

Evaluation

Detailed descriptions and consequences related to student honesty can be found at the following:

- ARC Web site at www.arc.losrios.edu under “Students Rights and Responsibilities.” [II.104]
- The *ARC Student Guide and Academic Planner*. [II.115, pp. 59-67]
- College catalog under “Student Rights & Responsibilities.” [II.87, p. 32]
- The class schedule for fall 2008. [II.116, p. 254]
- The *Faculty Handbook*, “Discouraging Cheating and Plagiarism.” [II.97]
- Workshops and other professional development activities dealing with plagiarism and cheating offered through the Center for Teaching and Learning for both faculty and students. [II.117, pp. 19, 28]
- ARC’s Instructional Technology Center’s Online Teaching Institute holds a session on “Preventing Plagiarism.” [II.11, pp. 18-28]
- Instructors’ syllabi contain statements regarding ARC’s policies and their specific classroom policies on academic honesty. [II.118]

Planning agenda

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

American River College follows specific Board policies established for student and faculty codes of conduct as outlined in the California Education Code and the Policies and Administrative Regulations of the Los Rios Community College District. The respective responsibilities of both the students and the college are found in the Academic Integrity statements and Standards of Student Conduct statements. ARC also follows the LRCCD Statement of Ethics for all District employees. [II.119]

American River College does not seek to instill specific beliefs or world views. On the contrary, ARC encourages its students to, “engage in critical and creative thinking, and participate in lifelong learning. A commitment to nurturing a safe environment for the free exchange of ideas with sensitivity, civility and mutual respect is essential.” [II.87, p. 7] [II.6]

The American River College 2007-2008 *Guide to Student Rights and Responsibilities* states, “American River College is building a learners community of academic integrity and personal dignity. As an institution of higher education ARC is committed to the free exchange of ideas, respect for the contributions and dignity of every person, and to a learning environment in which academic achievement and personal responsibility are fostered and celebrated.” [II.104]

Evaluation

Detailed descriptions of the Academic Integrity of Faculty and the Standards of Conduct for students, faculty, administrators and staff can be found at the following:

- ARC Web site page on student rights and responsibilities. [II.104]
- *The American River College Student Guide and Academic Planner*. [II.115, pp. 59-67]
- College catalog, “Student Rights and Responsibilities and ARC values statement.” [II.87, p. 32] [II.6]
- The class schedule for fall 2008. [II.116, p. 255]
- *The Faculty Handbook*, “Faculty Statement on Professional Ethics.” [II.97]
- ARC Statements of Professional Ethics for Faculty, Classified Staff and Administrators found in the college catalog. [II.34, pp. 362-363]
- Board Policy P-3114, Board of Trustees Statement of Ethics for all Los Rios Community College employees. [II.119]

Along with the above well-publicized statements of expectations, all employees of the Los Rios Community College District receive a memo every semester reminding them of their rights and responsibilities as Los Rios Community College District employees. The memos from the associate vice chancellor, Human Resources, provide statements regarding professional and ethical behavior. [II.120]

Planning agenda

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Description

American River College does not offer curricula in foreign locations to students other than U.S. nationals.

Evaluation

Not applicable.

Planning agenda

None.

Standard II.B.

Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Overview

American River College recognizes that the student's learning experience is its principal focus and that the student's success is its key goal. To that end, the college has developed a broad and growing panoply of student support services designed to assist students no matter what their needs may be. The college recognizes that the student population is constantly changing, which means that their needs must be continually evaluated and the variety and delivery modes for support programs adjusted to meet those needs.

The college construes diversity in its broadest context, encompassing the variety students bring to the college in terms of cultural, social, and ethnic backgrounds, languages, preparedness, physical abilities (including mobility, vision, and hearing), and learning abilities. Students are recruited through high school and community outreach conducted by the college's outreach specialists as well as by service programs, instructional areas, and counselors. The Los Rios Community College District has a policy of distributing educational opportunities throughout its service region by placing outreach

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centers in those areas outside the immediate reach of the four colleges. American River College manages a number of such outreach facilities and provides selected student support services at these centers. Once students enter the college at any of these locations, they are matched to the services they need through assessment, orientation, and referrals by staff and faculty, as well as by student self-referral or inquiry.

American River College offers its students a comprehensive set of support programs and services [II.121], including but not limited to the following [II.93]:

- Accelerated College Education Program (ACE): accelerated educational format and student support services designed to help working adults complete their education while meeting the demands of their busy lives
- Enrollment Services (Admissions & Records): both online and paper application, registration, and enrollment, as well as access to student records
- Assessment: a variety of testing services to assist students with course placement in English (reading and writing), English as a Second Language, mathematics, and chemistry
- Beacon Tutoring Program: peer-assisted group tutoring for students in various courses
- CalWORKs Support Services: counseling and other support services for students who are currently receiving TANF (Temporary Assistance for Needy Families) to make the transition from public assistance to achieving self-sufficiency through strategically-planned career goals
- Campus Life Center: support services for campus clubs and organizations and information about a variety of student projects, student leadership, activities, and services
- Career and Job Opportunity Center: an array of resources to assist students in choosing career options, planning for college, and researching current job openings
- Child Development Center: early care and education programs offered to student parents and college staff
- Counseling Center: individual counseling, group counseling for re-entry students, and Human/Career Development classes
- Disabled Student Programs & Services (DSPS): counseling and accommodations to promote equal access to programs, services and facilities at ARC for students with disabilities
- eServices Center: computers and technical assistance to help students with online application, registration, and other enrollment services
- ESL Center: specialized instruction and support for English language learners to develop, expand, and reinforce multiple English language skills
- Extended Opportunity Programs and Services (EOP&S): educational planning and counseling, priority registration, tutoring, and limited financial assistance for educationally- and economically-disadvantaged students
- Financial Aid: administration of financial assistance in accordance with federal and state regulations and national policy
- Health Center: general health services, health assessment and counseling with appropriate referral to community resources
- Inter-Club Council: authorized by the Student Association constitution to serve as the representative body for all recognized student clubs on campus.
- International Students Department: assistance for international students with F1 visa requirements and other student support
- Learning Disabilities (LD) Program: learning disabilities assessment, accommodations, and services

- Mathematics, Engineering and Science Achievement (MESA) Program: a learning community providing tutoring, study groups, and professional development opportunities for students pursuing four-year degrees in math, science, or engineering
 - Multimedia Math Learning Center: an independent study center for developmental math classes, with instructional support
 - Native American Resource Center: a community place for Native American students, with academic support, mentoring, and a positive cultural environment
 - New Student Orientation: assistance for new students with important information about college programs and services
 - Partnership to Assure College Entry (PACE): a secondary school-based program to assist students in enrolling in American River College
 - Puente Community College Program: specialized instruction and counseling support for underrepresented students
 - Reading Across the Disciplines (RAD): assistance to help students meet their academic goals in individualized and small-group sessions by improving reading comprehension through application of reading techniques across all disciplines
 - Reading Center: individualized, self-paced reading modules at a variety of skill levels, ranging from basic/developmental to college level
 - Re-Entry Center: weekly support group meetings, campus and community referrals, career and educational counseling, workshops and networking opportunities for students who are returning to school after an absence
 - Science Skills Center: help in note-taking, paraphrasing, graphics reading, concept mapping, and test preparation as these apply to the student's science course
 - The SPOT: a student support center where students can find counseling, tutoring, peer mentors, and a place to gather and study
 - Student Association: the link between the students and the administration, faculty, classified support staff, and the District's governing Board
 - Student Athlete Support Program: academic counseling, linking student-athletes to academic support programs, and follow-up on individual academic progress throughout the semester
 - Transfer Center: a repository for students and staff of the most current information on transferring to four-year colleges and universities and assistance to students to smooth the transition
 - Tutorial Center: individualized tutoring in most subjects for those students who need academic assistance outside the classroom
 - Veterans Affairs: processing of VA Educational Benefit paperwork and referral of veterans to other campus services
 - Writing Across the Curriculum (WAC): assistance with writing assignments in any class offered on campus
 - Writing Center: individualized, self-paced writing modules at a variety of skill levels ranging from basic skills to post-professional.
- All student support programs have established student learning outcomes [II.122], and these undergo periodic assessment according to a published schedule [II.123]. Support program SLOs have the same three-year assessment cycle as the course SLOs. The first year is dedicated to collecting assessment data, the second year to implementing the action plan devised in response to the initial assessment, and the third to check that action-plan implementation is complete. The cycle begins again with the fourth year. [II.23]

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution

Description

American River College actively evaluates both student needs and student support services to ensure the quality of the programs and their effectiveness in enhancing student achievement. All student support services participate in the college's planning, evaluation and review process, which includes the annual educational master plan (EMP), student learning outcome (SLO) development and assessment, and the program review process. In addition, the college has administered the Community College Survey of Student Engagement (CCSSE) and participated in Noel-Levitz studies to evaluate the effectiveness of the student support programs. [II.124] [II.125] The college's Research Office provides continual analysis of the impact of the student support programs on student achievement.

The college's EMP process serves as an effective means of monitoring the quality of programs and goal setting to improve the services that are offered to support student learning. EMP development involves faculty, staff, and administrators at all levels in setting goals and objectives for the services. Regular staff meetings and Student Services division meetings bring faculty, classified staff, and administrators together on a regular basis to improve effectiveness of services.

A continuing college-wide dialogue about student support programs and services occurs at departmental, divisional, and college levels. Two Student Services deans participate in the Instruction deans' meetings to ensure that programs in Instruction and Student Services work together to meet student needs and enhance student learning. Student Services

faculty and staff also serve on the college's standing committees and other work groups such as the Equity Committee and the Basic Skills Council.

American River College has a strong commitment to student learning outcomes and began its development of SLOs from the ground up, formulating them first for the aspects of the college that affect students most directly, such as curriculum and student support. The college has, therefore, developed SLOs for most of the key student services:

- Assessment
- CalWORKs
- Campus Life Center
- Career Center
- Counseling
- DSPS/LD
- Enrollment Services
- EOP&S
- Financial Aid
- International Student Department
- New Student Orientation
- Outreach and Information Services
- PACE
- Re-Entry Center
- Student Athlete Support Program
- Transfer Center
- Veterans Affairs & Services.

These programs are participating in the college's three-year SLO assessment cycle. In 2007-2008, the Career Center and Financial Aid assessed their SLOs; Assessment, New Student Orientation, Counseling, EOP&S, DSPS/LD, Re-entry Center, Transfer Center, Campus Life Center, and the Student Athlete Support Program assessed their SLOs in 2008-2009. The other services will assess their SLOs in 2009-10. SLOs are assessed through student surveys and faculty-designed assessments. After analyzing the assessment results, programs develop action plans for improving the outcomes.

The instructional support services, such as Beacon, RAD and WAC, assess their SLOs within the specific instructional departments of which they are a part. For example, SLOs for RAD and WAC are assessed in the Reading and English Departments, respectively.

The college's formal program review is the process motivating efforts to evaluate Student Services programs and to facilitate continuous quality improvement. Program review provides a regular opportunity to examine the goals and objectives set in the EMPs and SLO assessment results. The data collected by program review includes statistics on student retention, persistence, success and transfer rates, degrees and certificates awarded, and student satisfaction levels. Each Student Services department uses student surveys and other data and analysis from the college's Research office to determine whether programs are meeting student needs and to identify adjustments that need to be made. [II.43] [II.75]

In addition to the college's program review process, the categorical programs (i.e., CalWORKs, DSPS/LD, EOPS, Financial Aid and Matriculation) submit regular reports. Categorical programs have site visits and performance monitoring, as mandated by either state regulations or the California Community Colleges Chancellor's Office. The college is also assessing the level and effectiveness of services available online for students who do not come to the main campus.

In fall 2008, the distance education coordinator conducted a survey of online instructors to identify problems with service access. The college engaged a consultant to review all of the information available online and prepare a comprehensive report recommending improvements and best practices. Student Services is reviewing and implementing the recommendations to improve its services to all students.

The college also examines the effectiveness of its services by directly inquiring of students whether they are being adequately served. The Noel-Levitz study of student satisfaction in 2004-2005 is an example of investigations into the quality of student services. [II.125] In 2007-2008, the college conducted the Community College Survey of Student Engagement (CCSSE) assessment survey on student satisfaction. [II.124] During the program review process, Student Services conducts surveys and other assessments of the effectiveness of their services.

Through this continual process of review and assessment, the college has determined that its student support services have a significant positive impact on student learning and success. Students who receive financial aid or participate in categorical programs such as EOP&S, CalWORKs, and DSPS/LD have higher success rates than the general student population. In addition, students who participate in the instructional support programs usually demonstrate improved performance in all their courses. [II.113] [II.128] [II.129] [II.130] [II.131]

Evaluation

American River College has a comprehensive student support services program, that continues to grow and adapt to its students' needs. The range of services is broad, as are the modes and locations in which they are provided. The college has a comprehensive process for assuring the quality of its student support services and ensuring that they support student learning and enhance the college's mission. The college provides services in multiple modes and at all locations, as discussed further in section II.B.3. As a result of recent evaluations, the college has made forms and petitions accessible on line and updated the Web sites for Student Services programs. The college continues to enhance and expand its online services to its students.

The college has also expanded the geographic reach of its academic support services. A

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substantive change proposal was approved in 2006 for the Natomas Educational Center, significantly expanding the availability of instructional and support services to students who do not live near the main ARC campus.

[II.132]

The combination of online instruction and geographical expansion, supported by corresponding Student Services programs, ensures that ARC provides quality support to its students, regardless of the locations where students receive those services or the means by which those services are delivered.

Planning agenda

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information.

Description

The American River College catalog is a comprehensive source of student information that is updated annually and made readily available as both a hard-copy publication and an online document on the college web site.

Note: All page numbers are from the 2009-2010 catalog.

II.B.2.a. General Information

Note: Official Name, Address(es), Telephone Numbers(s), and Web Site Address of the Institution, p. 1; in addition, addresses, phone numbers, and hours of all outreach locations are listed on p. 8. The following key information items are detailed on the indicated pages:

- Vision, philosophy, mission, pp. 6-7
- Course, Program, and Degree Offerings, pp. 40-336
- Academic Calendar and Program Length, p. 5

- Academic Freedom Statement, pp. 32-33 for students and p. 362 for faculty
- Available Student Financial Aid, pp. 16-17
- Available Learning Resources, pp. 11-12, 26-27
- Names and Degrees of Administrators and Faculty, pp. 350-361
- Names of Governing Board Members, p. 1.

II.B.2.b. Requirements

- Admissions, pp. 10-14
- Student Fees and Other Financial Obligations, pp. 25, 30
- Degree, Certificates, Graduation and Transfer, pp. 40-47 338-347.

II.B.2.c. Major Policies Affecting Students

- Academic Regulations, including academic honesty, pp. 33-38; academic honesty is described in detail in the Student Planner on pp. 62-63, which is available to every new student
- Nondiscrimination, p. 32
- Acceptance of Transfer Credits, p. 10
- Grievance and Complaint Procedures, pp. 34-35
- Sexual Harassment, pp. 31, 35-36
- Refund of Fees, p. 25.

II.B.2.d. Locations or Publications Where Other Policies May be found

The ARC catalog is current, complete, clear, easy to understand, easy to use, and well-structured. In addition to existing in hard-copy form, the catalog is available on the college Web site as a pdf document that can be viewed online or downloaded. It is readily accessible from the ARC home page. [II.34]

The catalog is divided into four major sections:

- Section 1: Introduction, getting started
- Section 2: All Programs
- Section 3: University transfer

- Section 4: Faculty & Administrators, Index, Map.

The catalog is reviewed for accuracy by the public information office and the dean of enrollment services. Individual departments together with the Instruction Office are responsible for reviewing and maintaining the currency of the information related to their certificates and degrees, as well as ensuring that the catalog correctly reflects the course content approved by the curriculum committee.

The electronic version of the course catalog allows the college to make corrections in a more timely fashion than can be supported by the hard copy version that is published annually. An online addendum was created for the 2008-2009 catalog to make readily available to students the catalog's errata list, corrections, and updates. [II.133] A student's catalog rights are defined by the catalog in force during the semester in which he or she begins studies at the college. During meetings with their counselors, students are updated on their progress toward their educational goals and reminded that they maintain catalog rights by avoiding interruptions in their education.

The college's *Schedule of Classes* is similarly available in both printed and online forms. Both the catalog and *Schedule of Classes* are distributed during outreach activities at high schools and public events in the Los Rios service region. The *Student Guide and Academic Planner* contains social and academic policies that summarize the information in the catalog.

Evaluation

The college catalog is comprehensive and up-to-date. The curriculum management program, SOCRATES, ensures that accurate, timely information from the approved curriculum is available in the catalog, and this publication is made available in multiple formats and accessible to all students as well as the public.

The multi-level review process ensures the catalog is accurate and comprehensive. Beginning with the 2009-2010 edition, the college added an online link to Student Services and academic program SLOs from the information provided in the catalog.

Planning agenda

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Overview

American River College uses several methods to gain a clear understanding of the student population and its college-wide and program-specific needs. The Research Office produces comprehensive reports, such as the Key Effectiveness Indicators report, that identifies and analyzes student characteristics and performance over a five-year period. This information has allowed analysis of, for example, the campus-wide Educational Initiative and Basic Skills Initiative, both of which fund and develop programs to support the college's first-time freshmen and underprepared students. During the program review process, Student Services conducts reviews and other assessments of the effectiveness of their programs. These reviews include the Noel-Levitz study of student satisfaction conducted during the 2008-2009 academic year and a Community College Survey of Student Engagement conducted in 2007-2008. [II.125] [II.124] In addition to the college-wide analyses of student needs, individual support programs have tools and processes for identifying student needs and designing services to meet those needs. Many of the college's academic support programs use a custom-designed tracking system and database developed by the college's programming staff; the tracking system

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collects information on student usage and analyzes the effectiveness of individual support programs. Results are presented annually to the Los Rios Board of Trustees.

Students entering college are encouraged to participate in the matriculation process because students are more likely to succeed in college when they have an accurate assessment of their skills, clear educational goals, and an understanding of course selection and enrollment processes. Matriculation services (i.e., assessment, orientation and counseling) are intended to bring the college and its students together to create partnership agreements that will help students develop and achieve their educational goals. The college requires assessments for English, ESL, math, reading, and chemistry placement, and utilizes multiple measures for making the final placement determination. The college uses a math self-assessment process that students can access on the Internet. The assessment process also includes administration of the Learning and Study Skills Inventory (LASSI) used to evaluate a student's learning skills and habits. Every new student who completes assessment, orientation, and counseling receives a *Student Guide and Academic Planner*, which contains college policies and procedures, as well as information on time management and campus resources to support student success.

Each categorical program (e.g., DSPS/LD, EOP&S, and CalWORKs) has an intake and orientation process for new students. Counselors and staff work individually with students to assess their learning and service needs and develop plans to meet those needs. The instructional support services (e.g., RAD, WAC, and the ESL Center) also assess each student's needs and design curricular plans to meet those needs. Together, these Student Services and Instruction programs and services provide a comprehensive approach to assessing and meeting students' needs for assistance and

accommodation, whatever form those needs may take. [II.34, p. 12] [II.134]

The college has a comprehensive program to serve and support students who are on probationary/dismissal status. Students referred to the Probation and Dismissed Students Program must attend a mandatory probation workshop that introduces them to the program and cannot enroll in classes until they have attended the workshop. The program requires students to meet with counselors to review, assess and discuss factors that have contributed to the student's being placed on probationary/dismissal status, and to develop a multi-semester educational plan. Students on probation or dismissal status may be required to enroll in the Human/Career Development-Human Potential Seminar. Students on dismissal status must meet with a counselor to complete a petition for readmission and are required to meet with the dean of Counseling and Student Services, who approves or denies petitions for readmission. Probation and dismissed student program records are maintained in a database for follow-up purposes. The program database also tracks student persistence and retention over subsequent terms.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Description

American River College has a growing number of students who do not enroll in classes at the main campus. The college recognizes that students enrolled in classes at the outreach centers or online must be able to access student support services. Consequently, the college offers access to several services online, and students who attend outreach centers find services at those centers that are tailored to the regional facilities.

A substantive change report was drafted by the college in 2002 and approved by the Board of Trustees and the ACCJC for the Ethan Way Center and the Sacramento Regional Public Safety Training Center. [II.135] A similar substantive change proposal was approved in 2006 for the Natomas Educational Center to expand significantly the availability of instructional and support services to students outside the immediate neighborhood of the main ARC campus. [II.132] Likewise, the March 2008 substantive change proposal for distance education significantly expanded access to the college's educational opportunities. [II.136]

The college provides various online services for both on-campus and distance education students, including the following:

- Application/registration/enrollment
- Orientation/matriculation
- Financial aid
- Counseling: general questions answered by e-mail with phone appointments available [II.137]
- Classes in College Success and Career Exploration Career Center information and job search
- iMail
- Access to records and educational planning
- Tutoring
- Library services
- Information on the ARC Web site, available to the public. [II.138]

These online resources and services are used by students who enroll in face-to-face as well as distance education courses.

The college introduced an online orientation program in 2008, enabling students to access orientation information without having to visit either the main campus or one of its outreach centers. The online orientation program was inaugurated in an English version, and Russian and Spanish versions are being developed. A

separate orientation program targeted at high school students is in the planning stage.

The Natomas Educational Center is a full-service outreach center. The services provided at Natomas include the following:

- eServices for application, enrollment
- Business services
- Assessment
- Counseling
- Bookstore
- WAC
- Writing Center
- ESL support
- EOP&S
- CalWORKs
- DSPS/LD
- Tutoring
- Library services
- Financial Aid.

At the San Juan and Ethan Way Centers, the college provides registration services and counseling, as needed. At the Sacramento Regional Public Safety Training Center at McClellan, the campus provides comprehensive registration services and a counseling liaison to work with instructors and students, as needed. [II.124] [II.139] [II.140] [II.142]

Evaluation

The college has developed systems for providing student support services in a variety of delivery modes and at locations that best serve the needs of its diverse student population. As the regional facilities expand in response to the growth of student populations, the college continues to review and improve its services.

Planning agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Description

The college provides a foundation for development of personal and civic responsibility through academic programs and campus life programming. The 2008-2009 ARC catalog [II.34, pp. 6-7] delineates the college's statements of Vision, Mission, and Values. In particular, the Vision states that ARC transforms and enriches people's lives. The Mission declares that students will achieve knowledge, skills, and attitudes for post-secondary success, personal enlightenment, self-development, and a purposeful and meaningful life as a member of a global community. The values include leadership, diversity, community development, and communication.

Students are offered opportunities to develop a sense of civic responsibility through the following:

- The Campus Life Center serves as the focal point for student activities, including the ARC Student Association and the Inter-Club Council. Through the Campus Life Center, students are provided with support services for their activities. The Student Association has a student-elected council of 17 officers and 5 standing committees which direct a wide variety of student activities. The Center spearheads the annual "ARC Welcome Day" every September, a festive and informative event highlighting the college's academic programs, student services, and student organizations. The event is intended to motivate new and continuing students to connect with others and become more involved in their education. The Center has also sponsored "Student Engagement

Day" events during which representatives from nonprofit groups come to campus to talk about their programs and build their volunteer base.

- The Health Center sponsors blood drives three times a year.
- Aesthetic development opportunities are provided through theatrical and musical productions offered throughout the year. In addition, the Fine and Applied Arts department has a student-run art gallery and a student-run restaurant, the Oak Café.
- ARC has hosted conferences and events on the campus to assist faculty, staff and students. For example: in September 2008, the "Road Home Conference" focused on information and assistance for returning veterans. Each fall, the ARC American Medical Student Association (AMSA) hosts the largest pre-medial conference in the nation (over 1,200 in attendance), and students from throughout the state and nation come to the two-day event at which presentations are made by more than 40 medical schools. The conference is student-run and provides many leadership development opportunities.

Students are given many opportunities to participate in campus activities that promote intellectual, aesthetic, and personal development:

- The Center for Teaching and Learning (CTL) schedules special events, speakers, workshops, concerts every Thursday during College Hour; advertised throughout campus with fliers and posters as well as on the CTL Web site, these events are open to all students, faculty and staff.
- The college hosts many cultural events, such as the Native American Pow Wow,

Multicultural Week, the International Student Multicultural Nights, Native American Gathering Week, and other club-sponsored activities.

- The Career and Job Opportunity Center offers job preparation workshops, internships, and a yearly Career Fair to help students prepare for and reach their educational and career goals.

Students are given opportunities for personal development as peer mentors in several venues on campus:

- In Matriculation, peer mentors participate in new student orientations and assist the matriculation staff.
- In the Re-Entry Center, peer mentors assist new and continuing students who have returned to school after a prolonged absence; the Re-Entry Center also offers support groups for women, men, and parents which meet throughout the year.
- At the student-oriented center The SPOT, peer mentors and counselors assist under-prepared students from diverse backgrounds to develop skills for academic success. Opened as a component of the Educational Initiative and intended to increase student retention among first-time freshmen between the ages of 18 and 20 years, The SPOT serves as an alternative study center and informal gathering place. It has expanded to serve a diverse range of students, clubs and projects including Puente, Early College High School, tutorials for the English Area's Student Support Partnership Integrating Resources and Education (SSPIRES), and EOP&S tutorials.
- Through DSPS, students receive opportunities to support and mentor other students in their Disability Access

Committee and Learning Disability Support Group.

- EOPS, sponsors a CARE Club, a support group for head-of-household single parents. [II.143] EOPS also offers community and student peer support for former foster youth as well as a faculty mentoring program for this population.
- In the CalWORKs program, peer mentors help students navigate the systems of the college and the bureaucracy of the county government; they also organize and maintain a clothes closet that provides appropriate interview and work attire for CalWORKs students.
- In the athletics program, students have opportunities for personal development through participation in sports. In addition, instructional assistants who were former athletes work in the Student Athlete Support Program and help to link student athletes to academic support programs on campus.

Evaluation

Although it offers abundant opportunity for students to become engaged on campus, the college recognizes the ongoing need to improve students' sense of personal development and civic responsibility. In the 2008 Accreditation Student Survey Report, fewer than 20% of students surveyed stated "very much" when asked if the institution provides an environment that encourages self-understanding, and 39% responded "quite a bit." [II.144]

As it promotes student engagement and involvement on campus, the college must also support opportunities for students to learn and model leadership skills. The 2009 program review conducted by the Campus Life Office made clear the need as well as the responsibility of the Campus Life Office to foster constructive leadership. [II.147]

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The college is revising the student government curricula and developing an integrated academic approach to providing leadership training for all students, including Student Association leaders. [II.145] [II.146]

Planning agenda

In consultation with faculty, staff, and student representatives, Student Services will perform a comprehensive review of Campus Life programs during the 2009-2010 academic year to ensure that these programs encourage personal and civic responsibility and development of the student beyond the classroom.

II.B.3.c. The institution designs, maintains and evaluates counseling to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

American River College provides counseling services in multiple venues and in multiple modes. These include:

- General counseling offered at the Counseling Center, The SPOT, MESA, Athletics, and the Re-entry Center
- EOP&S
- DSPS/LD
- CalWORKs
- Career and Job Opportunity Center
- Outreach Centers.

General Counseling

The Los Rios Community College District currently allocates funds for 32.53 FTE counselors for general counseling, with additional funding for counseling provided in the college's matriculation budget. The District is committed to maintaining a counselor-to-student ratio of 900 to 1.

The Counseling Center is open 59.5 hours per week Monday through Friday, with some additional Saturday hours. Specific counselors are assigned to answer questions submitted by email. In addition, distance education students may make phone appointments to discuss their specific situations and needs.

Students may see counselors either by appointment or on a drop-in basis. Fridays are set aside as drop-in days when access to counseling is most convenient for many students, especially given many students' four-day schedules under the college's compressed calendar. During most hours of operation, the Counseling Center assigns a counselor to the "Quick Question" counter, where students may ask questions that do not require a full half-hour meeting with a counselor. At the beginning of each semester, counselors staff a pre-requisite room, where students can receive verification that they have met the pre-requisites for the classes they are taking. Counselors also make regular scheduled visits to Basic Skills classes to provide information about counseling and other student support services. In 2007-2008, 24,190 students saw counselors for appointments or drop-in visits, and many of those were repeat visits.

A counselor is routinely on duty in The SPOT, a space where students gather to study, receive tutoring, connect and receive support from peers and counseling professionals. One full-time counselor is assigned an office in The SPOT, and other counselors are assigned to a second office during peak times, thus ensuring continuous coverage. The counselor at The SPOT also serves as the Puente and MESA counselor and is available at specific times for Puente and MESA students. During 2007-2008, 1,026 students visited The SPOT at least once during fall semester and 1,035 visited at least once during spring semester. While at The SPOT, 433 of those students met with a counselor at least once. The SPOT requires that students sign in and out so that the college can track

both the number of hours of student usage and the individuals who take advantage of its facilities. The college has analyzed the success and retention rates for the students who frequent The SPOT and determined that these students have better success rates and higher retention rates than the rest of the student population. [II.148]

One full-time counselor is assigned to the Student Athlete Support Program. He provides personal and academic counseling to all the student athletes and serves as the faculty coordinator for the program. He maintains current knowledge of National Collegiate Athletic Association (NCAA) and Commission on Athletics (COA) eligibility requirements and guidelines. Other counselors assist with athletic counseling as needed for continuous coverage.

A counselor serves as the part-time coordinator for the Re-Entry Center whose mission is to serve students who return to school after a prolonged absence. The Re-Entry Center coordinator trains peer mentors and develops programs for re-entry students. Counselors lead group meetings that address challenges faced by re-entry students.

EOP&S

Several services are offered by the EOP&S staff. Three full-time and up to four part-time counselors work with a total of 1,516 EOP&S students. Counselors are available at the EOP&S office 56 hours per week, and counselors are available by appointment and on a drop-in basis. EOP&S counselors meet individually two or three times per semester with students to help them develop their educational plans, review their progress, and address any challenges they may be facing. EOP&S counselors develop strong connections with their students and frequently connect them to resources and services which the students might not otherwise find. The EOP&S staff also supports the student-run CARE Club, which provides a venue for single

parents receiving public assistance to support each other through their educational experience. [II.143] The college has increased its support for former foster youth with two services. An EOP&S student personnel assistant helps former foster youth students understand the higher education system. Also, the college has launched a Foster Youth Mentoring Program that is designed to link faculty and staff with students who were foster youth.

DSPS/LD

Four full-time and seven part-time counselors staff the DSPS/LD office, which is open for counseling 56 hours per week. DSPS/LD served over 2,000 students during 2007-2008. Through DSPS/LD, the college ensures that all students with disabilities are provided appropriate services and accommodations needed for access to college facilities, programs, and activities, including, but not limited to, the following:

- Enrollment assistance
- Orientation as part of matriculation
- Referrals to and coordination of academic support
- Academic assessment
- Orientation to the campus
- The services of tutors, readers, and notetakers
- Test proctoring
- Referral to community services.

Further, DSPS/LD provides an array of adaptive technologies to ensure that students with physical disabilities are not denied the full range of the institution's academic opportunities. Depending on their need for accommodation, students with disabilities are given access to class materials and other information in a variety of ways. Several different devices and techniques are employed to empower students, including:

- Kurzweil 1000 and Kurzweil 3000 scanners to read textbooks and other paper documents

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- The Inspiration visual learning tool for developing ideas using diagramming and outlining
- SkillsBank 4 software to help build basic reading, writing, and math skills
- Co:Writer, an easy-to-use word prediction program
- Write:OutLoud, an easy-to-use word processor program
- TextHELP software for reading text out-loud, word prediction, and building word ideas
- Dragon Naturally Speaking voice recognition program for dictating text
- JAWS screen-reading software program
- Duxbury software to create Braille text documents
- Paragon Braille printer equipment for converting documents to Braille
- Closed circuit monitor (CCTV) for enlarging text and color pictures
- Zoomtext software for enlarging text and menus of other programs
- Joy stick alternative to mouse operation
- Plastic keyboard guards to control keyboarding
- Adjustable tables for raising and lowering keyboards and monitors.

CalWORKs

CalWORKs stands for “California Work Opportunity and Responsibilities to Kids” and provides educational and career opportunities through a range of high quality support services. Six part-time counselors in the CalWORKs office, which is open for counseling 56 hours per week and in 2007-2008 served 1,256 students.

Career and Job Opportunity Center

The Career Center offers career counseling to all enrolled students via an assigned counselor who is available 250 hours per semester. At the Career Center, students have access to a number of career assessment tools and can discuss the

results of those assessments with both the Career Center counselor or any other counselor at the college. In 2007-2008, the Career Center counselor met with 265 students.

Outreach Centers

Counseling services are provided at the college's several outreach centers. General counseling is available at the Natomas Educational Center during the week from Monday through Friday. One full-time counselor maintains an office at Natomas, and other full- and part-time counselors provide additional coverage. In 2007-2008, general counselors met with 1,733 students, many of them seen more than once. Counselors from DSPS, EOP&S, and CalWORKs are also scheduled to see students at the Natomas Center at different times throughout the semester. The Counseling Center assigns counselors to meet with students at the Ethan Way and San Juan Centers at various times during the semester.

Summary

The sections above describe the venues through which Student Services offers its support programs. Concerning how the college works to improve its services: the institution designs and improves its support services through development of Student Services SLOs. As is the case for the program review and EMP processes, Student Services departments are assigned to one of the three cohorts of the college's SLO assessment cycle. The complete listing of ways through which the support services are evaluated includes:

- The SLO assessment [II.54]
- Student evaluations
- Counseling retreats
- Impact meetings
- Noel-Levitz survey results [II.125]
- Statistical compilation and analysis of the number and type of student contacts. [II.149]

Counselors at American River College are highly trained and maintain a challenging schedule of professional development designed to maintain currency in the field. They balance their schedule of counseling responsibilities with professional development efforts held on and off campus, including but not limited to the following:

- On-going training meetings for full-time counselors
- Monthly training of adjunct counselors
- Los Rios Counseling Association and BRITEC conferences
- UC and CSU conferences
- EOP&S conference
- California Association for Post-Secondary Education and Disability (CAPED) conference
- Meetings with departments in Instruction and assignments as liaisons between Counseling and the departments in Instruction
- CTL programs
- Staff development leaves.

Evaluation

The college provides comprehensive counseling services at numerous locations and in different formats. Counselors participate regularly in professional development and training to improve their skills and knowledge of the field. [II.151] Counseling services are evaluated through the college's comprehensive program review, EMP, and SLO assessment processes.

As technology evolves, the college is exploring ways to provide additional online access to counseling services. The college continues to evaluate and improve services to students. [II.150] [II.151] [II.152] [II.153] [II.154]

Planning agenda

None.

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Description

American River College honors its commitment to supporting and promoting understanding of diversity, as shown in its mission and values. The college specifically identifies diversity as one of its values, stating "ARC is a community enriched by the experience of students, faculty, staff, and administrators from a variety of cultures, ethnic and economic backgrounds, ages and abilities. A commitment to providing and nurturing a safe environment for the free exchange of ideas with sensitivity, civility and mutual respect is essential." The District has adopted a non-discrimination policy, which the college publicizes widely through its Web site [II.138], the college catalog [II.34], and other publications. The college has also adopted the following "Statement of Community," which is on the Web site and in other college publications:

American River College is a diverse academic community composed of individuals having many perspectives, abilities, faiths, cultures, ethnicities, races and orientations. We come from a multitude of backgrounds, and with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value our individual differences and affirm the inherent dignity in all of us.

We recognize the right of every individual to express any idea, and to counter another's point of view. And, while we promote open expression of our individuality and our diversity, we do so within the bounds of courtesy, sensitivity and respect. We reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or

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political beliefs. We recognize and support the richness contributed by each individual. We take pride in our various achievements and we celebrate our differences.

The proof of the college's commitment to diversity lies in the many instructional and other programs it has developed to promote students' understanding of other cultures and to celebrate the diversity of the college community.

American River College offers a wide variety of courses that explore multicultural topics, as well as instruction in seven different spoken foreign languages, including courses that help students understand other cultures. The college requires all recipients of an associate's degree to complete a multicultural course as a graduation requirement. [II.156] The college offers a variety of classes designed to meet the needs of students with disabilities, including learning disabilities. These include Adaptive PE classes, Human Career Development classes for learning disability (LD) testing and LD learning strategies.

The college has a very strong ESL program, which brings a diverse group of students to the main campus and its outreach centers and engages them in higher education. The college maintains a database of language skills among its faculty and staff for purposes of ensuring accurate communications in those instances when English-language skills alone are not sufficient. [II.157] Since the collapse of the former Soviet Union, the region served by American River College has acquired a large and growing population of Russian-speaking immigrants, adding to the language diversity in an area of the state of California that has traditionally had many Spanish-speaking families. In keeping with the college's dedication to enhancing student success, some matriculation services are offered in Russian and Spanish. The college is also aware of an increasing diversity of Asian cultures and languages among the region's residents.

The college is home to one of the most comprehensive and respected Sign Language departments in the state. In addition to offering comprehensive American Sign Language (ASL) instruction, ARC offers a degree and certificate in the Sign Language Interpreters program, which has brought a significant number of Deaf students to the college and contributed positively to its diverse environment. [II.158]

Students, faculty and staff can also find many opportunities to explore and celebrate diversity outside the classroom. A number of faculty and staff are active in the statewide Umoja Community initiative, a program aimed at "enhancing the cultural and educational experiences of African American and other students," and ARC is exploring opportunities to introduce the Umoja support services here. [II.159] The college supports many student clubs and organizations that epitomize the variety and diversity in the student body. Many of the clubs and organizations sponsor multi-cultural and international events on campus. The Campus Life Center provides information to students who are interested in existing campus clubs or want to learn how to start new ones. [II.160] [II.161] The Equity Committee sponsors an annual Multicultural Week that includes a variety of speakers and events celebrating the diversity of the college community. [II.162] The Center for Teaching and Learning sponsors speakers and presentations related to diversity as part of the College Hour program, including the following from spring and fall 2008:

- Primed for the Primary
- Current Issues in International Development
- Jazzonian Dream Variation: A Tribute to Langston Hughes
- Caution! Service Animals Working on Campus: A Guide to Guide Dogs and Animal Companions
- Sharing Over 50 Years of Experience in Community Organizing

- My Favorite Lecture: How Imperfections Help Us Understand the Evolutionary Process
- The 2008 Democratic National Convention: A Delegate's Perspective
- David & Goliath in the Amazon
- Gear-Up for the General Election
- In Defense of Soylent Green: Cannibalism and Eating Animals
- When Mathematics Changed Us
- *For the Bible Tells Me So*, documentary screening of the movie and presentation by its director

A complete listing of CTL events is available online and at the CTL. [II.163]

During the past two years, the college has supported the development of The SPOT, a gathering place for new students to meet with a counselor, study, receive tutoring, hold club meetings, and connect with other students. [II.164] Besides providing a venue for club meetings, The SPOT has hosted guest lecturers, sponsored athletic orientations, and served as the location for the annual American Sign Language graduation, which is organized for students who use ASL. The college participates in the Puente Program, dedicating 0.4 FTE counselor time to coordinating the program and offering linked English and Human & Career Development (HCD) classes to promote success for Puente students. [II.165] Recently, the Puente counselor moved his office to The SPOT to be more readily available to students. The SPOT has become a gathering place for a very diverse group of students, who have begun to form new student groups and revive existing ones.

The college president meets with his administrative leaders once a month in the Administrative Leadership Council to share information and discuss issues facing the college. During 2007-2008, he committed part of that meeting time to exploring and discussing diversity through panel presentations, retreat activities, and group discussion. [II.166]

A similar presentation celebrating diversity and exploring the learning needs and styles of students and faculty from diverse cultures was included in the spring 2009 convocation. [II.166a]

Evaluation

While meeting this standard, the institution recognizes the need to continue improving the programs that support student understanding and appreciation of diversity. American River College serves one of the most diverse cities in the nation, and its student population reflects the dynamics and change that result from great diversity. [II.159] [II.167]

Responding to concerns that ARC should do more to ensure a campus environment based on mutual respect, understanding, and tolerance, the college launched the Community and Diversity Center Initiative in spring 2009. A faculty coordinator was selected to lead the Community and Diversity Center Initiative. The Planning Coordination Council recommended use of the college's Goals and Objectives funding to support the project. [II.168]

Planning agenda

The faculty coordinator of the Community and Diversity Center Initiative will assess the college's programs during the 2009-2010 academic year and report to the president on the steps that may be necessary to enhance the institution's environment of mutual respect, understanding, and tolerance.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The college uses assessment testing for English reading, English writing, English as a Second

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Language, math and/or chemistry to assist with placement in classes. New students are also directed to complete the Learning and Study Skills Inventory (LASSI). Upon completion of assessment testing, a counselor uses multiple measures to recommend placement for students; the multiple measures include assessment test results and a review of academic history, LASSI results, employment history and current hourly commitments, and family commitments. The college uses assessment instruments that are on the chancellor's approved list; further, the instruments are subjected to regularly-conducted internal validation studies. [II.25] [II.169] [II.170] [II.171] [II.172] [II.173]

Evaluation

The college recognizes that students are more likely to succeed in college when they have accurate assessments of their skills and course selections matching those skills. Over the past sixteen years, the college's ongoing evaluation of placement instruments has resulted in continual improvement of English, math, chemistry, and English as a Second Language (ESL) placement practices. The College Board Assessment and Placement Services (APS) test for English reading and writing was replaced in 1999 with COMPASS and again in 2003 with the currently-used College Test for English Placement (CTEP). The recent focus on Basic Skills and cut-score evaluations for the CTEP prompted the English Department to raise cut scores for English writing in July 2008 and May 2009 and the Reading Department to raise cut scores for reading in January 2009.

Math placement with the California Mathematics Diagnostic Test (MDTP) was changed to COMPASS in October 1999 and to the currently used faculty-driven online math self-placement instrument in March 2003. The online math self-placement application was completely rewritten through math faculty recommendations, and the new online application is undergoing beta-testing in spring 2009. [II.174]

Chemistry's self-developed assessment test was replaced in March 2006 with the California Chemistry Diagnostic Test (CCDT). The Chemistry Department continues to use CCDT as its assessment tool.

The Combined English Language Skills Assessment Test (CELSA) for ESL was replaced with the current COMPASS test in March 2000. The ESL faculty has developed a writing sample to supplement the multiple-choice COMPASS ESL assessment. The writing sample is being piloted and studied in spring 2009 and will be fully implemented once the placements are validated.

The ongoing evaluation and validation of assessment instruments and the dialogue that occurs among discipline faculty and the Research and Assessment Offices are long-standing practices at ARC.

Planning agenda

None.

II.B.3.f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The college has policies in place that limit access to student records. [II.175] To increase the student body's protection against identify theft, the practice of using social security numbers as student ID numbers has been discontinued. In keeping with District-wide procedures, college staff members who are authorized to access student information are individually identified and log in during each access. The college maintains different access levels so that college

personnel are given only the access required to discharge their particular responsibilities. In particular, the temporary student employees are strictly prevented from having privileged access to their records or those of their classmates. The District has adopted policies and regulations regarding the release of student records, and the college documents that process in the catalog.

Paper records are scanned into the OnBase document storage system and held on a secure server. [II.176] Access to records is limited by individual log-in. Records prior to 1994 are maintained on microfilm and accessed as needed. [II.177] Once a document is retrieved from microfilm, it is scanned into the OnBase system for future storage. Assessment results are maintained in a secure database with access limited by individual log-in. All counseling areas track student counseling appointments in the Student Appointment Record System (SARS) database, which is generated by the SARS-GRID program, a student appointment scheduling package from SARS Software Products, Inc. [II.178] The SARS database has limited access that requires user log-in to computers connected to the SARS server.

All college servers are automatically backed-up on a regular basis, with backups stored at a secure off-site server. [II.179] The Los Rios Community College District's transaction logs are designed to permit restoration of all computer data with the loss of no more than fifteen minutes of data even in the event of catastrophic failure.

Evaluation

The college has taken steps to maintain the security and confidentiality of student records and to ensure that the institution's policies with respect to student data are known and complied with. [II.180] In cooperation with the District, the college ensures the protection of student records with secure storage and backups. [II.176]

Planning agenda

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Student support services are subject to the same review and evaluation processes used throughout the college for program review, educational master plan, and SLO assessment, as described in Standard II.B.1. Surveys are conducted to determine the satisfaction of students and faculty with respect to the support services provided to students. Most students (67.6%) responding to the *2008 Accreditation Survey Report of Students* agreed that the college had provided "Quite a Bit" or "Very Much" of the support they needed to succeed in school, while only a small number (5.2%) said that the college provided "Very Little." [II.144]

All student support programs have identified student learning outcomes that are assessed on a three-year cycle. [II.122] [II.123] The various student support programs use the results of student surveys and academic performance data collected by the Research Office in the planning and evaluation process that determines whether services should be expanded, modified, or (if ineffective) discontinued. In particular, the evaluation instruments provide the college with data concerning the achievement of support service SLOs. Support programs that fall under the purview of particular academic departments, such as the Reading Center or the MESA program, are assessed with the department of which they are a part.

An example of department-based assessment of a student support program is provided by the English department, which in spring 2008 instituted an online student evaluation survey for English support programs as part of its six-year program review. With the assistance of the Research Office, the English Area collected data for the Reading Center, Reading Across the Disciplines, the Writing Center, and Writing Across the Curriculum. (The latter two programs are also supported at the Natomas Educational Center and are included in the online data collection.) The results of the survey are provided to the coordinators of the specific programs for use in improving program quality. [II.183]

Evaluation

The college has a comprehensive process for evaluating the quality of its student support services and ensuring that they support student learning and enhance the college's mission, as described in more detail under Standard II.B.1. Student learning outcomes have been defined for the college's student support programs, and their assessment has been integrated into the regular evaluation processes of the institution.

Planning agenda

None.

Standard II.C.

Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The library and learning support services are fundamental to student success at American River College. The library collects, maintains, and provides access to print and electronic information resources that support the college's instructional programs. Librarians offer research assistance in person, via email, and by phone, as well as by appointment. Librarians also teach course-integrated library orientations and credit-bearing information competency classes. The college's academic support programs serve students' individual needs by offering course-specific as well as basic skills instruction.

ARC's commitment to high-quality, student-focused academic programs is evidenced by the dedicated faculty, staff, and tutors who are specifically assigned to the programs. These professionals receive additional training for program-specific knowledge and customer service skills. Services, staff, and student learning outcomes are tracked, monitored and assessed to ensure high quality and effectiveness of programs and success of the students served.

Students are informed of these services through the ARC course catalog and Web site, campus outreach events, and program-specific publicity materials such as brochures and fliers. Students are also referred through student support services and instructional faculty.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description

Library

The library expresses support for the college mission in its own subsidiary statement [II.184]:

The American River College library seeks to provide instruction, information resources, and services to support the college mission and supplement the instructional programs of the college. It also seeks to provide information resources and services relevant to institutional, intellectual, and professional needs, and to encourage the personal and cultural development of students, faculty, and staff.

The ARC library is a vital support center for the college's students. A recent library gate count showed that on average, more than 10,000 students visited the library each week during the fall 2007 semester. [II.185]

The library staff comprises 8.5 full-time equivalent (FTE) librarians and 6.5 FTE

classified staff. The library is open an average of 14 hours on weekdays and 6 hours on Saturdays. [II.186] Librarians meet weekly to discuss library projects, policies, and services. [II.187] The library strives to ensure that its materials and equipment are up-to-date, relevant, and meet student needs. Full-time librarians make decisions about equipment with input from classified staff at the dean's monthly library staff meetings. [II.188]

Approximately 3,600 new titles were acquired in 2007-2008. In fall 2008, the library had 75,885 titles, including 12,440 e-books, and maintained subscriptions to 222 print periodicals. [II.189] The library subscribes to 15 online databases, including high-content EBSCO Academic Search Premier and LexisNexis, and has access to thousands of electronic journals through these databases. The building has 425 seats, 82 computer workstations including a 30-seat lab, and 6 group study rooms. All computers offer Microsoft Office Suite. The library maintains a reserve collection of current textbooks; \$3,000 is set aside each year to augment this collection. Furthermore, the library undergoes an annual needs assessment during the annual reviews of the library educational master plan (EMP). The library staff keeps the EMP up-to-date regarding materials, equipment, and staffing needs. [II.75]

In selecting library materials, librarians are guided by the library's collection development policy, which is intended to "help librarians provide current, diverse, and balanced collections of materials in a range of levels and formats appropriate to the support of the instructional, institutional, and individual needs of a diverse student, faculty, and staff." [II.191] Each librarian serves as a liaison to one or more academic departments and is responsible for maintaining the book collection in those subject areas. When selecting new materials, librarians consider issues such as timeliness, relevance to the curriculum, and whether the material is at an undergraduate level. In making materials selections, librarians consult professional

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literature, review instructor syllabi, take into account the research questions encountered at the reference desk, and solicit faculty recommendations. [II.192]

ARC has outgrown its library. Title 5 of the California Code of Regulations contains formulas based on student population for the appropriate size of library collections and scope of facilities. [II.194] The ARC library does not conform to state guidelines in terms of the size of the collection relative to the size of the student body.

A library expansion project will be completed in August 2010. The library expansion will add 7,000 sq ft of space, which will be used to meet students' pressing needs for additional group study rooms, computer workstations, and individual study spaces. Plans for the renovated library include:

- 105 additional seats
- 80 additional computer workstations
- 13 additional group study rooms. [II.195]

Learning Support Services

The ARC student support programs are major contributors to upholding the college's mission statement, providing students with resources and assistance in several major areas.

ARC's academic support programs are located mainly in the Learning Resource Center (LRC). Faculty and classified staff work with students to support their work in classes across the campus. These programs include the Writing Center, the Reading Center, the Reading Across the Disciplines Center (RAD), the Writing Across the Curriculum Center (WAC), the English as a Second Language Center, the Foreign Language Lab, the Beacon program, and the Tutorial Center. The Multimedia Math Learning Center, the Mathematics, Engineering & Science Achievement Program (MESA) the Science Skills Center, the Extended Opportunity Programs &

Services (EOPS), the Disabled Students Programs and Services/Learning Disabilities (DSPS/LD), and the Athletic Learning Assistance Program are located in other buildings. The ESL Lab and Natomas WC/WAC Center are in the satellite Learning Resource Center in the Natomas Educational Center. [II.196]

The support services are well-equipped. The Writing Center and the Reading Center faculty and staff serve students through the use of 40 computers and two scanners. In the centers' space are two manually-adjustable desks and two electric adjustable computer stations for disabled students. The RAD Center contains 12 computers in its drop-in lab. The WAC Center contains 5 computers in its drop-in lab. The ESL Center has 16 computers in its lab and 2 flat-screen television monitors for group-work. The Foreign Language Lab has 35 computer stations. The Multimedia Math Learning Center has 50 computer stations. The Science Skills Center has two computers and 1 printer. The ESL Center and Natomas WC/WAC programs, which share the same space in the LRC at Natomas, have 37 computer stations. Purchases for the various centers are determined by considering recommendations from faculty and staff. Priorities for acquisitions are set as part of the Educational Master Plan (EMP) process. [II.75] [II.196]

Evaluation

Library

After a few years of decline, both general and reserve circulation have increased, possibly in response to increased spending in 2007-2008 on reserves and new media to meet student need. The table at the top of the next page shows data [II.185] from the five most recent academic years.

Librarians regularly review the book collection in their areas and remove outdated or superseded materials. Librarians have recently made impressive gains in keeping the book collection

	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>
General	31,928	31,080	29,046	28,823	31,424
Reserves	19,357	20,045	17,435	19,905	24,828
Total	51,285	51,125	46,481	48,728	56,252

up-to-date: In 2002, slightly more than half (52%) of the collection was published before 1979 by 2008 the pre-1979 portion of the collection had fallen to only 17%. Overall, 42% of the collection was published after 2000.

[II.185]

The library cooperates in a strong intra-District program with the libraries in the Los Rios Community College District by providing support for a joint catalog, shared databases, pooled resources, and collective expertise. Meetings of the Library Information Systems (LIS) Steering Committee occur monthly and are augmented by sub-committee meetings of database and access services librarians. [II.198] From 2003 to 2008, intra-District interlibrary loan requests made by ARC patrons have grown from 1,177 to 2,731, requests for ARC material have grown from 1,497 to 3,280, and total LRCCD interlibrary loan requests have grown from 4,772 to 10,072, a fact which also demonstrates the shared resources of the LRCCD and the cooperative environment within the District. [II.185]

Among ARC faculty, 66% or nearly two-thirds agree or strongly agree that the library has adequate materials to support student assignments, and over 70% agree or strongly agree that the library maintains sufficient operating hours for access. [II.113, pp. 38-9]

A fall 2008 survey of 2,770 students showed that 93.66% are always/sometimes satisfied with the help they receive from the ARC library staff.

[II.199]

The college is strongly committed to providing the library with sufficient budgetary support and uses a formula based on FTE to allocate funding for library materials. However, the three other colleges in the District may have more limited and less stable library budgets. Since the four Los Rios libraries pool resources to purchase electronic databases, ARC's ability to provide students new databases is often hindered by potential instabilities of the sister colleges' libraries. For database funding, ARC currently depends on a set annual allocation to all LRCCD libraries from the District and set Telecommunications Technology Infrastructure Program (TTIP) funds from the State (TTIP money is not guaranteed). Neither funding source takes into account either rising costs or new demands over time.

The absence of a uniform, District-wide system for purchase of library resources makes it difficult the task of effective longer-term planning. A predictable and uniform allocation system would enable ARC librarians and their District colleagues to buy necessary online databases and expand information resources for all Los Rios students. ARC library participates in a working committee to seek the support of LRCCD college presidents and local budget committees for a District-wide, FTE-based funding formula for library materials similar to the existing ARC formula. Such a formula would provide a stable funding mechanism for shared online resources and allow ARC to provide additional online resources to its students.

Learning Support Services

The college relies on a variety of funding sources to supply and maintain equipment and materials in the various centers. In addition to the District budget, major funding sources include Program Development Funds (PDF), Partnership for Excellence (PFE) monies, the state lottery, Perkins funding, and the Basic Skills Initiative. Support service budgeting takes into account requests in individual instructional areas where the deans make these requests through the regular budget process. [II.196]

The faculty coordinators for these programs agree that the college relies effectively on the expertise of faculty and other learning support services professionals in selecting and maintaining educational equipment and materials to support student learning and enhance achievement of the mission of the institution. The college relies on a variety of funding sources to supply and maintain equipment and materials in the centers. One coordinator commented that reliance on “soft money” could leave the centers vulnerable to severe cuts in funding for support programs. Some coordinators have commented that limited space is a challenge with the increase in student enrollment. [II.196]

The *2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers* shows that a large proportion of respondents said that they agreed or strongly agreed that the college’s learning support services were sufficient to meet the needs of the college’s students. In addition, 64% of faculty, 52% of classified staff, and 63% of management gave high ratings to equipment maintenance in the LRC, although between 22% and 33% of all three groups chose, “Do not know” as their response to the equipment questions. [II.113]

Planning agenda

None.

II.C.1.b. The institution provides ongoing instructions for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Library

The library helps students develop information competency skills in a variety of ways: through reference interactions and individualized research appointments, during course-integrated library orientation sessions and specialized workshops, through credit courses, and through instructional materials such as handouts and online tutorials. The library offers instruction sessions at the main campus and at all outreach centers. In fall 2008, librarians began assessing student learning during the orientations using a post-session survey. [II.200]

Reference transactions and research appointments afford librarians a unique opportunity to provide individualized information competency training to students. During these reference interactions, librarians guide students in the use of the online catalog and research databases, assist students with topic selection and developing effective research strategies, help students locate materials in the library, and assist them with evaluating and documenting sources.

Reference service is assessed selectively. During spring 2009, librarians began asking students with whom they have had an extensive reference interaction to complete a satisfaction survey. Pending analysis of the official survey results, current conversational feedback indicates that students are satisfied with reference services. [II.201]

Librarians teach approximately 215 course-integrated library orientations each year. These orientations cover the basics of library research, such as using the library catalog and research

databases to locate materials, evaluating the credibility of Internet sources, and documenting sources in the appropriate style. Librarians also lead specialized training sessions for topics such as legal research, world literature, and natural resources. [II.202]

The librarians also teach information competency skills based on Association of College and Research Libraries (ACRL) standards through online credit courses offered every semester. Student learning outcomes for these courses address information competency skills such as collecting and organizing information on a given topic, critically evaluating online sources, and understanding ethical and legal issues such as plagiarism and copyright infringement. [II.203] [II.204]

For the convenience of self-directed students, the library staff has prepared self-teaching resources. These resources include a mix of instructional handouts/worksheets, videos, and tutorials on topic selection, documentation, plagiarism, and evaluation of information (whether from traditional print sources or electronic providers like the Internet and online databases). [II.205] [II.206] [II.207] [II.208] [II.209] [II.210]

Faculty members are partners as well as users of the library. Often, librarians and faculty work collaboratively to design effective library-based assignments. A section of the library Web site is dedicated to faculty services. The library provides training workshops for faculty on topics such as newly-acquired databases and advanced online search techniques. [II.211]

Learning Support Services

American River College's learning support services include several specialized centers which provide opportunities for students to further develop their information competency skills. These centers include those housed in the Learning Resource Center (ESL Center, the LRC computer lab, RAD, Reading Center, the Tutorial

Center and the Beacon Program, WAC, and the Writing Center) and the Science Skills Center, which is located across campus in the Science area.

The ESL Center's program is organized into teaching modules in which students learn to search information for their English writing assignments and research papers and to analyze their findings, whether that information is obtained via print, audio, video, or online media. ESL students are made aware of the impact of changing technology on their learning environment and their ability to obtain information. [II.212]

The Learning Resource Center includes a computer lab whose instructional assistants are able to provide students with informal instruction in information competency skills by helping to develop effective research strategies, select appropriate search tools, and employ application software to communicate their ideas. The LRC instructional assistants also help students to comply with ARC and LRCCD policies on access and use of computer equipment and software. [II.213]

The RAD Center, which offers reading help in college-level classes across all academic disciplines, helps students to synthesize material from lectures and reading assignments, create appropriate study tools, assess reading processes and textual materials, and employ suitable personalized strategies to attain their reading goals. [II.214]

The Reading Center, which focuses on the basic mechanics of reading, offers individual reading modules to strengthen students' reading skills by helping them to identify the main idea in articles, essays, and chapters, distinguish between major points and minor details, draw inferences and conclusions, and distinguish fact from opinion. [II.215]

ARC's tutoring services are supported by the Tutorial Center and the Beacon Program. Tutors in these support programs are trained to integrate study skills awareness activities into their tutoring sessions. Tutors may work with students on a variety of information competency-related issues, such as identifying and narrowing a topic and evaluating the quality of information. [II.216]

WAC, which offers writing assistance to students from all academic disciplines, helps students to learn how to access resources at the library, find appropriate information, use information and synthesize findings, develop improved organizational writing strategies, and adapt communication and thinking skills to enhance information and literacy competencies. WAC has a naturally close working relationship with library staff and cooperates with the library to ensure that students are receiving consistent information on the availability and use of information literacy resources. [II.217]

The Writing Center, which focuses on the basics and mechanics of writing, offers individual writing modules to strengthen students' writing, critical thinking, and problem-solving skills. Students learn to use software to draft material and complete assignments, synthesize and organize information for readability, and recognize and address potential knowledge gaps in their intended audience. [II.218]

The Science Skills Center offers students individualized help in note-taking, paraphrasing, graphics comprehension, concept mapping, and test preparation, with particular emphasis on applying these techniques to their science courses. A secondary goal is raising the science students' level of information competency in learning to use resources provided with their textbooks or recommended by their instructors (such as Web sites, CDs, and the instructor's Web site); locating and retrieving information from those sources and, if necessary, constructing concept maps to deconstruct and

decode complex concepts; and evaluating the appropriateness and quality of resource-provided information. [II.219]

Evaluation

The Academic Senate approved the formation of an Information Competency Committee charged with exploring ways of incorporating information competency across the curriculum. The first meeting of the committee will take place in fall 2009. The college Information Competency Committee will study the question of information competency as a graduation requirement or as a component of the curriculum. This effort is an opportunity to bring librarians, who are already teaching information competency skills, together with classroom faculty to tackle issues relating to their common interest in information competency. The goal is a college-wide plan that embraces all the components of information competency and incorporates mechanisms to assess the achievement of those competencies in all learning support services. [II.220]

ARC will develop a formal institutional plan to address higher level information competency skills as defined by the Association of College and Research Libraries. While the library and academic support services teach library instruction and research skills, a comprehensive effort on this theme does not exist. The library has listed information competency as an objective in its program review, thereby raising the profile of information competency as an institutional priority. [II.220]

The college's learning support services are diverse in nature, helping students in reading, writing, languages, and science, as well as providing more general tutorial assistance. The variety of these services is designed to help as many students in as many ways as possible and the college has demonstrated a continuing commitment to maintain a robust student support system.

In fall 2006, the library launched a research appointment service which gives students the opportunity to meet one-on-one with a librarian for a thirty-minute customized session. [II.222] Students send their topics in advance so that the librarian can prepare for the appointment. The research appointment service has become very popular with students, and the number of research appointment requests has grown consistently over four consecutive semesters. [II.223] [II.224]

Planning agenda

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

As described in detail in the immediately preceding sections of this standard, American River College offers a broad range of library and learning support services to its students. The institution is sensitive to the needs of its students who seek library and learning support services beyond traditional visits to the main campus.

The library is committed to providing equivalent learning support services for traditional and distance students. The library's Web site provides access to the catalog, research databases, electronic course reserve materials, and research guides. An authentication process allows students to access these resources from off-campus. Students can also request an access card number, request research appointments, and make book requests from the other colleges via the library Web site. The library has parallel services in place for students at the Natomas

Educational Center for library orientations, research help, reserves, and inter-library loan services. [II.225]

Wherever possible, equivalent learning support services are currently being offered, or in the process of being offered, at the Natomas Educational Center. This year a new branch of the Sacramento City Library is being built to serve the Natomas Center, Inderkum High School, and the North Natomas community. Both WAC and RAD are investigating remote delivery of their programs. [II.227] [II.227a] The Tutorial Center began piloting its online tutoring program in fall 2008. [II.226] The college Web site provides a rich and expanding source of online assistance opportunities [II.138]

The library and learning support services are also actively promoted and advertised to the student body and faculty via the college newspaper, department/program newsletters, brochures, fliers, and email. Students participating in orientations are given a matriculation thumb drive that is stocked with useful information on the institution's academic services. [II.242]

Evaluation

American River College strives to provide services to all of its students regardless of their mode of instruction or the location where their learning is taking place.

The college's diverse offering of library and support services varies in the degree to which they are accessible at outreach facilities or online. Wherever possible, however, the college is expanding online accessibility and distributing in-person services to regional centers with the student population to support them.

The library and other learning support services are accessible to students, as evidenced by their number-one ranking for mean level of satisfaction on the 2008 Noel Levitz Student Satisfaction Inventory. [II.125, p. 4] Indeed,

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the survey revealed that library resources and services are adequate and computer labs are accessible, and there was an improvement indicated for tutoring services. [II.125, p. 6] Additionally, responses on the 2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers were positive regarding the sufficiency of operating hours for both the library and LRC. [II.113]

The library maintains sufficient operating hours for faculty and student access. 74.1% of management personnel, 71.4% of faculty, and 60.9% of classified staff agree or strongly agree that the library hours are adequate. Similarly, 74.14% of faculty agree or strongly agree that the Learning Resource Center (LRC) maintains sufficient operating hours for faculty and student access, with the corresponding numbers being 55.5% for classified staff and 66.7% for management. [II.113, p. 40]

The library and learning support services are housed in ADA-compliant facilities and feature Web sites easily accessible from the ARC home page. Academic Web sites are reviewed by the Public Information Office for content, quality, and compliance with ADA Section 508 requirements. Software to track Section 508 adherence is currently under evaluation, with acquisition planned for the near future. [II.228]

Web sites are initially reviewed and approved by the public information office to assure ADA section 508 compliance. However, they are not continually reviewed for adherence. Although technical training for faculty and staff stresses the importance of this design requirement, the college is reviewing software that can automatically monitor this feature. This issue is being addressed and will be resolved for the near future. [II.228]

Planning agenda

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Maintenance for library and learning resources facilities is provided by a combination of local campus support service providers, including information technology specialists and Instructional Media Services, Los Rios District support services, and contracts with external vendors. Security for the library and learning resource facilities is provided by campus police, on-site facility staff, alarm systems, door locks, and equipment-locking mechanisms. Theft detection and prevention systems are provided for mobile materials.

Description

Library

The college library and other learning support services contain equipment such as computers, video/data projectors, copy machines, printers, and technical library devices. The computers and printers are maintained by the ARC Information Technology (IT) department. Video/data projectors are maintained by the ARC Instructional Media Services (IMS) department. Librarians use NetSupport software to ensure appropriate student use of college computers per college and District policies.

A video surveillance and recording system monitor the doors of the main library and the checkout counter during business hours. To protect user privacy and comply with vendor contracts, student IDs are required to check out materials and to obtain remote access to online databases. Library security is discussed at monthly staff meetings. [II.229]

Public workstations are secured with locks and security cables, while materials housed in the library (books, DVDs, CDs) are all equipped with theft-detection strips that set off alarms when unauthorized removal from the building is attempted. The staff is vigilant in responding to the gate alarms.

Learning Resource Center

The American River College Learning Resources Center houses the LRC computer lab, the Tutorial Center, Beacon, the Reading Center, RAD, WAC, the Writing Center, the English as a Second Language Center, and the Foreign Language Lab. Primary maintenance of the computers, scanners, video/data projectors, playback decks, and monitors is provided by a resident Information Technology Assistant II. Backup maintenance assistance is provided by the college's microcomputer specialists in the IT office and Instructional Media Services. No external maintenance contracts are in effect.

The only direct support provided by the Los Rios Community College District is the provision of the network used by ARC and its three sister colleges. A resident technician provides IT computer support. [II.230]

Security arrangements for the Learning Resource Center are the same as those provided for the library.

Computer Science & Information Technology (CSIT) labs

The Computer Science & Information Technology computer labs are provided with maintenance by three resident technicians. Additional maintenance is provided on an as-needed basis by the college's microcomputer specialists and Instructional Media Services. In addition to the security arrangements common to the rest of the campus, the CSIT computer labs are accessible only by means of electronic tech locks. All resident computers have log-in software that requires a student ID number to generate a personal password to be used for access. [II.231]

Natomas Learning Resources Center (NLRC)

Primary maintenance of the Natomas workstations and equipment is provided by an on-site Information Technology Assistant

II. Additional maintenance is provided on an as-needed basis by the main campus's microcomputer specialists and Instructional Media Services. The online services at the Natomas Educational Center are provided by and supported by the District Office.

Security for the Natomas Center is provided by an alarm system and a security guard who is present both days and evenings. [II.232]

Evaluation***Library***

The 2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers [II.113, p. 49] found that 62.6% of campus staff agree or strongly agree with the statement that "Overall, ARC maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional and staff needs." However, there is a need, currently unmet, for a resident IT computer support staff person in the library. With 82 public computers, the library is the largest computer lab on campus without in-house IT support.

Learning Resource Center

Equipment in the American River College Learning Resource Center (LRC) is adequately maintained according to the results of the 2008 accreditation survey. [II.113, p. 41] In response to the statement, "The equipment in the LRC (computers, DVD players, etc.) is properly maintained," 60.5% of the faculty, classified staff, and management either agreed or strongly agreed with this statement. Only 0.9% disagreed or strongly disagreed with the survey statement.

ARC police perform daily rounds of the facility. Neither the center director nor Clery Report indicates any issues with the safety of staff or students in the facility. [II.233] [II.234] [II.230]

Computer Science & Information Technology (CSIT) labs

The college has taken into account the challenges of security and strives to maintain the standard by being aware of potential breaches when labs are undergoing custodial services. The labs are secure during the day with the continuous presence of staff. Concern has arisen about night security when labs are unlocked for custodial services. There have been reports of lab-tech locks being left on the “unlock” setting for these services when several labs are being serviced at the same time and custodial personnel are not always continuously present in each lab during this time. [II.231] [II.233] [II.234]

Natomas Educational Center

A security guard (not Police Officer Standards and Training certified) provides security for all of the facilities at the Natomas Educational Center. No incidents more severe than disruptive behavior by an occasional student have been reported. This finding is reinforced by observation of the IT Assistant II in charge of the center. [II.232] [II.233] [II.234]

Planning agenda

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

The library maintains agreements for an integrated library system with Innovative Interfaces, Inc., and with the Online Computer Library Center (OCLC) for cataloging and interlibrary loan support and for access to online databases.

The Los Rios District contracts with Presidium to provide technical support for both Blackboard and Desire2Learn.

Student-access print station (“Go-Print”) maintenance is provided through a contract with an external vendor, which is supported by the fees collected for use of the copy machines and printers. The printing service is available in the library, the Learning Resource Center, and most computer labs. The printing services contract is reviewed by the District IT committee before each periodic renewal.

The college is part of a multi-party agreement to provide library services in North Natomas, the location of its Natomas Educational Center. [II.235] The joint agreement involves the City of Sacramento, the Sacramento Public Library Authority, the Natomas Unified School District, and the Los Rios Community College District. The result is that ARC, the public library, and Inderkum High School work in cooperation to ensure that library services are available in North Natomas to the public, secondary school students at Inderkum High School, and college students in the Natomas Educational Center. [II.236]

Evaluation

The college library and learning support services accomplish the goals of this standard by having clear agreements with outside institutions to meet the intended purposes. These agreements are reviewed regularly, and any issue about the reliability of services is addressed without delay. [II.235] [II.236]

Planning agenda

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

American River College's library, Learning Resource Center and all of its learning support services participate in the annual educational master plan process to evaluate their success in meeting student needs, are part of the three-year cycle for reviewing their SLOs, and undergo a rigorous program review.

The library and academic support services achieve their individual goals and objectives while exhibiting dedication, integrity and attention to process and success for all students, including special populations and those with disabilities. ARC's learning support services address the wide range of students' needs, from course-specific tutoring to basic skills development and training, in well-maintained and technologically-current facilities with open hours that accommodate a variety of student schedules. The library and learning support services provide dynamic learning environments that strive to be user-centered and afford students opportunities to develop skills in information competency. [II.237] [II.238]

Students and staff are surveyed regularly regarding the library and learning support services, and program adjustments and new materials are often developed in response. Establishing parallel learning support services at the Natomas Center and remote delivery of these services is a high

priority. Overall, American River College has effective academic support services. [II.238]

American River College continually monitors its programs and student learning outcomes. The college is supported by an institutional research staff at both the college and the District. In addition, a faculty Research coordinator consults with instructors and program coordinators on assessing student learning outcomes.

Evaluation**Library**

The Library participates in the college's program planning processes via program review and the educational master plan. [II.75] [II.220] In December 2007, librarians developed a Student Learning Outcomes Assessment Plan that included SLOs, performance indicators, and possible assessment tools. [II.240] Library courses are taught based on the student learning outcomes that are a part of every course outline. [II.204]

Library staff worked with the Research Office to conduct a student survey via iMail in fall 2008. Of the 2770 students who responded, 65.94% reported that they use the library; of the respondents, 93.66% are always satisfied or sometimes satisfied with the help they receive from the ARC library staff. [II.199]

In addition to tools like the student email survey, the library identifies the needs of its students by in-person discussion with students at public service desks and during library orientation sessions. Written comments are also obtained from students via the suggestion box in the library building. [II.243] [II.244]

The library evaluates its effectiveness in meeting student learning outcomes with assessment surveys such as the fall 2008 iMail Student Survey [II.199] and post-event surveys of student satisfaction with research appointments [II.245], orientation sessions [II.202] [II.246], and reference desk interactions [II.247].

The library's evaluation process solicits information from students, faculty, classified staff, and management. In a survey of college satisfaction with library services, 74.1% of faculty agreed or strongly agreed that the library has adequate materials to support student assignments, and 64.3% agreed or strongly agreed that library operating hours were sufficient to address faculty and student needs. [II.113, pp. 38-39]

The library has used the results of evaluations for improvement in serving the needs of its students and achieving its student learning outcomes by implementing such changes as allowing checkout of videos and DVDs, expanding the DVD collection and making it available intra-District, culling the collections of outdated material, replacing drop-in orientation sessions with one-on-one research appointments, and providing a librarian sign-off in the curriculum development process for new courses that may significantly involve library resources or personnel. [II.248] [II.249] [II.10] [II.250] [II.222]

To meet the needs of distance education students, the library provides an access card number online. The procedure for doing so is provided by both a catalog tutorial and a database tutorial. After discovering that e-book use had increased by 400% since 2005, librarians increased the availability of e-books. Library courses are increasingly offered online in response to student demand. [II.225]

Critical to improving library SLOs is making sure faculty are aware of library resources, services, and programs. To that end, the library sponsors professional development for faculty and staff. To promote ongoing communication with classroom faculty, library and learning resources faculty serve on all college standing committees, have representatives on the Academic Senate, and participate in various taskforce groups. [II.251]

Science Skills Center

As part of the biology department, the Science Skills Center participated in the program review process during the 2005-2006 academic year. It underwent the SLO assessment review process in 2008-2009. As suggested by its name, the Science Skills Center deals only with study skills, not science content.

Faculty, staff, and students are all involved in the evaluation process. Students, for example, write metacognitive journals using directive prompts and one-page reflections on their experience with the center's learning modules. Each week the staff evaluates how students fared with each assignment.

Student surveys compiled from the ARC Research Office provide direct evidence that the center has been effective in assisting students to employ study skills techniques in their science classes. [II.252] Multiple presentations have been made to a variety of audiences regarding the success of the Science Skills Center. [II.252a]

The center has been improving its program in response to students' evaluations and responses on surveys and the statements they make in their journals and reflection papers. In particular, the center has developed the "Training Manual for the Science Skills Center," a comprehensive 70-page description of the program's procedures and information about its recently revised modules. [II.253]

Multimedia Math Learning Center (MMLC)

As part of the mathematics department, the Multimedia Mathematics Learning Center participated in program review during spring 2004 and is scheduled for its SLO assessment review during the 2009-2010 academic year. The center provides a computer-based, self-paced math tutorial program for developmental courses (i.e., arithmetic, pre-algebra, and beginning and intermediate algebra). Students receive credit

upon successful completion of a course syllabus equivalent to that received for completing the corresponding course in a more traditional classroom format.

Student needs are most directly identified by poor performance on exams or learning modules. Faculty and staff meet monthly to discuss student progress and success. MMLC personnel track the trends in student grades as an indicator of the possible need for program enhancements or modifications.

Student surveys compiled by the ARC Research Office provide evidence that students have been satisfied with the MMLC's program, with 153 out of 227 respondents (67.4%) reporting that they would take another class in the center. [\[II.254\]](#)

However, students were less positive about the degree to which the MMLC program met their needs. Only 110 out of 227 respondents (48.45%) said they thought they had earned a better grade in their math classes as a result of taking those courses in the MMLC. [\[II.254\]](#)

The MMLC responded to the results of its evaluation process by implementing two program changes intended to enhance the center's ability to serve student needs and to achieve its SLOs. The MMLC has instituted mini-lectures on specific topics to supplement the computer tutorials and now offers one-on-one tutoring in addition to the as-needed walkabout tutoring that was already in place. The new tutoring option was especially well-received by MMLC students. [\[II.255\]](#)

English as a Second Language Center

As part of the ESL department, the ESL Center participated in program review during the 2004-2005 academic year and is scheduled to undergo its SLO assessment review during 2009-2010.

Multiple measures are used to identify students' needs. These include data collection forms, ESL program placement scores, oral interviews, and written diagnostics that cover all skill strands served by ESL lecture programs.

Evaluation of the center's success in meeting SLOs relies heavily on beta-testing newly-designed modules to determine appropriateness in four areas: level of difficulty, content covered, ease of use, estimated completion time.

Students, staff, and faculty all participate in the evaluation process. Students, for example, volunteer to beta-test new materials, participate in oral interviews, and submit written questionnaires; also, they offer specific and constructive suggestions on survey evaluations. Classified staff distribute and collect questionnaires, conduct feedback interviews, assist with interpretation of questions, and track student completion. For their part, faculty design, distribute, and evaluate student responses to questionnaires; they also conduct feedback interviews and discuss the results. [\[II.256\]](#)

The center uses the evaluation procedure to improve its program by offering new procedures to meet student needs such as the Flex-Write module, which allows students to schedule appointments for writing assistance. [\[II.257\]](#)

The center uses the evaluation procedure to improve its curriculum by adding new modules responsive to student needs. [\[II.258\]](#)

Natomas ESL Center

The Natomas ESL Center is modeled on the center on the ARC campus and offers the same assistance programs. Student needs are identified with the same multiple measures used at ARC's ESL Center.

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Formal evaluation methods are used to evaluate the center's effectiveness in meeting SLOs. These include written post-tests at the conclusion of each module, which students must pass at 70% or better. In addition, computer-based modules have quizzes integrated into the software program. Finally, the listening/speaking modules require students to pass an oral assessment examination.

The Natomas ESL Center also employs the usual informal evaluations that are a natural component of the assistance process, these evaluations stemming from the observations of professors, instructional aides, and tutors as they monitor student progress. Students take a survey on the effectiveness of the center that includes delivery of services and content of material.

Program development at the Natomas ESL Center is also based on student evaluations performed on the main campus.

Foreign Language Lab

As part of the foreign languages department, the Foreign Language Lab participated in program review during the 2004-2005 academic year and will undergo its SLO assessment review during 2009-2010.

Students' needs are identified by the students themselves or by faculty. The evaluation process for the Foreign Language Lab involves faculty, classified staff, and students. Faculty members evaluate student work and provide feedback, including the recommendation of learning paths that support students' needs. Classified staff receive and transmit feedback from students, including their critiques of learning materials. The students provide feedback on the usefulness and clarity of learning modules, rate the course content, and evaluate the technical functionality of the course management software with which they must interact.

The lab does not administer a questionnaire to solicit student evaluations. Staff and faculty ask students to inform them if assigned tasks and course work are meeting their learning needs.

The lab recently adopted MySpanishLab for support of its Spanish-learning students. [II.259] [II.260]

Writing Center

As part of the English department, the Writing Center participated in program review during spring 2004 and completed both its program and SLO assessment reviews in 2008-2009.

Student needs are identified by the instructor of record using student questionnaires, writing samples, and interviews. The evaluation process for the center's programs focuses on faculty, classified staff, and students: the center receives feedback during the faculty's professional development meetings. Faculty also contribute comments and suggestions to the center's evaluation binder for improving curriculum and attaining SLOs. The classified staff provides feedback during staff meetings and by email messages to coordinators. Staff members also compile facilities-use and enrollment data and report results to coordinators. Students meet with their instructor-of-record at least twice a semester to discuss progress and learning needs.

In the spring 2008 student survey compiled by ARC Research Office, 184 students reported high satisfaction with the center's program (over 90% on most questions). The survey provided evidence that the center contributed toward meeting student needs and achieving SLOs. [II.261]

A faculty survey emailed to all faculty members on campus and compiled by the ARC Research Office shows that 64 instructors out of 82 surveyed (78.05%) agreed or strongly agreed that the Writing Center helped their students improve their grades. [II.262]

Responding to student, staff and faculty evaluations, the center developed the "Learning Skills and Strategies" module for fall 2008 to improve the center's curricular offerings to meet student needs. The center also updated its "Basic Simple Sentence" module in August 2008 to make it more appealing for visual learners. [II.263] [II.264]

Natomas Writing Center and WAC

The Natomas Writing Center and the accompanying Writing Across the Curriculum Program are modeled on the corresponding services at the main ARC campus. Student needs are identified in the same manner as at the ARC Writing Center.

Students rated the center high on helping them meet SLOs, with 100% of student respondents to a spring 2008 survey indicating that the center helped them in all of their classes.

Writing Center coordinators have used verbal and written input from students, faculty, and staff to revise existing modules and adjust policies and procedures to better meet the needs of students.

Writing Across the Curriculum (WAC)

As part of the English department, the Writing Across the Curriculum Program (WAC) participated in program review during spring 2004 and completed both its program and SLO assessment reviews in 2008-2009.

Student needs are identified by students and faculty working cooperatively. A fall 2007 faculty survey emailed to all faculty on campus and compiled by the ARC Research Office shows that 70 out of 83 responding instructors (84.34%) either agreed or strongly agreed that WAC helped their students improve their grades. [II.262]

The spring 2008 student survey compiled by the ARC Research Office shows that students were highly satisfied with the WAC program and that the WAC program contributed toward meeting

student needs and the achievement of SLOs. A large majority of students replied that they either agreed or strongly agreed that the WAC program had been helpful to them. [II.265] [II.266]

WAC has used the results of evaluations to expand their services in order to meet student needs. An immediate consequence has been the addition of five new workshops that are repeated about 45 times over the semester. In addition, WAC has dramatically increased access to its drop-in center and streamlined the process of student registration and orientation. A fall 2008 initiative involved working with the library to integrate services and reduce duplicative functions. [II.266a]

Reading Across the Disciplines (RAD)

As part of the reading department, the Reading Across the Disciplines Program participated in program review during the 2003-2004 academic year. It completed its program and SLO assessment reviews in 2008-2009.

Student needs are identified by the students or content area instructors. Faculty and staff are involved in the evaluation process through staff meetings, meeting with the content instructor, and tracking reports emailed from the RAD instructor to content instructors on student progress. A fall 2007 faculty survey emailed to all faculty on campus and compiled by the ARC Research Office shows that 64 out of 84 responding instructors (76.19%) either agreed or strongly agreed that the RAD helped their students improve their grades. [II.262] [II.267]

The spring 2008 student survey compiled by the ARC Research Office showed that students were highly satisfied with the RAD program and that the RAD program contributed toward student academic achievement. A large majority of students said that they agreed or strongly agreed that the RAD program had helped them achieve their educational goals. [II.268]

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The RAD program has an overall success rate of 86.4% compared to 69.1% for non-RAD students. In addition, RAD enrollments increased 56% from 2003-2004 to 2007-2008. Evaluations over the past five years have indicated a 25% increase in success rates for RAD students in all courses linked to RAD. Current institutional research indicates that the increased success which students demonstrate are not just associated with the course that is linked to RAD but appears to transfer to students enrolled in other courses taken in the same term as RAD.

The RAD Program has been responsive to the results of its evaluations and has acted to address student needs more effectively and to enhance its ability to attain its SLOs. These actions include updating the program's teaching material (including the RAD textbook), developing new handouts, streamlining delivery procedures, and planning for future online access to RAD services in a hybrid format (partially online and partially in-person).

Reading Center

As part of the reading department, the Reading Center participated in program review during the 2003-2004 academic year. It completed its program and SLO assessment reviews in 2008-2009.

Student needs are identified with the College Test of English Placement (CTEP), student questionnaires, and interviews with instructors of record.

Faculty, staff and students are all involved in the evaluation process. A fall 2007 faculty survey emailed to all faculty on campus and compiled by the ARC Research Office showed that 52 out of 81 responding instructors (64.19%) either agreed or strongly agreed that the Reading Center helped their students improve their grades. [II.262]

The spring 2008 student survey compiled by the ARC Research Office shows that students were highly satisfied with the Reading Center's program and that the Reading Center program contributed toward meeting student needs and achieving SLOs. A large majority of responding students reported that they agreed or strongly agreed that the Reading Center's program had been helpful to them. [II.269]

The Reading Center uses evaluation results to improve its student services and enhance its ability to achieve its SLOs. The Reading Center has subsequently eliminated ineffective modules, created new modules to meet new demands, and installed Kurzweil software to assist visually-impaired students.

Beacon Program

The Beacon Program identifies its students' needs by either student self-selection or instructor recommendation. In addition, students who are being tutored may be identified by their tutors as needing certain learning skills. Beacon tutors are trained in a variety of group-tutoring techniques, questioning techniques, learning styles, and study skills. Tutors therefore are able to adapt their sessions based on feedback from the students and the instructor for the course.

The Beacon Program evaluates its effectiveness in meeting its SLOs based on several sources of information. The faculty coordinator for the Beacon program observes tutoring on an informal basis and provides feedback to the tutors, and she also observes all new tutoring sessions, using a rubric to provide constructive input for the tutors. The rubric-based evaluations give tutors a framework in assisting students to meet the SLOs in their content courses. [II.270]

Tutors submit a survey/evaluation of their experiences and the program in general. Constant informal communication among the

tutee, the tutor, the instructor, and the Beacon coordinator take place throughout the semester.

Student surveys from 2005 to 2008 comprised 1,116 student respondents, who were asked about their Beacon experiences. The results indicated increasing student satisfaction with the program's effectiveness in improving their content course grade or achievement, rising from 73% who were pleased in fall 2005 to 90% by spring 2008. [II.271]

The Beacon Program's evaluation process includes input from both faculty and classified staff and program review as part of the Learning Resource Center. The faculty have on-going communications with their Beacon tutors and the Beacon clerk, who in turns works closely with tutors and the Beacon coordinator. The Beacon Program uses evaluation results to make improvements in serving its students' needs and achieving its SLOs. Recently, feedback from tutors has been used to improve the online training course and to streamline the program's procedures. [II.272]

Tutorial Center and Learning Resource Center Lab

The Tutorial Center and the Learning Resource Center Lab participate in the college's planning process via an educational master plan. The Tutorial Center and the LRC Lab will assess their SLOs during the 2009-2010 academic year.

The Tutorial Center identifies its students' needs through dialogue with the students and by means of the "Student Progress Survey Report," which is given to both instructors and students. [II.273] Both faculty and students appear to be genuinely satisfied with the services provided.

The LRC Lab evaluates its effectiveness in meeting its students' needs by an end-of-the-year online student survey given to LRC Lab users. [II.274] Survey results indicate that student satisfaction is high: 83% felt it was not

a problem waiting for a computer, 67% rated the main counter people courteous and helpful, 91% rated the equipment and software good to excellent, and 89% rated their overall experience in the lab as good to excellent. [II.275]

The Tutorial Center and the LRC Lab have used the results of the evaluations for improvement in serving their students' needs, making such changes as increasing the center's tutoring hours to accommodate high-impact times, and training staff on dealing effectively and diplomatically with students.

Mathematics, Engineering, and Science Achievement (MESA)

As part of the mathematics department, the MESA program participated in the college's planning process via program review in spring 2004 and in the annual educational master plan. MESA is scheduled to undergo program and SLO assessment reviews during 2009-2010. The MESA program evaluates its effectiveness in meeting its SLOs by informal reviews each semester when students meet with the MESA coordinator to review their educational plans and by formal data collection in a mid-semester survey. [II.281]

The student population served by the MESA program is defined by the MESA grant, which stipulates financial and academic support for students in mathematics, engineering, and science.

MESA's evaluation process includes input from faculty, who serve as members of the MESA Advisory Committee; classified staff, who participate in planning and review meetings with the coordinator; and students, who give informal feedback to MESA personnel and respond to surveys and questionnaires.

The MESA program has used the results of these evaluations for improvement in serving its students' needs and achieving its SLOs

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by adjusting the hours of the MESA center, altering the tutoring schedule, and streamlining administrative processes.

Student Athlete Support Program

The Student Athlete Support Program participates in the college's program planning process via the annual EMP process and program review (2005-2006). SLO assessment review occurred in 2008-2009.

The Student Athlete Support Program identifies students' needs by close contact with staff and instructors. All incoming freshmen are required to attend a goal-setting meeting with an instructional assistant (IA) to develop academic and personal goals; potential issues, problems, or concerns are also discussed in these meetings. All student athletes are required to complete grade/progress checks which allow coaches to monitor and follow up with athletes who have deficiencies or poor attendance, or who have been recommended for support services by their instructors. IAs complete the follow-up and alert coaches to any additional issues that may arise.

The Student Athlete Support Program evaluates its effectiveness in meeting its SLOs by student surveys and staff follow-up. At the end of each semester, a student satisfaction survey is administered to gather information about the effectiveness of the program. Furthermore, students are tracked by Student Appointment Record System (SARS) to ensure that every student athlete has had adequate contact with the program and its staff.

The evaluation process for the Student Athlete Support Program includes input from faculty, classified staff, and students. The coaching staff provides feedback regarding the program's needs or concerns by informal observation. Other instructional faculty members participate in the progress/grade reporting process. The classified staff, IAs, and student personnel assistants are the driving force of the support program and are

involved in the planning and organization of its support delivery system. Students evaluate the program's services in the end-of-semester surveys; students also provide less formal but useful feedback directly to coaches, IAs, and other staff.

As a result of evaluating students' needs, several changes have been implemented: the grade-check process now solicits faculty feedback, and the schedule for the grade-check process has been advanced to allow for more timely intervention; the grade-check process has also been extended to out-of-season athletes to ensure that they do not lose their academic edge. As a result of Student Athlete Support Program team meetings, support services have also been tailored to meet more closely the needs of different teams. The goal-setting meetings and the tools used for them have been modified to be more responsive and useful to students. Finally, the college has streamlined the follow-up process by developing a method that is more manageable for its staff; as a result, staffers are now making more quality contacts and covering all teams, both in season and out. [II.276] [II.276a] [II.276b]

Business Technology Center

As part of the business technology department the Business Technology Center participates in the college's planning process via the annual EMP process and completed its last program review in spring 2008. Its SLO assessment review occurred in 2008-2009. The center identifies its students' needs by observation and discussion with the students.

The Business Technology Center evaluates its effectiveness in meeting its SLOs by using such software as the Gregg Document Process (GDP), providing students with units earned after module completion, enunciating clear grading standards, and maintaining professional conduct policies. [II.277] [II.278]

The Business Technology Center's evaluation

process includes input from faculty, who attend monthly meetings and participate in seminars (such as the California Business Education Association, to which all full-time faculty belong), classified staff, and students, who participate in the yearly meetings of the advisory committee and engage in discussions with staff.
[\[II.279\]](#) [\[II.280\]](#)

The Business Technology Center has used the results of these evaluations for improvement in serving its students' needs and achieving its SLOs by increasing operating hours to ensure student access and instituting staff training meetings to ensure currency with new equipment and software.

Planning agenda

None.

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Standard Three

RESOURCES



STANDARD THREE: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

STANDARD THREE: Resources

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Employs qualified personnel

The college ensures the integrity and quality of its programs and services by employing qualified personnel in all categories of faculty, classified staff, and management employment. Classified personnel are required to meet the specific job qualifications that are developed by the college and addressed through the collective bargaining process. Administrative managers typically have advanced degrees and/or experience in their respective professional areas.

Criteria, qualifications, and procedures for selection are publicly stated

District policies and procedures establish overall hiring practices which are reflected in the college's screening and interview processes. [III.1] [III.2]

Job descriptions related to mission and goals and accurately portray duties

Criteria for selection of faculty include subject matter knowledge, teaching ability, and scholarly competence. Faculty members are required to meet the minimum qualifications for their academic disciplines as developed by the Academic Senate for California Community Colleges, the California Community College Chancellor's Office, and the California Education Code. Every job announcement carries language stipulating that the Los Rios Community College District is an equal opportunity employer. In addition to being posted on the District's Web site, announcements are distributed to other media to encourage applications, resulting in an inclusive applicant pool. [III.3]

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A District-developed equivalency process is followed for faculty positions. The college adheres to the District-developed equivalency review process for any individual for whom a question exists whether minimum qualifications are met. This process requires the review and approval by a dean and three faculty members from the discipline.

For classified positions, the Human Resources Department in the District Office forwards applications for applicants self-declaring that they meet minimum qualifications. [III.3]

Faculty play significant role in selecting new faculty

The integrity of the hiring process is ensured through the collective development of policies, administrative regulations, and operational manuals at the college.

Hiring policy and procedures are outlined in the Los Rios Community College District (LRCCD) Policy and Regulations 5120 for certificated personnel. [III.4]

The LRCCD *Hiring Manual for Full-time Faculty* is developed by the District Academic Senate and reviewed by the District Office's Human Resources Department. This manual provides a "hands-on" approach for the recruitment, screening, interviewing, rating, and final recommendation for faculty personnel. [III.2]

The rules for advertising and recruiting for faculty positions are outlined in LRCCD Regulation 5121. Positions are posted for at least 40 days, and a wide variety of recruitment methods are utilized, including advertising in various professional and trade journals. Significant effort is made to recruit a diverse applicant pool through advertising in various publications associated with diversity. In addition, equity representatives who are trained and appointed by the associate vice president of Instruction serve on all interview/screening

committees. Demographic information about applicants is collected and reported. [III.4]

Screening criteria to determine the most qualified faculty applications are developed by the interview/screening committee, utilizing criteria that are based on the job announcement. LRCCD Regulation 5121 outlines the process for rating candidates. [III.4]

The top-rated candidates are invited to an interview at the college. The interview provides the interview/screening committee with the opportunity to evaluate the candidates by direct observation and interaction. The committee thereby judges each candidate's ability to perform the duties of the faculty position. Interviews include a demonstration of professional skills supporting the Instruction or Student Services position and, along with a writing sample, provide the interview/screening committee with valuable information on the probable future performance of the candidates.

In addition to seeking the best possible faculty members for the college, the interview/screening committee also strives to present a positive image of the college to the candidates. The committees are chaired by a manager and comprise three to five faculty members from the academic area appointed by the Academic Senate, an equity officer from outside the discipline area appointed by the associate vice president of Instruction, and the dean of the area. Representatives appointed by the Classified Senate and the Student Association are encouraged. [III.2]

The college president is presented with the interview/screening committee's preferred choices for the faculty position. Typically through a second round of interviews that includes the president, the vice president of Instruction or Student Services, as appropriate, and the dean of the area, the president selects from among these finalists the candidate for recommendation

to the chancellor and the Board of Trustees for appointment to the position. [III.2]

The ARC *Hiring Manual for Classified Personnel* describes a process similar to that for faculty and also includes a provision regarding equitable treatment of all candidates and specific reference to the Americans with Disabilities Act. All applications are screened for minimum qualifications at the District Office, prior to being forwarded to the campus. [III.1] [III.5]

The hiring process for administrative management positions is governed by LRCCD Policy and Regulation 9000. [III.6] [III.7]

Degrees from accredited institutions

The Human Resources staff at the District Office verifies that applicants meet the required minimum qualifications before forwarding applications to the college. Qualified applicants must have graduated from an accredited college. Faculty candidates who have degrees awarded from non-U.S. institutions are screened by the Human Resources staff during the initial screening for minimum qualification and must have their academic records reviewed by one of three outside agencies to determine if they are qualified.

The ARC catalog includes a listing of academic credentials of all faculty and administrative management personnel. [III.8]

Evaluation

The college maintains the professionalism of its faculty by the traditional devices of verifying the educational qualifications and teaching experience of candidates for teaching positions, whether those positions are for permanent or temporary faculty. The college similarly maintains high standards for its classified and management personnel, screening candidates for professional qualifications and pertinent experience.

The college conforms to the requirements of this standard by maintaining strict standards for the review and verification of candidates for its faculty, staff, and management positions. The regulations governing the process are routinely updated, and current versions made readily available via the District Web site for the information of all participants in the hiring process.

Planning agenda

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

The college-wide personnel evaluation system leads to improved job performance and improved institutional effectiveness. Findings related to this standard are separated by classification.

Depending on the nature of the positions they hold, employees are represented by one of four employment agreements. Each agreement addresses job performance evaluation separately and uniquely.

The evaluation of supervisors is covered under Article 5 of the Los Rios Supervisors Association (LRSA) agreement. As referenced in the LRSA agreement, the major goal of performance

STANDARD THREE: Resources

evaluation is the improvement of services in support of the educational program. The purpose of the performance evaluation is to reflect the employee's proficiency in the job; promote self-improvement; develop leadership; assist the employee in achieving his or her full potential; identify the areas in which the employee is performing satisfactorily, as well as the areas where improvement is desirable; identify department goals and objectives; establish goals and objectives for the employee for the ensuing year; determine how well the pre-established goals and objectives were met; and meet legal requirements. Supervisors are evaluated three times during their probationary period. A supervisor who has successfully completed his or her one-year probationary period is evaluated biennially thereafter on the supervisor's anniversary date of hire. The LRSA agreement provides a process for addressing and resolving deficiencies identified in a performance evaluation. [III.9]

Article 8 of the bargaining agreement for the Los Rios College Federation of Teachers (LRCFT) defines the performance review process, the primary goal of which is improving the quality of the educational program. Article 8 describes in detail the specific standards, criteria used for performance review, and specific timelines for the review; Article 8 also summarizes the documentation required for the performance review. [III.10]

Employees who are covered under the Los Rios Classified Employees Association (LRCEA) bargaining agreement have Article 4 of their employment agreement as the guideline for assessing job performance. As stated in the agreement, the overall purpose of evaluating the job performance of employees is the improvement of services in support of the educational program of the District. The employee evaluation is intended to reflect the employee's proficiency in his or her job; promote self-improvement; identify areas in which the

individual is performing satisfactorily, as well as areas where improvement is desirable; and identify goals and objectives for the ensuing year. The employee evaluation process is an on-going process, wherein an employee is informed in writing as to his or her progress in meeting the performance standards of the employee's position; the process may also include:

- Guidance and training for assignments
- Development of job-related goals in terms of performance
- Assistance for employees in achieving their own professional goals and aspirations
- Recommendation of permanent status for probationary employees who satisfactorily complete the probationary period.

As provided for in the LRCEA agreement, permanent employees are evaluated annually, and probationary employees are evaluated three times during their probationary period. After two years of achieving an overall rating of competent or commendable, the employee is evaluated biennially thereafter on the employee's anniversary date of hire. The LRCEA agreement provides provisions for timely resolution of employee deficiencies. [III.11]

The evaluation of employees (maintenance/operations and campus police officers) represented under the Service Employees International Union (SEIU), Local 1021, is covered in Article 6 of the SEIU agreement. As provided in the agreement, performance evaluation has as its primary goal the ongoing improvement of services in support of the District's mission as a deliverer of educational programs to the public. In addition, the performance evaluation is intended to provide an employee with reasonable notification relating to the quality of his or her quality job performance. A probationary employee is evaluated three times during his or her one-year probationary period. Permanent employees are normally evaluated annually. However, employees

receiving an overall rating of “competent” or “commendable” on their Report of Performance for the first two years of employment, including their probationary period, are evaluated biennially thereafter on the anniversary of the employee’s date of hire. If performance problems are identified in an evaluation, the agreement requires that a work plan for improvement and documentation illustrating the basis of the deficiency be developed to assist the employee in meeting required standards of performance. [III.12]

Management evaluation processes and criteria are outlined in the LRCCD Policies and Regulations. [III.7] One element of the manager’s evaluation is the Management Evaluation Staff Opinion Survey to be completed by selected faculty members and staff. The survey addresses performance relating to leadership skills, program planning, problem solving, communication skills and team-building skills. Based on the survey results, along with the self-evaluation report and the supervisor’s findings, commendations and recommendations are given to the manager. The recommendations are accompanied by specific activities for improvement such as mentoring, workshops or conferences.

Evaluation

The college has evaluation processes in place for all levels of personnel and performs these evaluations at stated intervals. The evaluation criteria are in written form in the collective bargaining agreements of the various units.

Planning agenda

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

The evaluations of faculty and staff focus on improvement of services in support of the educational program of the college.

By contractual agreement, one component of the faculty performance review process examines the faculty’s participation in SLO assessment. The ARC Academic Senate recently passed a resolution advising all faculty to include SLOs from the course outline of record in their syllabi (SLOs are included in the course outlines accessible in the curriculum management system called SOCRATES). As specified in the LRCFT bargaining agreement, Section VI of the self-study format requires that faculty discuss, among other issues, SLOs and their assessment. Each course syllabus must be “consistent with the approved course outline.” Given the requirement that faculty “adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline,” the syllabus documents the responsibility taken by the faculty for supporting student learning outcomes. [III.13]

Evaluation

Incorporating SLOs into the curriculum has been a priority of the college since the fall of 2007 when the student learning outcomes assessment plan was approved. Faculty are evaluated using a variety of criteria, including the Classroom Faculty Performance Review form. The second item on the form under Professional Responsibilities, Teaching Skills, and Classroom Management reads, “Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.” As part of the

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self-study process of the Faculty Performance Review, faculty also assess their progress related to student learning outcome attainment.

Planning agenda

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description

The college has written codes of professional ethics for faculty, classified, and management personnel. LRCCD Board Policy 3114 contains a Board of Trustees' Statement of Ethics and other Board Policies (7142 and 8611) mention standards of professional conduct. The ARC college catalog includes all three statements of professional ethics. [III.8] [III.2]

The college fosters ethical behavior by informing new employees of professional and ethical expectations, evaluating them according to their respective contracts, and providing mentoring and professional development opportunities that reinforce ethical tenets.

Evaluation

The statements of professional ethics encompass the entire community of American River College employees and set a high standard for the college's students and professional staff. The institution's commitment to this standard is strong, as demonstrated both by the content of the codes of ethics and by the ongoing support of the college leadership.

Planning agenda

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description

As of fall 2008, ARC had 452.3 FTE full-time faculty, 220.8 FTE adjunct faculty, 316.4 FTE classified staff, and 27 educational administrators. [III.14] According to the Los Rios District Office, the current ARC full-time to part-time teaching ratio is 66.8% full-time faculty, 33.2 % part-time faculty. Although this ratio falls short of the 75/25 ratio that is the statutory goal established by AB 1725 (1988), the college's ratio is higher than the 62.2% documented by the State Chancellor's Office in fall 2004 for the California community colleges.

The college identifies staff needs through the annual educational master plan (EMP) process. [III.15] Requests for positions identified in the EMP are considered during the hiring allocation process for classified and certificated employees. The process is overseen by the Classified and Academic Senates, respectively, and results in a prioritization of the hiring allocation requests based on the senate memberships' examination of the presentations explaining and defending the requests. In addition, prioritization also occurs at the dean level. Both sets of priorities are forwarded to the president for final ranking in consultation with the President's Executive Staff (PES). [III.16]

District records show that student enrollments have increased by 49% over the past ten years. Regular faculty numbers have increased by 49%, classified staff by 47%, and management staff by 24%. [III.17]

Evaluation

The college is committed to the efficient use of resources and demonstrates that commitment in the evaluation component of the educational master plan process. [III.15]

The college supports the 75/25 ratio for full-time/part-time faculty staffing but lacks the resources to bring the ranks of full-time faculty up to that level. In the absence of increased state funding to accomplish that purpose, the 75/25 goal will remain a discussion item in the annual process of setting hiring priorities for faculty hiring. The college is committed to moving closer to the statutory goal, as resources permit.

Planning agenda

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

The college utilizes a variety of processes to develop and publicize its personnel policies. These policies and procedures are disseminated through the District Web site, college hiring manuals, career fairs, and professional development activities

All personnel policies and procedures are developed at the District level in collaboration with representatives from each of the colleges. Within the framework of the Los Rios vision and mission statements and the Interest Based Alliance culture, these policies and

procedures are monitored for compliance with all appropriate state and federal laws and regulations. At the District level, policies and regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and federal law. The District reviews one third of its policies annually to ensure they are appropriately updated.

Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process.

Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPASs, VPIs, and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's Executive Staff. After approval by the Chancellor's Executive Staff, the Chancellor's Cabinet, which is the District-level shared governance body, reviews the proposed new policy or regulation. Changes to a regulation become effective once they are approved by the Cabinet, but changes to a policy continue to the Board of Trustees for first reading and become effective upon the Board's approval.

Where immediate change to a policy or regulation is required, interim guidelines may be issued. The District also publishes handbooks (for example, the *Equity Handbook*, the *Administrative Handbook*) and informational flyers (such as the Faculty Performance Review and Summary Table) to inform and train staff and ensure that policies are administered consistently and equitably. The District's policies and procedures are periodically reviewed to make sure that they are equitable. Examples of procedures that have been revised include extending compensation for office hours to adjunct faculty and maternity leave for full-time faculty.

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Personnel policies and procedures are documented in the four collective bargaining contracts with the LRCFT, LRCEA, LRSA, and SEIU (Local 1021) and in Board Policies on Management and Confidential Personnel. The collective bargaining agreements are developed by the District's Human Resources personnel working with management representatives and members from the collective bargaining unit from each of the colleges within the District. The documents are available at the LRCCD Web site as well as distributed to colleges and individual employees either in electronic or hard copy format.

In compliance with the District Board Policies and Regulations 5120 *et seq.* and Education Code 87360, the District Academic Senate has developed a *Hiring Manual for Full-Time Faculty* that is periodically revised to reflect the latest changes in District, state and federal regulations. The manual also addresses hiring for adjunct faculty.

Evaluation

The college has written policies to ensure fairness in employment procedures and has adopted regulations and entered into agreements that ensure adherence to those policies. The lack of formal grievances and/or complaints, as verified by the District's Human Resources Office, suggests fair and consistent application of employment procedures.

Planning agenda

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.

Description

The college adheres to a practice of maintaining secure and confidential personnel records by ensuring all personnel records are maintained in the Human Resources Department at the District Office. Personnel records are kept electronically by Human Resources staff in a secure, password-protected system called OnBase. Employees can view (or have printed) their own files by making an appointment at the District Office. The District and college are fully compliant with requirements of law relating to employee confidentiality and employee access to records. [III.4] [III.18] [III.19]

Managers and classified staff receive training regarding the procedures and processes for maintaining security of all files.

Evaluation

The college and the District maintain the security and confidentiality of personnel records while affording employees' access to their own personnel records.

Personal employee information is generally not to be found on the college campus. Potential employees, however, submit job application packets that may be viewed on campus by members of the interview/screening committee. In keeping with its practice of protecting personal data and maintaining respect for privacy, the college requires that the chair and equity officer of every interview/screening committee emphasize the confidentiality of the personal data of job applicants and the importance of keeping secure the information in the application packets during as well as at the completion of hiring processes.

Planning agenda

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

The college and District governing board support the institutional and District-wide commitment to their diverse personnel through the development and offering of programs, practices, and services to both students and personnel throughout the District. One of the college's values, approved in 2008, states that "ARC is a community enriched by the experience of students, faculty, staff, and administrators from a variety of cultures, ethnic and economic backgrounds, ages and abilities. A commitment to providing and nurturing a safe environment for the free exchange of ideas with sensitivity, civility and mutual respect is essential."

Job postings on the Los Rios Human Resources Department Web site and all brochures and publications include the statement that "LRCCD embraces diversity as one of the core values of the organization," and a reference is made to the Americans' with Disabilities Act. An equity representative serves on all hiring committees. The District gathers voluntary demographic information regarding equity and diversity.

The Statement of Community, released by the President's Office in 2005, is a further comprehensive declaration of the institution's "community" concept:

American River College is a diverse academic community composed of individuals having many perspectives, abilities, faiths, cultures, ethnicities, races and orientations. We come from a multitude of backgrounds, and with distinct needs and goals. We recognize that to

create an inclusive and intellectually vibrant community, we must understand and value our individual differences and affirm the inherent dignity in all of us.

We recognize the right of every individual to express any idea, and to counter another's point of view. And, while we promote open expression of our individuality and our diversity, we do so within the bounds of courtesy, sensitivity and respect. We reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, and sexual orientation, religious or political beliefs. We recognize and support the richness contributed by each individual. We take pride in our various achievements and we celebrate our differences. [III.20]

This statement of community is disseminated throughout the District in college publications, including but not limited to, the American River College catalog, the Faculty Handbook, job postings, and collective bargaining agreements. It is also posted on the college Web site. The information has been covered in workshops and College Hour presentations organized by the Center for Teaching and Learning and included at staff convocations.

The college also has a process for addressing discrimination and/or harassment of staff and students. The names of the equity officer, student grievance officer, Title 9 coordinator, sexual harassment officer, and disciplinary officer are published and posted in prominent places throughout the campus. By assigning individual managers to these roles, the college ensures that the issues of discrimination and harassment are dealt with promptly and appropriately.

The college offers regularly-scheduled faculty and staff opportunities to participate in cultural competency training. The training focuses on a wide range of issues pertinent to members of various represented groups. The sessions are

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evaluated for effectiveness via feedback forms completed by the attendees. These response forms are also provided online to ensure that participants can easily give the college feedback on the effectiveness and value of the training.

All managers undergo mandatory sexual harassment training and retraining to prepare them to identify, attempt to prevent, and respond to the consequences of such harassment. Also, managers are expected to participate in equity training.

Evaluation

The college takes seriously its role as a “community” college. ARC’s effectiveness as an educational institution would be severely compromised if it did not embrace the variety and diversity of its student population and reflect those traits within the college itself. Respect for diversity and fairness is a key value at the college and permeates the institutional culture. The mission statement and the accompanying statement of values make the point explicitly and unambiguously. As stated in the declaration of ARC values, “ARC is a community enriched by the experience of students, faculty, staff, and administrators from a variety of cultures, ethnic and economic backgrounds, ages and abilities. A commitment to providing and nurturing a safe environment for the free exchange of ideas with sensitivity, civility, and mutual respect is essential.” [III.21]

Furthermore, the college’s stance is supported and amplified by the Los Rios District’s declared commitment to diversity as a core value, as clearly stated in the Los Rios Strategic Plan. [III.22]

The college puts its beliefs into practice in its organizational processes. ARC encourages broadly representative participation in the college’s standing committees and workgroups. The president has issued a memorandum to all managers and supervisors reminding them

of the importance of including classified staff representatives on college committees because the outcomes of committee and work group efforts are enhanced when that work is produced in a collaborative effort across all constituent college groups.

Examples of the ways in which the college promotes and celebrates diversity include but are not limited to the following:

The college supports *The Parrot*, a publication of the college’s ESL students and staff for the campus-wide community. This publication speaks to the difficulties and unique circumstances encountered by ESL students and the instructors who work with them. [III.28]

The college participates in the District-wide Faculty Diversity Internship Program (FDIP), which is instrumental in developing community college instructors who “mirror the diversity of our student population.” The definition of diversity in this context is broad and inclusive and has resulted in diverse instructor pools for both adjunct and full time hires. [III.22a]

The college supports a broad range of staff development programs, including flex programs activities for both the faculty and classified staff. [III.24] The professional development aims at enhancing understanding of students from specific ethnic and cultural backgrounds, including students of Eastern European, African, Asian, and Pacific Islander descent, among many others. The programs focus not only on ethnic diversity, but also on diversity based on students who are learning-disabled or who require physical accommodations.

All members of the college community are expected to understand that equity issues may arise in working with diverse students. Open dialogue about equity issues is promoted by the Equity Committee, a standing committee of the college.

Professional development training has been

provided on the generational status of immigrant students (First Generation, Generation 1.5, Second Generation) and how one can best deal with and educate a changing population of students and workers.

The college has also implemented training programs on diversity of age (Gen X, Baby Boomers, and Gen Y), differentiated learning styles, and cultural sensitivity relative to teaching issues.

Planning agenda

None.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Description

The Human Resources department publishes the Report on Recruitment Efforts for each academic year. For the 2007-2008 academic year, the summary statistics indicate that 41.3% of total employment applicants were from underrepresented groups; 35.3% of that group were interviewed for positions, and 34.6% of those applicants were hired for positions within Los Rios. Specifically, the data provided below by the District Office summarizes the following hires for American River College in 2007-2008 [III.17]:

Ethnicity	Classified	Management	PT Faculty	FT Faculty	Total
African Americans		1	10	3	14
Asian	4	1	9	2	16
Hispanic	4		10	2	16
Other Nonwhite			2		2
Unknown/Declined			29		29
White	27		96	9	132
Total	35	2	156	16	209

Evaluation

The District’s Human Resources Office reviews the voluntary demographic data received from applicants. This data is shared and discussed by the college community in a variety of venues, such as the ARC Planning Coordination Council, Administrative Leadership Council, and the Academic Senate.

Planning agenda

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

The college’s dedication to integrity is implicit in the values expressed as part of its statement of vision, mission, and values, particularly its emphasis that all members of the college community embody “[r]esponsible leadership and service” and engage in communications that are “based on honesty, trust, civility, and mutual respect.” [III.21]

Through use of evaluation and feedback instruments, the college supports an environment of open discussion regarding employee and student opinions of satisfaction.

Evaluation

During spring 2008, the District conducted a survey titled the "How Are We Doing Employee Survey," which focused on employee satisfaction. Representing a response rate of 31.9%, 708 ARC employees responded to the survey. [III.23]

When questioned about their sense of job satisfaction in the District, 84.2% of the ARC respondents agreed or strongly agreed that they are satisfied with their jobs in Los Rios. When questioned about the overall understanding of their impact on the mission of the District, 91.5% of ARC respondents agreed or strongly agreed that they understand how "my job contributes to the general mission of the District."

The willingness of the District and ARC cultures to solicit direct feedback from personnel regarding overall satisfaction with the institution on various levels demonstrates that the District and college cultures support a culture of integrity and open dialogue.

Given that 33.5% of employees disagree or strongly disagree that their departments are adequately staffed to achieve their goals, consideration should be given to gaining an understanding of why so many employees believe this to be true. Also worth noting are the higher proportions, 40.7%, of classified staff who disagree or strongly disagree that their departments are adequately staffed. This response may suggest a need to evaluate current staffing levels as well as staff utilization, in order to ensure that departments are using staff in the most positive and effective ways to meet workload needs.

Concerning career path opportunities, particularly among classified staff, 40.7% of classified employees disagree or strongly disagree that opportunities for promotion are available. This concern similarly emerged in the 2006 Employee Survey for classified staff. In addition,

adjunct faculty voiced frustration over the lack of career opportunities that afford a transitional path from adjunct to full-time status. [III.23a]

As the organization continues to experience growth, the ability to communicate quickly up, down, and across the organization will become increasingly challenging. Improvements were made since the 2006 survey, and new strategies to enhance more rapid and ongoing communication should be continued and enhanced where possible. In 2006, managers expressed a 45.9% level of dissatisfaction relative to communication, a finding that decreased to a 27.3% proportion of dissatisfaction in 2008. Perhaps the communication strategies that were implemented to improve communication with management could be reviewed and implemented, where feasible, for classified and faculty employee groups.

Reviewing job responsibility as it relates to the adequacy of pay, especially as related to classified and faculty, continues to be an issue for 33.2% of the classified respondents and to 18.8% of the faculty. Substantial proportions of managers voiced dissatisfaction regarding the adequacy of pay in the 2006 survey, but 2008 responses indicate a much lower level of dissatisfaction among managers, decreasing from 31.1% in 2006 to 9.1% in 2008. Acknowledging that the District is facing challenging budgetary times, a review of strategies implemented to address management dissatisfaction as it relates to adequacy of pay could help address issues voiced by classified staff and faculty. The belief that trust exists between management and employee groups is ranked fifth in terms of the strength of its association with job satisfaction. Only 53.8% of employees agree or strongly agree that trust exists. Particularly from the classified staff, frustration was voiced about how staff are treated in the workplace concerning trust, collegiality, professionalism, and respect. The District may want to explore these issues further in an effort to gain a clear understanding of specific areas

of concern. As workload pressures continue to increase in the organization, it would behoove management to make the effort to communicate to employees that their efforts are valued because *all* employees contribute to the mission of the Los Rios Community College District.

Enhancing orientation programs for new employees was also a heightened concern of managers in the 2006 survey, but 2008 survey results show much improvement in this area: 29.3% of managers voiced disagreement in 2008, down from the 45.9% in 2006. This issue is also a concern of 24.8% of classified employees and 19.2% of faculty respondents and may become particularly important as the District grows while simultaneously experiencing large numbers of retirements. The District may want to consider asking all employees to work through the existing work groups and processes to identify professional development programs that would respond to the need for more effective orientation.

Disagreement about the adequacy of retirement benefits provided by the District was raised by 24.5% of the faculty, 18.8% of classified staff and 7.0% of managers. In addition, concern about medical benefits rose to the top ten list, with 20.1% of faculty, 10.2% of classified staff, and 5.1% of managers indicating disagreement. Open-ended feedback indicated that adequacy of retirement benefits is a particular concern of adjunct faculty across the District and may be related to their frustration about the perceived lack of progress from adjunct to full-time status. The District must explore how to address escalating health care costs while remaining financially sound.

Planning agenda

The college's Research Office will undertake its own survey of employee satisfaction during the 2009-2010 academic year (a) to identify more specifically the particular issues raised by the District survey as these relate to American River

College employees and (b) to help the college identify opportunities to resolve those issues.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description

All segments of college personnel have opportunities for professional development. Serving as cornerstones of this activity are the Center for Teaching and Learning (completing its third decade of existence on the ARC campus in 2010) and the Instructional Technology Center. All classified, certificated, and management staff are encouraged to participate in professional development. These activities are offered during the flex days at the start of each semester. [III.24]

Faculty are offered various opportunities for professional development. The Professional Development Leave Committee assigns sabbatical and reassigned time. The District provides FTE to cover these leaves. Applications for travel are reviewed by the Faculty Professional Development Committee. The evaluation criteria, application deadlines, and other information about the application process are published on the committees' Web pages. All applications for travel and leave must link the proposed activity to a specific college goal and focus area. Faculty also have the option of participating in activities planned through the CTL (e.g., flex day, college hour), Instructional Technology Center (ITC), Collaborative Skills Workshops, Interest-Based Alliance—to name a few. Faculty may also choose to participate in off-campus professional development opportunities,

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including those provided by the other Los Rios colleges. Additional opportunities for professional development include but are not limited to conferences sponsored by the Academic Senate for California Community Colleges, and the teaching abroad program.

Professional development opportunities for classified staff are funded by the Classified Professional Development Committee for travel to conferences, tuition reimbursement, and leaves coordinated by the District. Classified staff are also eligible for participation in professional development programs, including Interest-Based Alliance workshops, ITC workshops, the Classified Professional Development Series offered by the CTL, the Connections program, Classified Professional Development Day, and the Classified Leadership Academy organized by the District HR staff.

The Management Professional Development Committee (MPDC) and the Administrative Leadership Council (ALC) are the two management groups that provide professional development opportunities for managers. The MPDC meets once a month to review applications for attending conferences. In addition, this committee plans the professional development topics for the Friday Managers' Professional Development Series offered during the academic year. [III.25] The ALC meets once a month, and the agendas are planned by the college president with input from the chair of the MPDC.

These activities support the college's focus area 2.1 to increase faculty and staff development activities to improve teaching and learning effectiveness and focus area 5.2 to increase training and professional development opportunities for all employees, enhancing their abilities to interact effectively with students and with one another.

As mentioned above, the college has dedicated two venues to the professional development

activities. The Center for Teaching and Learning (CTL) is staffed by a full-time classified employee and a two-member faculty team that serves two-year terms. The CTL sponsors many activities throughout the year. Surveys are completed to identify staff development needs. Presentations are recorded so that those not able to attend can access the information. The Instructional Technology Center (ITC) is available to all staff. It is staffed by both faculty and classified employees who present workshops and work with individuals to develop materials for incorporating a variety of technologies into instruction.

Also as mentioned above, several committees plan for, evaluate, and provide resources for the college's professional development. Four of these committees are standing committees: the Professional Development Coordinating Committee, the Classified and Faculty Professional Development Committees and the Professional Leaves Committee. The Management Professional Development Committee is not a standing committee.

The college is committed to an interest-based approach (IBA) to problem-solving and consensus building. The District supports annual three-day IBA training sessions during which participants learn to use the approach for conflict resolution in their areas. Classified, certificated, and management staff are encouraged to attend. All new managers are required to participate.

Among the ways that the college evaluates the quality of its professional development offerings are attendance reports from professional development activities, evaluation forms collected and reviewed immediately after activities, and a research survey at the end of spring semester in odd-numbered years (the results are reported in the subsequent fall semester). Also, the Research Office conducted such a survey in 2007, and the next survey is scheduled for 2009. [III.15]

Evaluation

Results from a survey asking the question whether the college provides sufficient opportunities for professional development of faculty, classified staff, and managers indicate that 73.6% of faculty, 70.6% of managers, and 57% of classified staff agree or strongly agree; 15.1 % of faculty, 23.4% of classified staff, and 22.2% of managers are neutral, and the rest either strongly disagree or do not know. [III.42]

Planning agenda

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

Systematic evaluation is an integral part of the professional development process at the college. Evaluations of professional development activities for all personnel include reports from the Center for Teaching and Learning, the Instructional Technology Center, and sponsors of the activities.

Proposals for funding professional development activities must demonstrate alignment with the college's goals and focus areas. The professional development activities are evaluated by the participants themselves on completing the activities. Examples of these evaluations include:

- Brief surveys completed immediately after activities and workshops sponsored by the CTL and ITC, which are collected and reviewed by the activities' facilitators
- Reports submitted by faculty, staff, and managers after attending conferences
- Reports submitted by faculty members after

completing Type A and Type B leaves, which are reviewed by the chair of the Faculty Professional Development Committee to ensure that the activities aligned with the college's goals and focus areas as originally described in the leave proposals. The chair then forwards the reports to the president for his review and approval, which affords a further opportunity for consideration of any improvements suggested by the reports.

As part of a longer-term effort to evaluate and improve professional development programs, the Research staff has for two of the last four years surveyed participants of professional development activities sponsored by the CTL and ITC. This longer-term evaluation effort will be overseen by the Professional Development Coordinating Committee as part of its schedule of work for 2009-2010. [III.24] [III.42a]

Evaluation

The evaluation of professional development programs includes participant feedback, and this feedback informs decisions to revise future programs, as appropriate, and create new programs supporting professional development.

Planning agenda

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description

The college's personnel hiring is part of a planning process that involves the ARC Academic Senate for faculty positions and the Classified Senate for classified positions, as well as input from the Instruction and Student

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Services managers and the President's Executive Staff. Each of the college's academic areas or departments determines its needs and priorities for the hiring of faculty and staff as part of its annual educational master plan in which the needs of the area or department are identified and linked to the college's goals and focus areas.

The annual educational master plan (EMP) process helps departments to identify their resource allocation requests. Based on the analysis conducted for the EMP, hiring needs are identified and hiring goals are developed for both faculty and classified staff positions. [III.15]

For the faculty hiring process, ARC uses a collaborative consultation process to create a faculty-hiring priority list. The Academic Senate hosts presentations by the departments requesting hiring allocations and ranks the requests based on criteria that include productivity and student enrollment. The deans likewise rank the departments' hiring requests, and the two lists are presented to PES and the president for discussion. The college president then creates the final faculty position requests in consultation with his management leadership team.

After the District allocates the number of faculty hires to the colleges, job announcements are developed by the Human Resources Department in consultation with the appropriate college academic department, which provides the details of the proposed faculty assignment/job description. The final job announcement is approved by the department chair and appropriate administrator. Job descriptions list the qualifications for the position and the job responsibilities. [III.26]

Assessment of faculty staffing needs occurs through several formal measures. These include productivity and growth calculations, annual performance review processes every year for the first four years of employment until tenure is

received and every three years thereafter, student success indicators, employee satisfaction data, staff turnover data, full-time/part-time ratios, achievement of college goals, and program review. These measures enable departments to determine optimal faculty numbers and whether new or replacement faculty need be hired.

The classified staff hiring prioritization process is similar to that for the faculty. Departments state their needs for additional classified staff in the spring EMP process. After the EMP cycle closes in late spring, the vice president of Administrative Services (VPAS) generates a report listing the critical (i.e., number one priority) classified positions requested. This listing is then presented to the Classified Senate, which conducts a forum at which departments are invited to defend their requested positions. The Classified Senate then prioritizes the requested positions and presents their priority listing to the President's Executive Staff. Concurrently, the Instruction and Student Services managers are reviewing the listing and providing their recommendations on the positions having their highest priority.

Based on the input from the Classified Senate and the deans' councils, PES prepares a listing in priority order of classified positions to be requested of the District. The college president finalizes the list, which is then submitted to District Fiscal Services. Based on the number of new positions, as determined by availability of financial resources, the District in conjunction with all four college VPAs allocates new classified positions to the four colleges and District Services (DO/FM). As part of the District's allocation process, existing staffing patterns are reviewed to determine the average number of classified positions each campus has in light of weekly student contact hours (WSCH), unduplicated number of students, and number of square feet of space in each college's space inventory. Review of these ratios helps ensure that the District allocation of new classified positions is criteria-based rather than arbitrary.

New classified staff positions must be justified through the EMP process. Institutional planning provides the framework within which new classified positions are developed. The sole exception occurs for categorically-funded positions, which do not go through the same process. Because the funding requirements of a categorical or grant-funded program often stipulate the positions required to fulfill the requirements of the grant/program, these positions are not required to be included within a department's EMP. To plan for these positions, several processes and measures are used for continuing assessment of staffing such as analysis resulting from faculty and staff surveys, productivity and growth reports and workload measures prepared by District Fiscal Services.

Evaluation

Human resources planning at the college is fully integrated with institutional planning. Personnel needs are identified in the educational master plan process, which has been implemented in all the departments and divisions of the college. Each area of the college reviews its staffing requirements annually and reflects the result in its EMP. The evaluation of staffing proposals follows the same standard for institutional improvement that governs the planning process.

The college ensures that human resource decisions emanate from institutional needs and plans for improvement through the use of EMPs, program review, and data/impressions gathered from constituency groups affected. The college determines its need for staffing resources in each program and service area by evaluating information from the EMP and program review; annual reports measuring achievement of college goals and focus areas and achievement of productivity and growth goals; full-time/part-time ratios; faculty/staff surveys; and workload measures prepared by District Fiscal Services.

Planning agenda

None.

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

The college and District continue to plan, build, maintain, upgrade and replace their physical resources in a manner that assures effective utilization and the continuing quality necessary to support programs and services.

American River College's Facilities Master Plan is a framework that guides future development of the college and its off-site centers. [III.27] It is a compilation of District and college planning, during which information is gathered and analyzed to determine the institution's future needs in terms of facilities and instructional and student support space. Some of the components or factors considered in the master planning process involve establishing specific planning goals and objectives, program identification, program analysis and definition, site inventory, site opportunities and constraints, and other alternatives. The participants in the preparation of the 2003 Facilities Master Plan included representatives from all college constituency groups, the District and an architectural firm. The American River College's Facilities Master

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Plan lays out a map or blueprint of the college's future facility needs and its options for meeting them by efficient utilization of future and current space. In keeping with the college's emphasis on unified planning, the Facilities Master Plan is aligned with the entire compilation of requests pertaining to facilities contained in the college's educational master plans. [III.15] The Facilities Master Plan continues to emphasize future facility needs in order to accommodate the anticipated growth in programs and services. To accomplish its work, the committee placed a heavy emphasis on the evaluation and planning efforts of the college, with a distinct focus towards the future improvement and overall development of the college.

The State Five-Year Construction Plan is used to analyze enrollment forecasts and determine the amount and type of space that will be needed to meet increases in enrollment and changes in educational programs on campus and at off-site centers. [III.29] The major components of the plan include forecasted student load (enrollment and Weekly Student Contact Hours [WSCH]); facility capacity to handle the forecasted load; proposed new space; proposed modernizations; and possible funding sources. The first two components are compiled into "capacity/load ratios," which represent, as a percentage, the facilities' capacity to handle forecasted student load (or demand). These capacity/load ratios are the primary tool used by the state to determine which projects will be approved for state funding. The college and the District work jointly to compile the Five-Year Plan, with an emphasis on supporting programs and services, regardless of location and means of delivery.

The vice president and the director of Administrative Services meet monthly with District Facility Management to discuss concerns and opportunities regarding the maintenance, upkeep of buildings and effective utilization of facilities, in order to continue the college's on-going support of its programs and services.

The 2007-2008 Scheduled Maintenance and Special Repairs Plan (SMSR) focuses on upgrading existing mechanical systems, equipment and other related projects, in order to adequately maintain effective utilization of that space or location on the college campus and at off-site centers. [III.30] The SMSR plan demonstrates a continued District and college commitment to monitor and upgrade or replace mechanical systems and equipment to the degree that funding will allow. Broken or outdated mechanical systems and/or pieces of equipment are replaced in priority order according to the availability of budgetary resources and their placement on a four-part scale of descending importance: critical, potentially critical, necessary but not yet critical, and recommended. The goal is to continue to maintain and upgrade physical resources to provide quality support of college programs and services.

The Los Rios District Functional Mapping document illustrates how the colleges and the District manage the distribution of responsibility by function. [III.31] The mapping document outlines the District's primary role in the planning, evaluating, building, maintaining, improving and upgrading or replacing its physical resources. The college has a secondary responsibility in this function, but ensures that physical resource planning is integrated with institutional planning.

With the successful passage in March 2002 of Measure A, a \$265 million local bond measure for capital construction, the District was able to fund the renovation and construction of educational facilities at the college and elsewhere in the District. [III.32] Measure A provided funding, in whole or in part, for many projects on the college campus and at off-site locations, such as the Natomas Educational Center, swing-space portables, Allied Health modernization, Learning Resource Center expansion, Fine Arts modernization and expansion, PE Space Addition 1 and 2, PE Circulation and Parking at Gym, PE

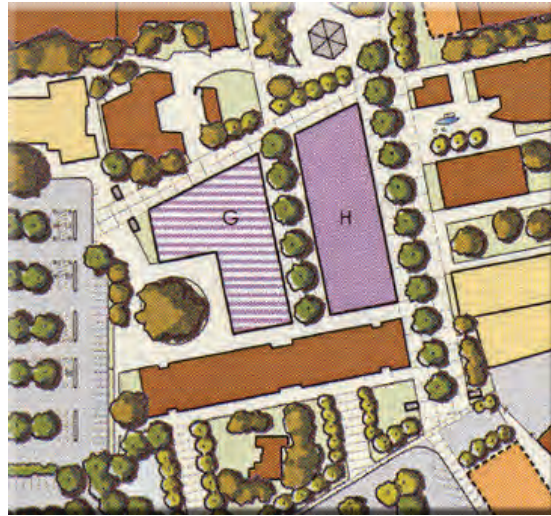
Liberal Arts at American River College: On its way up



ARC campus center (2009)

The Liberal Arts complex in the center of American River College's main campus is fated for demolition in accordance with the college's *Facilities Master Plan* of 2003. Faced with growing enrollment that is projected to continue and the consequent increased demand for classroom, office, and lab space, the college has decided to build up the center of the campus, replacing a complex of one-story structures with a pair of three-story buildings. The modernization and expansion project for the Liberal Arts complex also gives the college an opportunity to upgrade other aspects of the campus, including its environmental appearance, traffic patterns, and student friendliness.

The transformation of the Liberal Arts complex is a two-phase project. The first phase consolidates existing facilities that house mathematics, business, computer science, and journalism into a new structure whose total square footage will be an exact match for the aggregate square footage of the buildings it replaces. (This is the building



ARC campus center (future)

labeled H in the above figure, slated for 16,500 square feet.) The consolidation of the existing Liberal Arts facilities into one building will open up space for a future structure (labeled G in the figure) that will provide up to 20,000 square feet of new instructional, office, and lab space.

Preliminary sketches have been prepared for the phase-1 building, including the allocation of space on its three floors to the departments and academic areas which will be displaced by the modernization project. The timeline, however, will depend on the availability of state funds. Although the District has been fortunate in the support it has received from local voters for two recent bond measures, the scope of the two-phase Liberal Arts project cannot proceed until the state of California recovers its fiscal footing sufficiently to provide matching funds. The original *Facilities Master Plan* had phase 1 scheduled for completion in 2012, but that projection now appears unduly optimistic.

Phase 3 (pool), and Library expansion. Without the successful passage of Measure A and the funding it provided, the college would have not been able to adequately accommodate and support these programs and services.

The successful passage in November 2008 of Measure M, a \$475 million local bond measure for capital construction, will allow the college to address a major college need for sufficient staff and student parking. [III.33] A parking structure is one of several projects scheduled to be constructed with a portion of the Measure M bond funds. The project will allow the college to provide adequate parking spaces for its staff and students and continue to support program and service access at the college.

The minutes of the Building, Grounds, and Safety Committee reflect the college's efforts to maintain and evaluate the effectiveness of physical resources. [III.34]

Evaluation

The college and District are committed to an ongoing process of evaluating, planning, and improving physical resources. Through this commitment the college ensures the effective utilization of its physical resources and also the institution's ability to maintain the quality necessary to support its program and services, regardless of location or means of delivery.

Planning agenda

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

The college is strongly committed to maintaining a fully accessible, safe, secure and healthy environment for faculty, staff and students. In 2004, the District secured the services of National Access Consultants to assess all District locations, including American River College, for access compliance. National Access Consultants evaluated and generated a detailed report outlining those areas of non-compliance on the college campus and its off-site centers. As a result of this detailed report, the college created its ADA Transition Plan. [III.35] This plan outlines the funding and timeliness necessary for resolving the concerns identified in the National Access Consultants report. The college's DSP&S department and its Disabled Access Committee helped to prioritize those items noted in the report.

The college and the District Facility Management department are continuing to work to address any remaining non-compliance issues. Many of those areas of non-compliance have been or are scheduled to be addressed during future facility-related projects. For the concerns that need immediate attention, the college and the District have begun working to correct those concerns or find alternate means of compliance until a permanent solution is completed. The ADA Transition Plan is a living document and is updated regularly as those areas of concerns are addressed.

In March 2008, consultants under contract to the California Community Colleges Chancellor's Office conducted an on-site review of the college to evaluate its compliance with the Civil Rights Guidelines for Career Technical Education

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programs. The Civil Rights Review had had a primary focus on program and facility access. [III.36] After an extensive review of the college, the consultants reported that their findings were minor in the context of the age and condition of the buildings at the college. The site reviewers declared themselves generally pleased with the college and the accommodative access provided

to students. The reviewers noted six areas of concern during their audit of the college. The corrective action is a shared responsibility of the college and District. The chart below describes the findings from the audit, most of which were location specific, and the necessary corrective action taken to address those concerns.

	Compliance Issue	Plan/Activities/ Timeframe	Responsible
B.	Lack of signage directing students and faculty.	Signage installed, August 2008	College
C.1	Drinking fountains are inaccessible to individuals who use wheelchairs.	ADA-compliant drinking fountains installed, August 2008.	District
C.2	Door handles in some classrooms are difficult for individuals with a disability to open as they require grasping, pinching, or twisting of the wrist.	Door hardware replaced with compliant hardware, August 2008.	District
C.3	Classroom and laboratory aisles are less than 36 inches apart and thus inaccessible for individuals with mobility impairment.	Aisles evaluated and adjusted to provide compliant space between aisles, August 2008.	College
C.6	Lack of access curb ramp.	Compliant access curb ramp installed, August 2008.	District
C.7	Thresholds in doorways exceed half inch and not beveled.	Compliant thresholds installed, August 2008.	College

The Division of the State Architect (DSA) provides design and construction oversight for K-12 schools and community colleges. [III.37] It develops and maintains accessibility standards and codes that govern public and private buildings throughout California. The college renovations, expansions, and new construction projects must be reviewed for accessibility and safety/structural related compliance. Only after the project plans are reviewed and then approved by DSA can the actual construction process begin. This process ensures that those projects that are reviewed by DSA comply with access, safety, seismic and structural safety requirements. The college and the District welcome the oversight on their projects, because it helps ensure that DSA-reviewed projects are both safe and accessible.

With the college's Facility Master Plan as a guideline, the college embarked on a directional signage project during 2006-2007. [III.38] The project was designed to provide the college community with improved directional signage. The main intent was to provide improved directions and help with way-finding throughout the college, thereby enhancing access to buildings, programs, and services. The new signage was designed with flexibility in mind. The college campus is constantly evolving, so plans are being made to revisit and update the signage upon the completion of several upcoming capital construction projects.

The 3D/International Assessment of the college's main facility and off-site locations was compiled in early 2002. [III.39] The District authorized 3D/International to perform a comprehensive and District-wide assessment of the condition of Los Rios facilities. 3D/International's assessment teams of design professionals were asked to conduct site visits during which they evaluated the college's facilities by the condition of structural components and suitability of design to purpose. The team researched and reviewed existing architectural drawings and

renovation projects and met with campus and District maintenance staff. The team also conducted visual observations and interviewed facility occupants and maintenance staff. The 3D/International assessment gave the college and District another tool in their facility project planning process, and this tool has been used in planning better allocation of resources to facility design, construction and maintenance.

The college and District have set a high priority on providing safe and sufficient physical resources that can support and assure the integrity and quality of programs and services. The comprehensive report of 3D/International evaluation and assessment was conveyed to the college in March 2004. The report outlined the deficiencies and condition of college facilities. One of the considerations of this assessment process is the Facility Condition Index, or "FCI." The FCI is a ratio of the estimated cost to repair the identified deficiencies divided by the estimated replacement value of the facility.

The overall FCI rating for American River College and its off-site locations is 16.09% compared to the state average of 23.6%). The chart below provides a description of the FCI range.

Condition	FCI
Good	0 to 5%
Fair	6 to 10%
Poor	10% and above

The Alliance of Schools for Cooperative Insurance Programs (ASCIP), the District's property and liability Joint Powers Authority insurer, conducted a loss control and safety audit of American River College and its off-site centers in 2007. [III.40] This audit was intended to identify and correct any safety concerns that may be deemed potentially hazardous or unacceptable to the safety and security of faculty, staff and students. The college is using the work order

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management system to track the corresponding work orders to complete the repairs identified in the audit. The District Facilities Management Department and the college's maintenance staff are working to resolve those areas identified in the audit.

The role of the college's Building, Grounds, and Safety Committee is to review and make recommendations concerning the overall physical environment for students, faculty and staff, at the main campus and at off-site centers. [III.41] The committee makes recommendations to the president concerning needed enhancements to campus buildings and grounds in keeping with its goal of improving the educational environment for faculty, staff and students. The committee also studies and makes recommendations to the president concerning ways to improve energy conservation and promote the health and safety of faculty, staff and students. The committee serves as a central clearinghouse for concerns related to buildings, grounds, and safety and the Facilities Master Plan. The committee meets on the first Tuesday of each month during the fall and spring semesters, excluding holiday periods and winter break. Examples of specific actions by the committee include (1) a recommendation to provide carpool parking, beginning spring 2009, (2) examination of ways to improve campus lighting and promote a safer environment, (3) encouraging greater parking enforcement and patrolling during the first three weeks of every semester, (4) approving the purchase of additional bike racks on campus to encourage bike riding, (5) discussing and encouraging campus beautification efforts, (6) continuous discussions regarding campus safety and security, and (7) on-going discussions regarding the college's recycling efforts.

In the accreditation survey of faculty, staff, and managers conducted in spring 2008 [III.42, pp. 46-48], respondents answered specific questions regarding whether they felt the grounds and

workplaces are maintained in a safe and secure manner and whether college facilities are adequately maintained. Most respondents gave positive responses about the safety and security of their workplaces and the grounds at the college. However, respondents were less positive about the adequate maintenance of campus facilities (i.e., classrooms, restrooms, offices). The college has developed new and more efficient ways to provide custodial cleaning to address these concerns. While this survey did not specifically address off-campus sites, it does incorporate them as part of the report because off-campus sites undergo the same maintenance and security processes.

The college is taking appropriate steps to prepare for emergencies. In 2008, as part of an exercise supported by the District-wide Preparedness Assessment Team, the college participated in an "active shooter" scenario, in order to assess the readiness of college safety and levels of emergency response. The college has also updated and widely distributed new emergency phone numbers, which were selected as part of a program to improve emergency lines of communication and make access numbers simpler and easier to remember in crisis situations. Monthly college crime statistics are distributed and discussed during the regularly-scheduled Building, Grounds and Safety Committee meetings to better inform the campus community. [III.41]

The College Police Services office and its Web site afford ready and convenient access to information about the college police department and the safety programs and tips the police offer to the college. [III.43] College police are responsible for ensuring the safety and security on the college campus and its off-campus centers. College police strive to preserve the peace by providing 24/7 patrol services, emergency phones and response, crime alerts, shuttle services, crime prevention and awareness programs, and a complaint process for compiling

concerns and suggestions. In this way, the college police force works to ensure the safety of the college community.

The college work-order management system is now online and facilitates the response of the maintenance department to faculty and staff queries. [III.44]

In fall 2001, the Building, Grounds, and Safety Committee began to discuss revising the campus smoking policy. [III.34] The committee was concerned about exposure of the general college population to the effects of second-hand smoke filtering into classrooms. In spring 2002, the Building, Grounds and Safety Committee unanimously recommended a policy to the college president, who approved the proposal. The policy declares that "It is American River College policy that no smoking be permitted within 30 feet of building entrances. This policy is to be enforced through common courtesy." The committee continues to revisit the matter and consider whether the smoking policy is adequate to address the health and courtesy issues that originally prompted it.

As previously noted, the college is dedicated to full compliance with ADA guidelines, ensuring that students with disabilities have full access to the educational opportunities afforded by the institution. The increasing use of technology in education prompted the college to include specific language in its 2003-2008 IT Master Plan "to provide and strive to expand technological interfaces for disabled students, including voice recognition software, Braille readers, large screen monitors, and wheelchair access." [III.45]

Sacramento County requires that the college update its Hazardous Materials Plan (HMP) by November of each year. [III.46] The HMP is mandated by California Health and Safety Code, which stipulates its content: an outline of the college's emergency hazardous materials

procedures, an inventory of dangerous chemicals and their locations, and contact information for the individuals responsible for their security and maintenance. [III.47] The plan ensures the basic safety of the entire campus and local community in case of a hazardous situation at the college.

By April 1 of each year, the state requires that the college complete its annual California Integrated Waste Management Report. [III.48] The passage of AB 75 (Chapter 764, 1999) requires state agencies to meet waste diversion goals of 25% by 2002 and 50% by 2004 and to document their efforts in meeting these goals. [III.49] Diversion is the process of reducing potential waste by such means as source reduction, recycling, and composting. The annual report helps the college document its efforts to provide a healthier environment for everyone. The college is currently diverting 60% of its waste relative to what potentially would have gone into its landfills without the AB 75 mandates.

During the 2007-2008 school year, the Building, Grounds, and Safety Committee met with representatives from "Walk Sacramento" to discuss different modes of travel to and from the college. The discussions focused on reducing traffic congestion and providing a more healthy learning and working environment for the entire college community. The "Walk Sacramento" representatives were well aware that many of their respective proposals would require cooperation from the college, the District, and other local agencies in reducing traffic and parking congestion around the college. As a result of discussions with "Walk Sacramento" the college was able to implement a number of proposals geared at making the college a healthier and a more walk/bike friendly environment. Aspects of the proposal were: establishing a carpool parking area during the first three weeks of the semester (pilot program) and purchasing several new bike racks that will encourage bicycling to and from the campus. The college continues to be committed to providing

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a healthy learning and working environment for staff and students. [III.50]

The District/College Police Department provides the necessary 24/7 patrol and dispatch services required to maintain a safe and secure campus. Shuttle and escort services are provided to both staff and students. College Police staff are actively involved within the college community, in order to better serve and protect those at the college. College Police complete a number of safety-related reports weekly. Some of these reports include the functionality of college-wide and off-site center emergency phone and elevator phone report and the interior/exterior campus lighting report. These reports are submitted to the Director of Administrative Services for follow up with the appropriate facilities department to ensure a safe working and learning environment. [III.51]

The District's General Services Department is dedicated to assisting District and campus departments in providing a safe and healthful environment for employees. To achieve this objective, the District complies with all government regulations pertaining to safety and health issues and enforces an effective safety program throughout the District.

The personal health and safety of each employee is a primary concern of the District and the college. The objective of the Health and Safety Program is to minimize the number of disabling injuries and illnesses that occur and prevent injuries from happening.

Below is a listing of some of the health and safety programs and resources that are offered:

- Automatic Electronic Defibrillator Program
- Asbestos Awareness On-line Training
- Asbestos Notification
- Bloodborne Pathogens, Exposure Control Plan
- Chemical Hygiene Plan for Science Labs

- Ergonomics for the Office
- Hazardous Communication Program (HAZCOM)
- Heat Illness Prevention Program
- Incidents & Injuries
- Injury and Illness Prevention Program (IIPP)
- Forms & Reference Materials
- Notebook/Laptop Security
- Physical Education Classes, Safety Rules
- Report of Unsafe or Hazardous Condition
- Training Resources
- Transportation Handbook
- Utility Vehicle (carts)
- West Nile Virus Prevention
- What To Do If Cal/OSHA Visits
- District Vehicles. [III.52]

Evaluation

The college plans and evaluates all of its physical resources on a regular basis. The college engages in a systematic process to assess, evaluate and make the necessary improvements (as funding allows) to continually ensure access and a safe and healthy environment for the entire college community.

The college uses effective planning and follow up to maintain the accessibility and safety of its facilities at all locations for all students and employees. A healthy learning and working environment is the institution's continuing goal. The college provides alternate means of access and assistance to those that need it, in order to keep all programs and services accessible to all students.

To address the concerns raised about campus maintenance (e.g., cleanliness of restrooms, classrooms, and offices), the District in conjunction with the college has hired an external consultant to evaluate custodial services District wide. The consultant is charged with providing the college with recommendations to improve overall cleaning practices of its custodial

staff as well as to identify strategies to improve the efficiency of the custodial staff. [III.53]

The college and the District work to maintain physical resources in a safe and secure manner.

Planning agenda

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The State Five-Year Construction Plan supports institutional improvement and [III.37] focuses on instructional space to meet the anticipated growth needs of the college. The plan analyzes enrollment forecasts and determines the amount and type of space that will be needed to meet expected increases in enrollment and consequent changes in educational programs. The college incorporates the State Five-Year Construction Plan in its own Facilities Master Plan. [III.27]

The District Facility Management department uses the college's Facilities Master Plan as a framework for developing the college's Long Range Capital Needs Plan, which identifies the projected total cost of ownership for new construction, expansion, or modernization projects. [III.54]

Measure A, which was approved by the voters in 2002, provided \$265 million in funding for classroom and facility improvements throughout the entire Los Rios District. As each facility project is estimated, the District applies the standard construction inflationary factors into the total project cost. Those factors include shortage of raw materials, overseas demand, decreased production, and higher production costs. [III.55]

Measure M, which was approved by voters on November 4, 2008, provides \$475 million for new facilities, renovation, modernization, upgrades, and major repairs throughout the District. [III.56]

The Los Rios Board of Trustees appointed members to a Citizens' Oversight Committee, as required by the oversight provisions of Measures A and M. [III.55] The committee reviews the expenditures of Measure A and M monies and ensures that bond funds are used only for the purposes approved by the voters. In addition, all bond expenditures are audited annually by an independent accounting firm; the audit is submitted to the Citizens' Oversight Committee for its review. [III.56]

Since 2003, the college has completed a number of capital outlay projects. Those projects listed on the table on page 224 include all related and incidental costs, including cost of design, engineering, architect and other professional services, utilities, landscaping, and construction management.

The \$475 million Measure M monies will allow the District to build new facilities at American River College and throughout the District. The money will be used to:

- Repair and renovate classrooms that are more than 30 years old and build new classrooms at every college in the District
- Expand parking facilities

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American River College			
Project	Status	Size/ASF	Total Cost*
Land and Site Development for New Center	Complete	6	\$1,722,000
Faculty Offices Building	Complete	7,551	\$2,611,000
Swing Space Portables	Complete	20,640	\$1,413,000
Natomas Center Phase 1	Complete	13,936	\$6,862,000
Allied Health Expansion	Complete	3,572	\$1,585,000
Allied Health Modernization	Complete	6,314	\$4,386,000
Learning Resources Center Expansion	Complete	19,684	\$10,978,000
Fine Arts Recording Studio, Scene Shop and Lobby Expansion	Complete	2,840	\$2,255,000
Fine Arts Modernization and Fly Tower Expansion	Complete	16,824	\$11,320,000
Physical Education Space Addition 1 and 2	Complete	20,700	\$10,004,000
TAP, Circulation and Parking at the Gym	Complete	10,500	\$279,000
Physical Education Phase 3 (pool)	Complete	9,390	\$3,279,000
Fine Arts Instructional Space Expansion	In Progress	17,620	\$13,882,000
Library Expansion	In Progress	7,150	\$5,992,000

* Funding sources for the above listed projects were either through local, state or District sources or a combination of each. [III.54]

- Upgrade high-tech and health career training facilities for academic and vocational courses such as computer science, clean technology, nursing, and electronics
- Expand and upgrade library facilities
- Upgrade fire, safety and security systems
- Provide additional training space for programs in police, fire, and public safety areas.

[III.33]

Evaluation

The college's long-range capital plans support and reflect the college and District's ability to dialogue effectively on the total cost of ownership of its varied projects and their impact on the institution. These dialogues focus on the college's ability to ensure that its long-range capital plans are appropriate and meet

its needs. The college and District prioritize long-range capital projects according to these criteria: forecasted student load (enrollment and Weekly Student Contact Hours [WSCH]), facility capacity to handle load, proposed new space, proposed modernizations, and possible funding sources. The first two components are compiled into "capacity/load ratios," which represent, as a percentage, the facilities' capacity to handle forecasted student load (or demand). These capacity/load ratios are the primary tool used by the state to determine which projects will be approved for state funding.

With the successful passage of Measure A in 2002 and Measure M in 2008, the District and the college have followed a systematic process to ensure that the college's long-range capital plans will provide needed institutional improvements. The total cost of ownership for those capital

construction projects identified during the Measure A campaign in 2002 reflected the construction environment at that time. However, the subsequent rise in steel costs and other incidental construction costs has impacted a number of those capital construction projects and the total project costs, so additional funding was provided to complete a number of scheduled projects and ensure that the needs of the college's programs and services would continue to be met. The rise in steel costs was a direct response to a global steel shortage and could not have been anticipated at the time. The college and the District are hopeful that the increase in raw material and/or construction cost will not be duplicated during those projects planned as a result of the recent passage of Measure M. The construction environment at this time and the foreseeable future seems to be favorable for upcoming capital construction projects.

In its continuing effort to ensure the feasibility and effectiveness of physical resources at ARC, the college has begun a review and update of the college's long-range facility master plan.

Planning agenda

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description

The Administrative Services, Instruction and Student Services areas annually evaluate their physical resource needs, along with other needs, in their educational master plans (EMPs). [III.15] The EMPs are submitted annually with the areas requests for classroom resources, staffing requests and facilities-related needs for the

college and off-site centers. The college uses the facility-related information from the EMPs when updating the college's Facilities Master Plan. [III.27] The Facility Master Plan is a critical component in the compilation of the Long-Range Capital Needs Plan (LRCNP). [III.54] The facility- and equipment-related information from the EMPs is also considered in updating the District's Scheduled Maintenance and Special Repairs (SMSR) project list or in including those needs into the work order management system. Each area is able to identify current and future physical resources that will be needed to ensure effective support utilization and assuring quality of that area's programs and services. [III.30]

The District's Strategic Plan provides clear directions toward continued support of programs, facilities, and services. [III.22, p. 24] The Los Rios Strategic Plan captures the District's efforts to support responsive programs at all Los Rios colleges by providing resources for maintenance, upgrades, and new innovations as technology changes. The District continues to review facility and technology needs to ensure that they are keeping pace with program development. Also, the District is working to develop a plan to maintain the currency and capacity of facilities and technologies in order to support student learning. The 3D/International assessment of the college's facilities is a key resource document in that effort. [III.39]

The college's goals and focus areas demonstrate the college's commitment to evaluating, planning, building, maintaining, upgrading, or replacing its physical resources in a manner that ensures their effective use. [III.58] The college is committed to achieving five over-arching goals that align with the District's five strategic directions. These five goals support the college's institutional commitment to offer high quality programs and services that achieve student learning outcome goals at the course, program, and institutional levels. Progress toward meeting

STANDARD THREE: Resources

these goals and focus areas is measured annually through the Key Effectiveness Indicators Report and the college-wide educational master plan process. [III.59] The college is committed to effectively using its physical resources and will further develop the planning process for the renovation and modernization of existing facilities and the development of new facilities.

The college's educational master plan (EMP) process is used to integrate the request of an area with institutional planning. [III.15] Each department assesses its physical resources and whether those resources are sufficient to meet the current and future needs of that department's programs and services. The college updates its capital outlay needs by incorporating the requests for new or expanded facilities from the departments EMPs. The result is a comprehensive profile of the college's long-range capital needs and a plan to support its institutional goals. The EMP is an important source for connecting physical resources to institutional planning.

The college conducted a survey of faculty and staff regarding physical resources and how these are integrated with institutional planning. [III.42, pp. 46-48] The results of the survey provide the college with information about the perceived current state of its physical resources. This information can be used during the institutional planning process to ensure improvements are made to address areas of concern.

With the successful passage of Measure M on November 4, 2008, the physical resources needs of the entire District have been evaluated. This evaluation has included a number of components, including safety, enrollment growth, and information technology needs. Projects were identified through the college and District processes used to integrate physical resource planning with institutional planning. By integrating the planning process with physical resource needs, the District is committed to improving the overall educational experience

for students at the college and the District, through the renovation, modernization, upgrades and major repairs at existing college sites and facilities.

Evaluation

The college and the District continue to work systematically to assess their physical resources and incorporate that information into the overall institutional planning process.

The college's annual EMP process is used to integrate institutional planning with physical resources. Departments at the college are responsible for assessing and evaluating their physical resources and requesting the necessary improvements needed to ensure the continued success of their programs and services.

The college continues to work with the District's Facility Management Department to provide on-going assessment of the college's physical resources in meeting the needs of its programs and services. Facility and SMSR related projects are integrated with the college's EMP and Facilities Master Planning process. Those physical resource needs identified in both of these plans drive the Long Range Capital Needs Plan. Plans related to the college's physical resources are directly tied to institutional planning and evaluation process.

A major physical resource need identified in the institutional plan was a parking structure. The funding from Measure M, will allow the District to move forward with this project. This example illustrates the college's integration of institutional planning and systematic assessments of needs and how that information drives physical resources planning.

Planning agenda

None.

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description

Instructional Technology planning takes place at a number of levels within the college and District. Decisions regarding infrastructure and selection of vendors are made through a collaborative effort on the part of District and college IT professionals. While the college's Technology Committee encompasses the entire college, including representatives of faculty, management, and classified staff, the IT Department comprises the technology specialists whose expertise supports and maintains college systems. The Technology Committee reviews all technology issues and gives input into the decision-making process for technology services, facilities, hardware, and software. The IT Department couples its maintenance responsibilities with continual examination and evaluation of technology services and infrastructure. [III.60] [III.61]

The District's IT Committee looks at all technology issues from a District-wide perspective. The District and ARC share the responsibility for decisions related to technology

on the college campus, particularly to maintain functional unity throughout the District. For example, the Los Rios District in collaboration with its member colleges decided to transition in 2008-2009 its online course management system from Blackboard to Desire2Learn. [III.31] [III.62] [III.64]

Although course contents and descriptions are the purview of the Curriculum Committee, the college's Technology Committee sets uniform procedural guidelines for online courses. The college's online information resources include all of the usual items that are provided in print form: class schedules, the college catalog, the final exam schedule, semester calendars, and contact information for faculty and staff. In addition, students are provided an online list of fully online classes, including their schedules and dates for student orientations. [III.8] [III.65] [III.66] [III.68] [III.69] [III.70] [III.71] [III.72]

Students may enroll in classes by means of the college's online services or in person on campus, where face-to-face assistance is provided for enrollment or instruction in the use of online services. Student fees may also be paid online or in person. [III.73] [III.74] [III.75]

The District provides online email access for faculty and staff. It gives email accounts (the ARC iMail system) to all students upon enrollment and provides tutorials in its use. Faculty members are able to contact all of their students at once from their online class rosters, which can send mail to students' iMail accounts. [III.76] [III.77]

The college provides a Web server, wireless network, and smart classrooms for faculty use and has installed a program called Ingeniux, a full-service Web content management program, to facilitate Web space for areas and departments that did not previously have a Web presence. Departments and areas with previous Web presence have the option of converting their

pages to the Ingeniux program and are urged to do so. [III.78]

In 2006, the college implemented podcasting and provides training and support services for faculty and staff. [III.79]

The college has developed a distance education master plan. [III.80] The library's web pages support distance education for both students and faculty. [III.81] [III.82]

The college IT department sets the guidelines for anti-virus programs, user/password, computer and network security; it issues network security alerts to computer users. [III.83] [III.84] [III.85] [III.86] [III.87] [III.88]

Evaluation

Technology support at the college is comprehensive and sensitive to the needs of those who provide instruction and assistance to the college's students. [III.60] The District IT Committee and the college's Technology Committee provide oversight and direction to ensure that technology services effectively support college operations.

Planning agenda

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

The Learning Resource Center (LRC) trains and supports students in using technological resources. [III.77] The LRC houses student-accessible computers and assists students in their use. Computers are also provided for

students in the college library and in the lobby of the Instructional Technology Center. [III.89] The college provides training for adaptive technology for students who require individual accommodation in using technology. [III.90] To this end, the college supports ADA students with Super Nova software. [III.91] In addition, faculty orientation and training routinely address the importance of ADA compliance. [III.92]

Faculty [III.93] and classified staff [III.110] each have a professional development committee [III.94] that sets goals and objectives for training, including instruction related to technology. [III.95]

The college has an Online Training Institute to prepare faculty to use online resources effectively and teach online classes, including training and support for the development of SLOs. The Institute is staffed by a full-time instructional technology coordinator and full-time distance education coordinator. The District offers tutorials in technology. [III.96] [III.97] [III.98] [III.99] [III.100]

Resources are in place to assist faculty and staff experiencing technical difficulties. Access to a 24-hour help desk is maintained by the District. [III.101] In addition, the college maintains support staff in the Instructional Technology Center from 7:00 AM through 7:00 PM and a telephone triage tree to provide technical assistance, with the branches of the tree accessible through one help desk number. In April 2009, the college inaugurated its newest technology support: a homegrown program for the Web-based HelpDesk that allows users to create and track their inquiries and requests for support (tickets). [III.102]

The District provides professional development opportunities related to technology to the personnel of its member colleges. [III.103]

The college has formal guidelines for IT support, [III.104] which are subject to routine revision during annual educational master plans and evaluated in terms of user satisfaction [III.105]

The institution most recently assessed the effectiveness of its technology training as part of the 2008 survey of faculty, classified staff, and management. [III.106] The survey results indicated that 76.6% of faculty, 63% of classified staff, and 92.6% of management strongly agreed that the college provides appropriate technology training for staff and faculty.

The Technology Committee promotes the college goal of supporting and training students and personnel in effective use of information technology resources. [III.107] [III.80] [III.60] [III.94] [III.105] Working within this context, the Center for Teaching and Learning (CTL) [III.24] and the Instructional Technology Center (ITC) [III.109] provide many technological training and support opportunities for faculty, staff, and managers. [III.93] [III.110] [III.95] While students may obtain assistance, as noted, from the LRC, they also have the option of enrolling for coursework that provides units as well as training. [III.8] [III.66] Most of this coursework is provided in the academic departments of Computer Science, Business Technology, Art New Media, and Library Services. [III.113] [III.114]

Evaluation

The college's technology training programs for personnel and students are reviewed and enhanced on a continuing basis. Subject to the availability of resources, the college expands training opportunities in response to demands from faculty, staff, and students. The college has dedicated specific facilities to technology training: the Instructional Technology Center for faculty and staff and the Learning Resource Center for students. These resources are supplemented by programs for personnel sponsored by the Center for Teaching and

Learning and facilities provided for students by the library. [III.104]

Planning agenda

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

The college's use of technology is implemented within a framework developed and maintained by the college Technology Committee. [III.115] [III.116] The IT supervisor (or the supervisor's designee) sits on the committee to ensure the participation of the IT Systems department in the deliberations of the Technology Committee. The committee recommends policy for the main campus and its off-site venues, reviewing the college's technology needs and setting priorities for maintenance and expansion of its technological resources. [III.60] As is true for all of the college's standing committees, the Technology Committee draws its membership from a broadly representative cross-section of the college community—including management, faculty, and staff—and operates within the larger context of policies set forth by the District IT committee (which in turn includes representatives of all four Los Rios colleges). [III.62]

ARC and its sister colleges receive centralized support for enrollment management services through the District's implementation of the PeopleSoft suite of educational management programs, whose operation is overseen by its own liaison committee. [III.117]

Servers and network hardware are maintained and upgraded as needed. Older equipment is

transferred to tasks that are less demanding or critical. [III.61] This practice is in keeping with the college's process of "cascading" equipment: the newest and most powerful devices are assigned to the most demanding applications, and any displaced equipment is reassigned to easier tasks. The cascading process applies broadly to campus equipment, including faculty desktop computers, and is overseen by the IT systems supervisor. [III.119] [III.92]

Network switches are purchased for upgrades and deployed where demand is the heaviest, and the less-robust existing switches are redeployed to outlying areas with fewer connections or lesser bandwidth requirements. [III.120]

The college has implemented an expanded wireless network on campus, allowing students to work outside of computer labs.

The college has numerous instructional labs consisting of approximately 1500 computers and 40 servers available for teaching both at the main campus and at the outreach locations, offering continuity in services throughout. The LRC, the college's largest open lab, was remodeled and its services expanded in 2005. The college has many updated technology-enhanced classrooms and labs.

The college built the Instructional Technology Center (ITC) to provide a place for staff and faculty training. The Instructional Technology coordinator creates workshops to support staff and faculty moving to the online teaching modality, new software upgrades, or new learning management systems being instituted on campus and in the District. [III.78]

Because the T1 infrastructure has been upgraded to fiber, the college is now able to house key servers at Folsom Lake College for disaster recovery. [III.121]

The District has set policies and regulations to ensure integrity and security of the technology infrastructure. [III.122] [III.123]

Evaluation

The college's technology policy is optimized to meet the college's educational goals because the policy was developed from the ground up, beginning with an assessment of technology needs at the root level of the college's constituencies. Each individual department or academic area identifies its current and future technology needs and documents these in their educational master plans (EMPs). [III.124] Departments and academic areas independently determine the best practices for teaching within their disciplines and identify the technology appropriate to support these practices. EMPs are updated every year, and the aggregate EMPs comprise a basic technology master plan for the entire college. The college Technology Committee adapts this preliminary technology plan by establishing a consensus ranking of priorities and feasibility.

The college's technology planning process does not lack for expert advice and input. [III.61] It draws on the expertise of the institution's many in-house technology professionals on the faculty and the classified staff. In addition, the college works with industry advisory committees that represent the major technology companies in the Sacramento region. [III.125] These industry advisory committees are key sources of information in shaping programs to enable students to succeed in the local technology job market. Further, the committees provide links between the college and the local business community that often lead to grants of funds or contributions of equipment to enhance the college's programs.

The college evaluates the effectiveness of technology in serving its educational mission by surveying faculty, management, and classified staff. In addition, the annual requests

for equipment are required to incorporate an evaluation of the effective use of technology. [III.106] [III.126] [III.127]

The college's IT resources are routinely upgraded and maintained as a result of annual reviews and evaluations.

Planning agenda

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

The college's IT master plan sets campus-wide goals for IT applications and acquisition. The District's IT master plan similarly sets District-wide goals. Both the college and the District have developed strategic plans for distance education. [III.60] [III.62] [III.80]

The annual educational master plan process is used to identify needs by department. [III.124] The in-house experts—in particular, the microcomputer specialists—continually assess the need for new resources and evaluate the effectiveness of the use of existing resources. [III.61] [III.129]

Educational master plans (EMPs) are the means for acquiring technology and planning its use. Departments annually detail their needs in their EMPs, making it possible for departments to set priorities for maintaining currency with changing industry standards. [III.124] In conducting their second-, third-, and fourth-level reviews of their departments' EMPs, managers routinely participate in assessing and prioritizing technology needs. [III.136] [III.139]

Computer technology is a major tool in the college's educational program. To support college operations, the intranet allows online access to institutional documents, schedules of classes, class rosters (including the ability to email individual students or entire classes), textbook orders, printing requisitions, the SOCRATES curriculum management system, and flex (staff development) reporting. [III.130]

Instructional lab computers are reviewed annually and funded for upgrades or replacements, as appropriate. Faculty and staff workstations are similarly reviewed periodically and upgraded as necessary. [III.61] [III.136] [III.137] [III.138]

Technology resources help Student Services meet the need for uniform reporting, and the college programmers have written programs to assist with this action, including programs monitoring positive attendance, certificates, first time freshmen, math assessment, and demographic trends. Technology resources also help with assessing college satisfaction or needs. For example, the program called "Elisten" is used frequently for this purpose. In spring 2007, an IT survey was sent out for self study of IT services and the results were used to help set priorities.

Computer security is a significant concern. All computers are supplied with antivirus software, updated regularly, and the IT Department routinely issues email security alerts as necessary. Critical data is backed up off site, as is the District Office's data. The District maintains a secure backup server at the Folsom Lake College site. District and college IT staff monitor the institution's technological infrastructure, including scanning services to verify that security is in place. [III.61] [III.131] [III.132] [III.134] [III.135]

The college has a streaming server to support its IT functions. The server and network hardware are maintained and upgraded as

needed. Network switches are purchased and deployed where demand is the heaviest, and the existing switches are redeployed to outlying areas with fewer connections or lesser bandwidth requirements. [III.92] [III.61]

The IT Department also monitors the status of servers, operating system, and software suites to ensure that currency is maintained and that upgrades are implemented when necessary. District and college IT staff monitor the institution's technological infrastructure, including scanning servers to verify that security is in place. [III.61] [III.92] [III.133] [III.134] [III.135]

The technical expertise required to support the college and District's dependence on computer technology is provided by the college and District IT staff. They address both hardware and application problems. In addition, they continually research and assess new developments in technology and how these developments may be applied to enhance the college's educational mission. [III.61]

Evaluation

Technology is not deployed on the campus (or its regional centers) without the justification of its use by the college's planning process. The implementation and security of technology is thus based on its identified utility in supporting the development, maintenance, and enhancement of the college's programs and services.

Planning agenda

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description

Area educational master plans (EMPs) are used to prioritize needs. Annual review of the EMPs allows for planning for improvement and assessment of goals and objectives. Each EMP is integrated with the decision-making process. This process is described in the ARC *Decision Making Handbook*, which is published by the Planning Coordination Council (PCC). [III.124] [III.141]

Technology planning specifically is guided by the District and ARC Information Technology Master Plan and the college Technology Committee. Periodic surveys are performed to assess institutional needs. [III.60] [III.115] [III.116] [III.62]

Technology planning at the college follows a sequence with several steps. Overall, the process can be described as evaluating technology needs and ranking the technology requests to satisfy those needs.

Departments evaluate their needs and rank their priorities, including the need for technological resources, in the annual EMPs. Equipment requests are collected and published online. [III.139] Similarly, the program reviews conducted by the departments include an evaluation of the use of technology. The evaluation results become the basis for suggesting how departments will use technology to address the challenges identified in program review. [III.142] [III.143]

Career technical education programs evaluate technological needs with input from their advisory partners in industry. This input is included in Vocational Education Training Act

(VTEA) and Career Technical Education (CTE) reports, which evaluate technology purchases in meeting industry requirements. [III.125]

The faculty address their technology needs through the curriculum process, their department meetings, and their industry advisory meetings (where appropriate) and document these technology needs in the department's EMP. Each area dean reviews these requests and indicates if requests are supported. If the dean needs further information, a consultation is held with the department chairperson. [III.124] [III.125] [III.144]

The IT supervisor reviews these lists of needed technology and determines if the requests are appropriate in terms of the college's overall technology plan. [III.136]

The area deans take this information to their Wednesday deans' meetings, to prepare a list of technology priorities spanning the various campus departments and divisions. [III.126] After the deans have made recommendations for each division, the requests are reviewed by the vice president of Instruction and the associate vice presidents, and preliminary decisions are made in light of the financial resources available for technology. The money available for the purchase of technology comes from VTEA (Perkins), State Instructional Equipment Funds, the Technology Enrichment Fund, and the Technology Renewal Fund (bookstore profits). A final list showing funds allocated to each division is prepared. A list showing the "cascading" of computers is also prepared; this list shows the reassignment of older technology to less demanding applications. [III.60] [III.145] [III.119]

Evaluation

Planning for technology is fully integrated into institutional planning through the annual EMP process. Technology has become a key component in supporting the college's

educational mission and is fully discussed and evaluated in the context of the plans of both Instruction and Student Services departments. Technological resources are allocated where they will most significantly benefit students in a process that evaluates and seeks to maximize the positive impact of technology on student success.

Planning agenda

None.

Standard III.D. **Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description

The college's financial planning is directly connected with the overall District budget. [III.146]

The District and college align their budgets with the goals and objectives of the District Strategic Plan [III.22] and the college's goals and focus areas [III.148], which are developed by all constituent representatives and outline both the long and short-term directions for the District and the college. [III.149] The alignment of financial planning with institutional goals and objectives is a continued strategy in the current District Strategic Plan, approved in 2006. [III.22]

From Program Development Funds (PDF), which are the remaining funds after allocation to salary compensation and benefits, the District distributes College Discretionary Funds (CDF) to its member colleges to fund the operating costs of each campus. In turn, the college

distributes CDF to the areas using a "base budget" approach that allocates funds by a fixed percentage formula. [III.150] When new funds (or augmentations) are allocated to the college, the allocation process follows a defined pathway of decision-making steps that involve all college constituent groups. [III.151]

An important component of this decision-making process is the educational master plan (EMP) which is used as a basis to allocate new funds. [III.124] The EMP is a shared campus document that departments prepare annually to evaluate their needs for classroom resources, faculty, classified staff, and facilities needs. The department faculty and staff develop their own goals and objectives, aligning them with the college goals and focus areas. The department objectives also reflect the department's resource needs for budget allocation. The EMP provides a campus-wide compilation of prioritized resource needs that is used to allocate college funds above the base CDF allocation. Deans and supervisors review and prioritize the resource needs for their areas based on preliminary CDF allocation, then vice-presidents prioritize resource needs based on final CDF allocations. The college's Budget Committee and President's Executive Staff review the resource requests and provide recommendations to the college president before any new funds are allocated. The college's Budget Committee comprises representatives from all college constituent groups; it has the general responsibility for reviewing the college-wide budget and providing recommendations to the college president. [III.153] After funds are allocated, individual areas are responsible for managing the funds they receive. [III.151]

The District allocates to the college resources for funding new staffing based on formula, and faculty and classified staffing needs are identified in the departments and areas from their EMPs, clearly linking the allocation of staff with institutional planning. [III.154] Staffing prioritization also goes through a defined

campus-wide process, involving the Academic and Classified Senates, Instruction and Student Services deans, and the President's Executive Staff, before the president prepares the final priority ranking. [III.151]

By identifying and prioritizing specific facility needs, the EMP also informs the Facilities Master Plan developed by the college. [III.155] The Facilities Master Plan provides a plan and timeline for future capital projects, including proposed new buildings and modernizations. The Facilities Master Plan at the college level is integrated with the District-level Long Range Capital Needs Plan (LRCNP) [III.156], a comprehensive guide to facilities improvements and growth at all District campuses, whether colleges or regional centers. The projects in the LRCNP become part of the District's long-term capital projects plan and five-year capital projects plan that the District completes annually. [III.157]

Evaluation

The District Strategic Plan and College Goals and Focus Areas provide specific objectives for linking financial resources to institutional planning. [III.22] Furthermore, the CDF allocation to the college supports the basic institutional planning needs of the college since CDF formula is based upon fundamental factors: usable campus square footage, WSCH (weekly student contact hours), and FTE (full-time equivalent position). [III.154] The percentage formula base-budget process of distributing CDF within the college ensures a year-to-year equitable distribution of resources.

From the accreditation survey, the college has a positive view of how its financial resources are allocated. In response to the statement, "The college provides sufficient resources to support its educational programs," 55.8% of respondents agree or strongly agree, 20.2% are neutral, 12.6% disagree or strongly disagree, and 11.4% say that they do not know. [III.158]

The EMP is an important tool for connecting financial resources with institutional planning because this document clearly links resource needs with the college's goals and focus areas. [III.124] The Facilities Master Plan provides a clear link from specific facility needs at the college to the District-wide capital projects planning process. [III.155]

The budget development and allocation process supports the District value of informed decisions made by people close to the issue. [III.16] [III.159] In addition, the budget development and allocation process reflects the District value of democratic practices and respects the contributions of all constituency members in decision-making. [III.146]

The decision-making process for budget allocation is well-defined. Recognizing the need for additional documentation on how new funds are used after allocation and more detailed evaluation of the degree to which EMP goals and focus areas are met, the college has added new sections to the online EMP [III.124] and program review templates [III.160].

Planning agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

The District adopts an annual budget based on the "X, Y, Z" model, in which three different budget scenarios are developed based on growth and anticipated revenue sources. [III.154] The X budget is the most conservative budget projection, the Y budget a mid-range budget forecast, and the Z budget the most optimistic forecast. The District planners recommend approval of the Z budget

(most optimistic) to the Board of Trustees, but limits spending at the X level until actual revenues are received. The District therefore commits funds only when it is reasonably certain that the projected revenues will be received.

To allocate new sources of revenue, the District uses a proportionate share (or “bucket”) allocation model to fund salaries and operational costs. The bucket allocation model distributes 80% of these new funds to salary compensation for the collective bargaining units. After the 80% bucket revenues are allocated, the remaining 20% of new revenues are allocated to operational costs of the District and its member colleges. [III.154]

The District Budget Committee reviews and recommends District-wide budget development processes that significantly affect college operations and allocation. The committee meets on a monthly basis during the academic year and, as a shared-governance group, includes representatives from all employee and constituent groups. The committee also monitors any state or legislative matters affecting the District’s budget. [III.149]

The District Budget Committee reviews and recommends the “X, Y, Z” annual budget and allocation of new operational revenues (the 20% side of the bucket allocation model). [III.161]

To develop new funding resources, the District maintains a Grants Office to support the District and its member colleges in securing external funding sources and managing grants and contracts. [III.162] The Grants Office has a grants administrator who oversees grant proposal development and the management of awarded external funds.

In the 2007-2008 fiscal year, special program expenditures from external funding to the college were \$3,928,423 (federal), \$10,568,342 (state), and \$258,264 (local). [III.163]

Evaluation

The bucket allocation model has widespread support since the fund allocations for salary and benefit compensation have been negotiated with the collective bargaining units and resulted in financial stability. The “X, Y, Z” budget model and the District process of operating on a conservative X budget schedule ensures that the college can proceed with its internal planning process and funding allocations without undue concern that there might be an unexpected reduction or elimination of funds. As a Los Rios college, therefore, ARC enjoys a level of budgetary equilibrium and planning latitude that is rare among California community colleges. [III.154]

The bucket allocation model reflects a realistic outlay of new funds for staffing and operational costs. By committing resources only after they have been realized, the District ensures financial stability. In turn, the college is ensured that its resources to fund its operational and planning agendas are available. [III.149]

The District provides support for developing external funding through its Grants Office and its Web resources. [III.162] The Grants Office has staff and information resources for developing new grants and managing existing grant awards. The grants administrator at the college level provides a liaison for faculty and staff with whose assistance they navigate through the District process of grant approval and management.

According to the accreditation survey, the college has a positive view of how it meets program and service needs based on financial resources available. In response to the statement “ARC attempts to meet the needs of programs and services based on the availability of financial resources,” 68.4% of respondents agree or strongly agree, 13.9 % are neutral, 4.9 % disagree or strongly disagree, and 12.8% say that they do not know. [III.158]

Planning agenda

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

The level of the college’s financial resources and the District’s prudent and conservative financial practices provide a reasonable expectation of both short-term and long-term financial solvency. The California Community College Chancellor’s Office has identified a desired reserve in the general fund of at least 5%. [III.164] In addition, the Los Rios Board of Trustees has adopted policies which identify an uncommitted reserve in the general fund of at least 3%, [III.165] and the District’s general fund beginning balance meets the state and policy requirements with a projected 2008-2009 total unrestricted fund balance of 5.3% and an uncommitted fund balance of 3.4%. [III.166]

To ensure that compensation monies are not committed before the funds are received, the District deducts ongoing expenditures from available revenues before distributing the remaining revenue to employees in the form of a retroactive salary adjustment. In addition,

before any growth funds are distributed, costs are deducted first for new positions needed to achieve and maintain student growth. Thus the District allocates actual funds in hand rather than committing anticipated revenues that may not materialize. [III.154]

Los Rios began funding its other post-employment benefits (OPEB) in 1985, nearly twenty years before implementation of Government Accounting Standards Board 45 (GASB 45) that requires OPEB reporting, and as of 1 July 2007 had funded \$53.9 million of its \$58.6 million Actuarial Accrued Liability (ALL) for all current employees and retirees. It has continuing funds designated to meet the Actuarially Required Contribution (ARC). The Los Rios District’s liability of accrued vacation is also fully funded, as is faculty leave banking. [III.149]

COLA increases are based on the final adoption of the state budget and the reliability of receiving the entitlements. [III.149]

Evaluation

The college’s management of its financial resources was a topic of the college-wide accreditation survey. The results are documented in the *2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers*, p. 55, where the following table appears, summarizing responses to the statement “ARC uses its financial resources wisely and fairly.” [III.158]

	Strongly Agree/Agree		Neutral		Strongly Disagree/Disagree		Do not know		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Faculty	161	55.5%	69	23.8%	19	6.6%	41	14.1%	290	100.0%
Classified Staff	61	48.0%	29	22.8%	10	7.9%	37	21.3%	127	100.0%
Management	26	96.3%	1	3.7%	0	0.0%	0	0.0%	27	100.0%
Total	248	55.9%	99	22.3%	29	6.5%	78	15.3%	444	100.0%

Overall, perceptions concerning the adequacy of financial resources and their responsible and timely distribution were positive. However, managers were significantly more positive (96.3%) about the wise and fair use of financial resources than were faculty (55.5%) or staff (48.0%). Correspondingly, no managers responded with “Do not know” to the statement while 14.1% of faculty and 21.3% of staff replied that they did not know whether the college’s financial resources were used wisely.

The District’s fiscally-conservative annual and long-range financial planning has consistently resulted in the District’s having a balanced budget even with the uncertainties associated with state funding. The District’s philosophy of not spending until the funds are in the bank has resulted in a long-term record of financial stability.

Planning agenda

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Description

The California Code of Regulations outlines the timelines and requirements for publication and availability of California Community College Districts’ budgets. The Los Rios District establishes and publishes a budget calendar to comply with code requirements as well as to develop an orderly timeline for the development of a District budget consistent with the District’s goals and priorities. [III.167]

Once funding resources are received by the college, the ARC Budget Committee is responsible for reviewing the college-wide budget and advising the college president. Individual

academic areas and committees are responsible for managing the allocations they receive. While the ARC Budget Committee is responsible for overseeing the overall college budget, it assigns responsibility for certain types of funds to specific committees. Funding allocated to College Goals and Objectives is overseen by the President’s Executive Staff (PES) and Planning Coordination Council (PCC). Professional development funds are the responsibility of the Professional Development Coordinating Committee (PDCC). [III.151]

The college’s Budget Committee [III.153] meets on a regular basis during the academic year. The committee’s function is to:

- Provide an avenue of communication among the students, staff, faculty, and administration on college budgetary matters
- Review and monitor the budgeting process and procedures and make recommendations for improvements to the president
- Identify budget problems with District-wide implication, and make recommendations for improvement or solution to the president
- Develop institution-wide budget recommendations
- Review budget proposals in meeting institutional goals and objectives and educational master plans
- Provide oversight and coordination on the allocation of financial resources
- Improve understanding and communication regarding the connection between planning and resource allocation.

The Budget Committee publishes minutes of each meeting. [III.168]

The college budget is developed annually based upon the prior year’s CDF allocation. Budget development begins in late fall with the

Business Services office distributing to each area a spreadsheet detailing historical expenditures and allocations along with a control total for the ensuing year for the area. Areas are then required to propose their allocations among the various expenditure categories and return their proposed allocations to the Business Services office which then compiles the college-wide budget for submission to the District. [III.151]

If an augmentation of CDF occurs, the allocation of the augmentation is reviewed by the Budget Committee which then provides a recommendation on the allocation to the college president. CDF augmentations typically occur in late fall of the fiscal year. Once the allocation has been approved by the college president, the vice presidents then distribute the allocation to their areas based upon needs articulated in each area's EMP. [III.151]

The educational master plan (EMP) is a compilation of all departmental planning documents. [III.124] It is available on the college intranet for ready consultation and to facilitate the annual planning process. The creation of individual EMPs is supported by a detailed online template that guides planners through the requirements of EMP preparation and documentation.

Evaluation

The college has a well-defined process for financial planning and budgeting. The Budget Committee is charged with ensuring that the process is followed, that resources are allocated based upon established standards, and that resource allocation is connected to college planning. Resource allocation is guided by the LRCCD Strategic Plan, the college EMP, college goals and focus areas, and the Facility Master Plan.

The Budget Committee provides oversight throughout the college's budget process but primarily focuses on the allocation of new

resources. In the allocation of new resources, the Budget Committee is guided by department EMPs and the college's goals and focus areas, thus ensuring the connection between planning and resource allocation.

The 2008-2009 Los Rios Adopted Budget document was submitted for review to the Association of School Business Officials International. ASBO International notified the District in January 2009 that the budget had been honored with the Meritorious Budget Award (MBA). In its letter, ASBO International noted that Los Rios is the first community college district in California to receive this award. [III.169] The Meritorious Budget Award is based upon the following criteria which demonstrate both the quality of the District budget process and document:

- Provides clear budget presentation guidelines
- Defines state-of-the-art budget practices
- Encourages both short- and long-range budget goals
- Promotes sound fiscal management practices
- Promotes effective use of educational resources
- Facilitates professional growth and development for the budget staff
- Helps build solid development, analytical, and presentation budget skills.

Planning agenda

None.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

The college has a multi-stage process for ensuring the appropriate allocation of financial resources to support its institutional programs and services. The principal tool in this process is the educational master plan (EMP). [III.124] Each Instruction and Student Services department produces its own EMP, identifying how each item in the EMP will support ARC's goals and focus areas and LRCCD's five strategic directions. The EMPs are developed in accordance with the results of SLO assessment and program review, the tools used to evaluate the achievement of the college's stated goals for student learning. The priorities identified in the EMPs create a framework for area budgets, which are then further developed and reviewed by deans/supervisors, vice presidents, the President's Executive Staff, the Budget Committee, and the District's financial administration. [III.151]

Budgets are routinely scrutinized during the progress of each fiscal year. Los Rios District staff reviews college and District budgets on a monthly, quarterly, and annual basis. Twice per month, hard copies of financial reports are printed and distributed within the District Business Services unit, as well as to each college. These reports include the percentage of the budget remaining for each account, as well as summarized allocations to assist reviewers in identifying areas that may need further analysis or intervention. These mechanisms reveal any problems in their early stages and make it possible to act in a timely fashion to alleviate the problems. [III.149]

On a quarterly basis, the District prepares a state-mandated report that analyzes revenues and expenditures. Budget revisions and updates are presented twice a year to the Board of Trustees for action. In addition, the District provides an annual report of financial information to the State Chancellor's Office, which is audited by external auditors. [III.149]

The Los Rios District contracts annually with a certified public accounting firm to serve as an independent external auditor. The most recent audit reviewed the financial statement as of June 2007. The report findings were reported in November 2007. [III.170]

The independent auditor's findings about the Los Rios District's financial statements include, "financial statements present fairly, in all material respects, the respective financial position of the business-type activities and discretely presented component unit of the District as of June 30, 2007, and the respective results of operations and cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America." [III.170]

The external auditor also reviewed the schedule of expenditures of federal Budget Circular A-133 and the Audits of States, Local Governments, and Non-Profit Organizations. The auditor identified three significant deficiencies in the District's compliance with the reporting and funding requirements for federal and state programs, although none of the deficiencies was judged to be a material weakness. Furthermore, the deficiencies were related to District-wide systemic issues and were not specific to ARC, which was not mentioned in the description of the deficiencies. For its part, the District developed and implemented corrective procedures and additional resource allocation to resolve the deficiencies. [III.170]

Los Rios also conducts internal audits on a regular basis. Two permanent staff members in the District Office have responsibility for auditing the District's books on an on-going basis. These internal auditors methodically audit all areas of campus operations in accordance with state and federal guidelines. The purpose of these in-house audits is to test internal controls and verify compliance with all pertinent regulations. Internal audit findings are reported to the deputy chancellor, who distributes them in turn to the vice presidents of Administrative Services at each college. The findings of the internal auditors are otherwise kept confidential, protecting each college's assets by shielding each college's financial and technological procedures. (Access to the results is granted on an as-needed basis upon request to the vice president of Administrative Services.) [III.171]

With the guidance of the vice president of Administrative Services, each area of responsibility on campus, responds to any compliance or operational issues identified by the in-house auditors. Areas of concern or non-compliance are subject to follow-up audits to ensure that corrective actions have been implemented. [III.171]

Evaluation

ARC is conscientious about disseminating financial information, as evidenced in the direct connection between department budgets, where expenditures must be aligned with EMP goals and these, in turn, are driven by program reviews and, increasingly, SLOs. [III.148]

Though the Los Rios Community College District has cultivated a fiscally-responsible culture. Historically, the District has had few audit-discovered deficiencies during reviews by external examiners and has been successful in correcting such matters before the next review. The annual external audit has shown itself to be an effective tool for improving the management of District finances. [III.170]

ARC fully supports and reflects the District's fiscally-responsible culture by responding to its own internal audit findings in an effective and timely manner. The college is committed to revisiting every concern or deficiency until the response is deemed sufficient and the problem judged to be resolved, as has been demonstrated by the responses of the District and the college to the audits, both internal and external, of prior years. [III.171]

Planning agenda

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description

Twice a year, at the beginning of each semester, ARC holds a convocation for faculty and managers. [III.172] A regular feature of convocation is a presentation by the college president of issues particular to the campus, followed by an address from the chancellor of the Los Rios Community College District on the budget and overall financial condition of the District.

The District Budget Committee, which includes college representatives, reviews and provides recommendations on the District budget process. Committee members serve a vital role in providing communications to and from the areas they represent on budget issues. [III.149]

Each college is allocated its share of resources by a formula that is in large part based on student enrollment. Once the District budget is finalized, each college is informed of the various funding allocations. The college Budget Committee, which meets monthly, then considers the various financial resources and provides recommendations to the college president on budget matters. The committee represents all

STANDARD THREE: Resources

four major constituents of the ARC community, being composed of thirteen faculty members, three managers, three classified staff members, and three students. [III.153]

All Budget Committee meeting notes and Standing Committee Annual Reports can be accessed online via the college intranet (*ARC Insider*). [III.173] This Web site is provided for faculty and staff.

Evaluation

A comprehensive accreditation survey of the college community was conducted in 2008. The results pertinent to the institution's financial resources and management are published in "American River College Accreditation 2008 Survey Report of Faculty, Classified Staff, and Managers." [III.158, pp. 52-55] Overall, the survey discovered positive perceptions concerning the adequacy of financial resources and their responsible and timely distribution. (The overall mean for "agree" and "strongly agree" was 58% for these items.) However, a noticeable disparity occurred between positive ratings by faculty (57%) and staff (53%) versus positive ratings by management (89%). A corresponding difference was apparent in the percentage of faculty (13%) and staff (18%) who were unaware of how financial resources are provided and distributed, compared to only 2% of managers who felt similarly.

Financial information is effectively distributed throughout the institution in person (committees, forums, departmental meetings) and online both through Web sites and email updates.

Planning agenda

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description

The Los Rios District maintains its reserves for the Self-Insurance Fund at levels recommended by the appropriate actuarial formulas. The District maintains a pure contingency reserve of at least 3%; it also maintains a prudent reserve of at least 5% for unrestricted general funds. [III.166] Cash balances are sufficient to support District operations, even allowing the District and its colleges to maintain its operations during periods when the state has failed to enact a budget and apportionment payments are suspended. Cash-flow statements are prepared monthly.

The District issues Tax Revenue Anticipation Notes (TRANS) when necessary to ensure obligation of the state's apportionment and property tax revenues. All TRANS borrowing is coordinated by the District Office Financial Administration and reviewed by legal counsel and financial advisors for regulatory compliance. [III.149]

In 2007-2008, the District Budget Committee recommended the set-aside of \$1,000,000 in continuing funds and \$1,875,000 in one-time-only funds as a contingency for uncertainties related to State funding. Additionally, as it has for many years, the District set-aside \$200,000 in continuing funds related to utility expenses for new facilities anticipated to come online in 2008-2009. [III.174]

All risk-management services for the District are coordinated for the District by its General Services Department. The District utilizes self-insured funding programs in conjunction with reinsurance and indemnity policies, which provide better local control and rates from

fully-indemnified programs. It also utilizes an actuarial methodology to identify long-term risk exposure. [III.175]

The District presents three different budget scenarios, labeled X, Y, and Z. The X budget is the most conservative, the Y budget is mid-range, and the Z budget is the most optimistic. The District recommends the optimistic Z budget to the Board of Trustees for approval, but restricts actual spending to the X level in case anticipated revenues do not materialize. [III.154]

Evaluation

One of the District's core values is financial stability, as exemplified by its prudent and conservative financial management practice of expending funds only when revenues have been realized. This practice has resulted in financial stability even during periods when the state budget has resulted in funding decreases for California community colleges. [III.149]

The District and the college maintain adequate cash reserves to meet unanticipated needs, as demonstrated through its set-aside in 2007-2008 of continuing and one-time only funds for anticipated State budget shortfalls in 2008-2009. Additionally, the District, through the issuance of TRANS, ensures adequate cash flow. [III.149] [III.174]

The District's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. [III.175]

Planning agenda

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

The District's formula-driven funding methodology controls all budget allocations. The conservative X budget assumes that only basic COLAs will be funded, with no money allocated to deal with growth. The mid-range Y budget assumes that there will be funding for some growth and an increase in lottery proceeds. The optimistic Z budget assumes full funding for growth, increased lottery revenue, and increased interest income. [III.154]

Year-to-year funding variations are dictated by the "bucket" approach and PDF allocations:

- The "bucket" stipulates that 80% of available funds are allocated to collective bargaining units according to a proportionate share of overall compensation costs [III.154]
- The remaining 20% is identified as Program Development Funds (PDF). Allocation of these funds is based most strongly on WSCH so as to tie it to productivity [III.176]
- PDF funding requests are reviewed by the District budget committee. Most funding allocations are formula-based, using student data to determine allocations [III.177]
- PDF funds are broken down into "Continuing Funds" and "One-Time-Only Funds" (OTO funds). This distinction allows for conservative allocations, a prudent policy as PDF funds fluctuate from year to year. Projects needing continuing

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funds are limited to amounts representing the low tide of PDF budget availability, as documented historically. This practice guarantees continuing support of these continuing efforts. [III.174]

Educational master plans (EMPs) are developed yearly by all departments to identify departmental goals and the financial resources needed to achieve those goals. EMPs are used as inputs in the PDF appropriation process. [III.151]

Budget reports are generated bi-monthly, quarterly, and annually, then reviewed by appropriate staff. [III.149]

The PeopleSoft Tracking System works with Crystal Reports to allow for online budget inquiries that track encumbrances and expenditures in any budget category. [III.178] This information is available on every desktop. Users can also create special customized reports.

Bookstore profits are used to fund instructionally-related (IR) programs, the technology renewal fund, the faculty computer fund, and college facility projects. Records are kept to indicate when a member of the faculty receives a new computer. The process established by the college's standing committee on technology for allocating computer replacements gives priority to (1) providing computers to new hires, (2) replacing the oldest computers, and (3) satisfying needs of faculty with heavy computer technology needs. The college's IT department uses these criteria in determining when to replace computers. The college's investments (mostly from bookstore cash) are in a local agency investment fund and are conservatively invested, as required by state law. [III.179]

The PeopleSoft Powerfaids system is used to control money flows of about \$35 million per year of financial aid to students. All financial aid awards are reconciled using the Powerfaids

system. Checks are processed on a weekly basis. When necessary, checks are cancelled with stop-payment orders at the bank, and the funds are returned to the appropriate awarding agency. [III.149]

Purchases of goods and services use standard bidding procedures in compliance with state law. All purchasing is centralized at the District Purchasing Department. [III.180]

Contracts are authorized at the District level, and all service agreements for consulting services require approval of authorized signatories (in compliance with state law). [III.181]

Grants are tracked by use of a routing sheet that ensures review of applications and renewals by relevant signatories (deans, vice presidents, and the president). Purchase requisitions that draw on a grant's categorical funds must specifically identify the pertinent grant-related reason for the requisition and establish that the proposed spending is in compliance with program requirements and program objectives. [III.180, p. 2.1]

To provide funding for Los Rios District facility improvements, Measure A, a \$265 million General Obligation Bond issue, was approved by voters in 2002. The implementation of the bond measure is scrutinized by the Citizens' Oversight Committee, and an annual report on progress in allocating and expending the bond funds is provided to the Board of Trustees. Funds that are received but not yet expended may be invested following state law and District guidelines; a quarterly report of these investments is given to the chancellor. [III.182]

The American River College Foundation is an affiliate of the Los Rios Foundation, a California nonprofit corporation with a 501(c)(3) IRS designation. [III.183] The primary function of the Foundation is to solicit and receive monies, property, and bequests, which are held

and managed by the Foundation to support the college. The Foundation director and clerk supervise the Foundation accounts, and the ARC Business Office provides oversight of the budget, ensuring that funds are appropriated to budget codes which match donors' intents and are expended in accordance with budget code restrictions. For all donations, a yearly statement specifies where all contributions went, and the Foundation sends a letter acknowledging receipt of funds to all donors, regardless of the size of the donation. The Los Rios Foundation and the Los Rios District Accounting Office are also involved in processing and oversight. In addition, the Foundation is audited separately from the colleges and provided an annual financial statement and independent auditors' report. When grant requests are submitted, the statement and report are provided to any donor upon request. [III.184]

The Los Rios Foundation Finance Committee carries out the fiduciary responsibility of the combined investment portfolio from the four college foundations and the Los Rios Foundation. Management of fund investments is done by UBS in Walnut Creek. Investment decisions, based on advice from UBS, are authorized by the Los Rios Foundation Finance Committee. [III.185]

Evaluation

The "X, Y, Z" budget and the bucket/PDF allocation methodology have assisted the District in achieving balanced budgets year after year. The allocation formulas award productivity, since they are based on annual productivity numbers determined for each academic area by the Research Office.

Expenditure guidelines established by the District and the ARC business office ensure effective management of financial resources.

The PeopleSoft financial system has allowed continued development of systems and reports

to improve oversight of finances. Crystal Reports have been developed to allow appropriate personnel to oversee budget appropriations, encumbrances, and expenditures from their desktops.

The Citizens' Oversight Committee, created in compliance with Proposition 39, evaluates spending of Measure A funds (\$265 million for facility projects) and meets regularly three times per year. [III.182] All meetings are open to the public, and meeting minutes are posted on the Los Rios District Web site for public access. The committee prepares an annual report, also available on the Los Rios District Web site, that summarizes the committee proceedings and activities for the preceding year.

The Budget Committee equitably represents the college by including one member from each academic area and includes representatives of all four major college constituencies: management, faculty, classified staff, and students. The committee meets regularly on a monthly basis to provide sufficient oversight of the college budget process.

The Los Rios Foundation Independent Auditors' report from June 30, 2007, indicated that under current practices there is no reconciliation between the Foundation's recording of contributions and the accounting records. [III.186] This situation is due to the fact that the Raiser's Edge software used to manage donor's contributions only allows for entries from identifiable donors. To correct this situation, the Foundation will implement procedures in 2008-2009 to use subsidiary ledgers, in addition to the Raiser's Edge software package, to record all contributions.

Planning agenda

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

ARC's institutional planning processes ensure that all financial resources are used in accordance with its mission and goals. The communication and dialogue that support institutional planning is overseen by the Planning Coordination Council (PCC). [III.187] The effectiveness of the PCC is enhanced by its composition, which is broadly representative of the college, comprising leaders of the four constituencies, standing committee chairs, the dean of Planning, Research, Technology, and Professional Development (who serves as chair), the college vice-presidents, and the college president. The PCC also includes a Research Office representative and the public information officer who serve as resources. The ARC community has ready access to information about the PCC's work through the posting of its meeting schedules and minutes. All areas undergoing program review now present a summary of their results to the PCC. [III.188]

The college's educational master plan (EMP) process includes college goals and focus areas. [III.124] Starting with the 2006-2007 EMP planning cycle, all resource requests must be consistent with departmental goals and objectives. Furthermore, those departmental goals and objectives must align with the college's goals and focus areas. Alignment is a natural consequence of ARC's program review process, which requires all departments to review and update their EMP goals and objectives in keeping with college goals and focus areas. The EMP Web site now makes all planning documents available to the campus community and includes both college and departmental goals and focus areas and objectives.

A new Professional Development Coordination Committee (PDCC) now serves to align professional development activities with college goals and objectives. [III.189]

Applications for grant or external funding go through a systematic process [III.190] requiring that the grant objectives and aims align with the college's goals and focus areas. [III.148] In addition, applications for funding are reviewed by the appropriate vice president before approval at the college and District level. [III.191]

As a fund-raising organization, the American River College Foundation is an affiliate of the Los Rios Foundation, a California nonprofit corporation with a 501(c)(3) IRS designation. [III.183] The Foundation solicits and receives monies, property, and bequests, and the donations are used to support the mission and priorities of the college, as well as to provide scholarships and emergency assistance to students. Fundraising centers on four categories: (1) In-kind or non-cash donations. (2) Autumn Gold Fundraiser: restricted funds that go to a "project of the year," such as last year's endowment for Theatre Arts and this year's funding for the ARC Library. The recipients rotate to allow the donations to have a wider impact. (3) Capital Campaign: a "bricks and mortar" effort to raise \$4 million for the Culinary Arts facility. (4) Annual Fund: regular donations from employees, including payroll deduction, and external donors. The Annual Fund donations may be unrestricted or can be earmarked for specific programs (restricted funds). [III.185]

Evaluation

The college has adopted numerous practices to link its use of financial resources with its overall mission and goals. The EMP process requires that all resource requests align with department and college goals and focus areas, and the program review process requires that

departmental goals and objectives align with college goals and focus areas. A notable strength of these processes is that they occur in a regular, organized manner that requires participation by a broad representation of the college.

Planning agenda

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description

The purchasing handbook outlines the process for purchasing of goods and services to maintain a consistent process. [III.180, p. 2.1]

The Board of Trustees has established purchasing policies to ensure goods and services are obtained in a prompt and cost-effective manner that complies with pertinent laws. Pursuant to those policies, the chancellor has established District purchasing procedures to ensure that all purchase requests receive the proper review and approval. [III.180, Appendix C]

Individual staff members identify needs and initiate the purchase process. The appropriate program director or coordinator then certifies that the purchase request is in compliance with requirements of the categorical program grant or special project. The area dean or unit supervisor reviews the purchase requisition form for completeness and availability of funds, then authorizes (or denies) the purchase and submits the requisition to the Business Office for approval. The vice president of Administrative Services (or designee) reviews the form. Having received the VPAS's approval,

the form is forwarded to the District Purchasing Department. [III.180, Appendix A]

The District Purchasing Department has sole authority to prepare and issue District purchase orders for goods and services. This practice helps to ensure the compliance with law and regulation of all purchases. The District Purchasing Department is responsible for interviewing potential vendors and identifying suitable sources for goods and services. It also coordinates the collection and review of comparative quotes and formal bids. Any goods or services acquired by the District must meet the standards and specifications established by the District Purchasing Department. [III.180, p. 1.2].

The Director of General Services approves all District purchase orders. The Receiving Department verifies vendor compliance with purchase order stipulations (such as quantity of goods) and forwards receipts to District or college accounting departments, as appropriate. The District Accounting Department pays the vendor once verifying documentation is in place. [III.180, p. 1.2]

District funds may be committed only by the authority of the Board of Trustees. This authority is delegated by the Board to certain District officers, who are authorized to sign on behalf of the Board of Trustees any and all documents necessary to implement particular transactions. [III.192]

The Los Rios Community College District adheres to all applicable state laws and District policies or regulations. State laws consist of, but are not limited to, pertinent sections of the Education Code and Public Contract Code. District regulations consist of Board Policies and Administrative Regulations. [III.180, Appendix C]

All public works projects must conform to District policies and “must be coordinated through Facility Management” to ensure

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consistency and integrity of the process. State Law regulates the bidding process of projects above \$15,000. [III.180, p. 3.9]

The college's contracts are drafted and reviewed by District counsel to ensure consistency with District standards. If a contract is developed by an outside source ("non-standard contract," [III.180, p. 3.4]), the contract must be approved through the District General Services and/or District counsel before being executed.

The chancellor authorizes the employees designated on the "Authorized Signer's List" to sign agreements and other documents binding upon the District without prior Board approval, except for those transactions listed in P-8315, Section 2.1. [III.193]

The District contracts with Aramark for the operation of its cafeterias at all four colleges. [III.194] The contract with Aramark was publicly bid, competitively awarded, and extended by the Board of Trustees. It provides for the delivery of quality food services for students and staff and has provisions to support campus life activities in keeping with the mission of the college.

Evaluation

The District's and college's process for review of contractual agreements provides assurance that contracts are lawful. The extensive review process required before a contract is executed provides opportunity to ensure that contractual agreements support the mission and goals of both the college and the District. Appropriate control mechanisms are in place to monitor contract compliance throughout the term of a contract.

Planning agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description

There are four primary avenues of evaluation: the external audit, internal audits by District staff, agency audits, and college-wide internal reviews.

Performed by an independent CPA firm, currently Matson and Isom, the external audit is performed annually and covers all operations of the District. The process begins in the middle of the calendar year, and the results are transmitted to the Board of Trustees six months later. For example, the June 2007 audit was presented to the Board in December 2007. [III.170]

External auditors examine the District's operations and arrive at a professional opinion concerning compliance with Generally Accepted Accounting Principles and, if applicable, federal and state guidelines or those of other external funding agencies. The auditors examine financial statements, financial management systems, internal controls, and compliance requirements.

The findings of the external auditors are embodied in a report that is submitted to the Board of Trustees. The findings are also presented to the Board in a meeting during which the auditors present a summary of their results, which includes any concerns they might have. The District Office then develops a plan to address any deficiencies contained in the audit.

For example, the 2007 audit identified an issue related to federal Title IV student financial assistance (Pell grants). The "return to Title IV" provision gives a 45-day window for the District to pay certain monies back to the federal government, but the auditors discovered occasions when the District was late. This practice was deemed a deficiency rather than a

major issue but has resulted in District plans to ensure timely return payments in the future.

As part of the regular evaluation cycle in the 2007 external audit, concerns were raised about the adequacy of documentation being maintained on the District-wide CalWORKs program. As a result of changes made by the college, these concerns were addressed, and in the 2008 external audit, no findings related to this concern were raised.

The college was informed by the auditors that its practice of charging students a refundable deposit in chemistry labs was contrary to law. The practice was therefore ended. [III.170]

The District Office has two internal auditors, one of whom is a long-time employee and the second of whom was added to the internal audit staff in 2008. These auditors routinely examine processes and internal controls. The internal audit is an on-going function in the District Office and usually occurs in the background of District operations. However, special audits are sometimes conducted whenever concerns arise regarding specific issues. [III.149]

The reports of the internal auditors are confidential documents and are shared only with those who have a direct responsibility for overseeing the District's financial functions. Confidentiality is important because auditors frequently examine internal controls whose workings should be kept secure. Sharing the audit reports broadly would compromise the security of the District's internal controls. For example, in 2007 one of the internal auditors examined IT security, such as Regional Transit (RT) public transportation passes for students and student ID cards, to verify that controls were sufficiently rigorous to prevent the compromising of sensitive student data. [III.171]

The State Chancellor's Office conducts categorical program reviews that include EOP&S,

matriculation, DSPS, and CalWORKs. While not financial audits per se, these reviews may result in findings that the State Chancellor's Office shares with individual colleges or Districts. [III.195]

The federal government may periodically send auditors to investigate the handling of federal education funds. These audits may result in findings that are later shared with the schools or Districts concerned. [III.171]

The program review process is in place in every college department. Its cycle is staggered among the different departments so that each year approximately one-sixth of the college's academic programs are under review. [III.196]

In addition to its monthly meetings, the Budget Committee conducted a self evaluation of its activities in spring 2008. This review examined how the committee was functioning (this evaluative process was done by all of the college's standing committees). The college publishes an annual report on its progress toward attaining its goals and objectives. [III.197]

Various offices and administrators of the college receive the results of audits and other reports and are charged to follow-up on any concerns and enforce accountability standards. For example, external audits go to the District Office. The Deputy Chancellor at the District Office receives the report of internal auditors. Any findings are addressed by the appropriate area under the supervision of the VPAS.

The Board of Trustees receives reports on the resolution of any issues raised in the findings of external audits, while similar reports go to the Deputy Chancellor for internal audit findings. The auditors also return for further consultation to confirm whether identified issues have been resolved and recommended changes have been made.

Evaluation

The college's various avenues of evaluation aim to provide a well-rounded examination of the college's financial process from different perspectives, both internal and external. The confluence of these diverse evaluations is a comprehensive picture of the college's process, a picture that both documents the successful operation of its procedures and provides opportunities to strengthen any weaknesses. The frequency of these reviews or audits, whether at regular intervals or on an on-going basis, ensures that problems are quickly discovered and, therefore, their negative impact minimized. The record shows that the various avenues of evaluation have indeed worked to the institution's benefit.

Previous findings have been promptly addressed by the District Office. As a result, the three findings contained in the 2007 external audit have been resolved.

In general, the college's audit reports have been excellent, and findings of flaws have been few and minor. Furthermore, the Budget Committee's self-evaluation exercise revealed no significant deficiencies in its operating functions. However, the assessment instrument will be enhanced to provide feedback at the level of detail that will prevent even the minor technicalities identified in previous external audits. [III.197]

Planning agenda

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description

The institution systematically assesses the effective use of financial resources using a variety of methods and tools: audits, program review, educational master plans, productivity reports, key effectiveness indicators, staffing analysis, budget committee evaluation, external program review, and utility tracking reports.

The external audit conducted annually by an independent CPA firm, currently Matson and Isom, examines the District's financial statements and assesses its accounting practices. The auditors' recommendations become the basis for improvement in the college's practices. [III.170]

Each department conducts a program review, examining its goals and objectives, gauging its success in attaining them, identifying barriers to accomplishments and creating strategies to overcome them, and updating its list of goals and objectives to keep them current and to align them with the college's priorities. [III.160]

The educational master plan provides departments with an opportunity to identify and report what resources are needed to accomplish their stated goals for the coming year. Each department collectively decides each year which resources to request as well as the relative priority of each resource request. From these EMPs, academic areas develop funding requests and projected budgets to provide their educational programs and services. Administrators use the EMPs in turn to identify and prioritize needs across the college so that resources can be allocated most effectively and efficiently. [III.124]

The Budget Committee conducts an annual self-evaluation of its effectiveness by identifying goals met and areas for improvement. [III.197]

The single largest component of the budget is instructional salaries and benefits. [III.154] The college monitors enrollment and evaluates the efficient use of these instructional resources each term through the use of productivity and growth reports. [III.200] These reports measure the amount of WSCH generated per full-time equivalent of faculty instructional time. The District also generates its own productivity and growth reports, which allow it to compare ARC's productivity with that of the other colleges in the District. [III.149] The District's productivity reports are generated each term and are used to allocate funding to the colleges, especially CDF (college discretionary funds). The CDF is a major part of PDF (program development funds). [III.154]

The District annually conducts faculty and classified staffing analyses. These analyses are used in support of decisions concerning the allocation of faculty and classified staff positions. However, distributing classified positions is not formula-driven like the faculty positions, which are tied to productivity and growth in the number of FTES (full-time equivalent students) served. [III.201]

The District actively monitors utility costs by campus, including electricity, natural gas, propane, water, sewer, garbage, and recycling costs. In this process the District produces three reports regularly: a District-Wide Quarterly Report, a Campus Operations Utility Report, and a newly-established Campus Energy Management and Sustainability Manual Utility Report. These reports are used for strategic planning of energy projects and facilitating feedback on utility usage and costs by each campus. [III.202]

In April 2008, the California Community Colleges Student Services and Special Programs Division conducted a Student Services Program Review & Technical Assistance Site Visit for CalWORKs, DSPS, EOP&S and matriculation. In response to the recommendations resulting from this site visit, the Matriculation Committee has reviewed an action plan of next steps (e.g., working with the Counseling Department to develop an early alert process, discussing PeopleSoft-related prerequisite issues at the District Matriculation Committee). [III.195] To address other recommendations, EOP&S hired a bilingual outreach student personnel assistant to concentrate efforts in the underrepresented groups, developed selection criteria for submitted applications to increase the population of underrepresented groups, eliminated the one-semester educational plan application requirement, and developed plans to improve transfer rates of EOP&S students by planning field trips to UC Davis and Sacramento State University and by hosting a UCD admissions representative each month in the EOP&S office. [III.203]

Evaluation

To evaluate its use of financial resources, the college uses assessment tools that are rigorous and timely. The external audit is annual, as is EMP development. The program review cycle affects approximately one-sixth of the college's academic programs each year. The Planning Coordination Council annually reviews the Key Effectiveness Indicators report, program reviews, and EMPs. The college Budget Committee conducts a self evaluation annually. Both the college and the District regularly generate and evaluate productivity and growth reports each semester. All these assessments are relevant to the college and District financial resources.

The results of these evaluations are systematically used to improve the institution's processes in an ongoing and responsive manner. Individual departments identify barriers to their

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objectives and goals in program review and make plans to overcome these barriers. College administrators use the aggregate EMPs to make informed decisions regarding the allocation of financial resources. District administrators use the faculty and classified staffing analyses, productivity reports, and utility tracking reports to inform decisions regarding the allocation of financial resources and to identify opportunities for cost savings.

Planning agenda

None.

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Standard Four

LEADERSHIP & GOVERNANCE



STANDARD FOUR: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

STANDARD FOUR: Leadership and Governance

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes.

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Description

Ethical leadership is recognized at ARC through its commitment to follow the codes of ethics of the faculty, classified staff, and administrators. These codes of ethics were developed using processes that included college-wide review by the respective constituent groups. For its particular constituency, each code reflects the standards of ethical behavior recognized as necessary to help the college as a whole in identifying and achieving its mission.

The codes of ethics for the faculty, classified staff, and administrators are published in the college catalog, made available to new employees as part of orientation, and are on the college's Web site. [IV.1]

Effective leadership is addressed at the college through significant professional development

opportunities provided to administrative leaders, faculty, and classified staff. College administrators meet monthly in two-hour sessions that incorporate a component of leadership development, and they participate annually in a retreat whose interactive presentations and small group work support development of effective leadership skills. Also at the college, administrators are provided resources through the Management Professional Development Committee to attend conferences of statewide groups focused on leadership. At the District, a six-part leadership series is scheduled once-monthly in September through November and February through April. [IV.2]

Classified staff leaders have developed and support several ongoing leadership development opportunities, including the "Connections" program, the Classified Leadership Seminar at Granlibakken, the professional development training scheduled during the Winter Classified Luncheon, annual retreats of the Classified Senate, and presentations organized by the Center for Teaching and Learning (CTL). Further, resources provided through the Classified Professional Development Committee support a wide range of professional development activities, including travel to conferences. [IV.3]

The Classified Master Mentor program is sponsored by the CTL and the Classified Senate. This program encourages classified staff members with specialized knowledge and experience to serve as mentors and points of contact for any classified staff member who has a question or needs assistance in the mentor's specialty. [IV.4]

Professional development leadership opportunities are provided to the faculty through the Faculty Professional Development Committee and the

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Faculty Leaves Committee. [IV.5] Workshops are provided through the Center for Teaching and Learning [IV.6] and the Instructional Technology Center [IV.7], and annual leadership retreats are held by the Academic Senate for California Community Colleges (ASCCC), including the ASCCC-sponsored Accreditation, Curriculum, Faculty Leadership, Teaching, and Vocational Education Institutes.

Evaluation

The college's actions show that it values ethical and effective leadership and recognizes that such leadership assisted the college as it reviewed and adjusted its mission statement, developed a new values statement, and redefined its objectives and focus areas during the 2007-2008 year.

Planning agenda

None.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

The ARC Values, reviewed and amended in 2008, reflect the efforts of college leaders to define the environment sought. Among those 12 values are specific areas that speak to empowerment and institutional excellence by addressing instruction, student service, leadership, people, and innovation:

Excellence: Excellence in instruction and student services is essential to develop the full potential of each student.

Leadership: Responsible leadership and service among all faculty, staff, and students are nurtured and encouraged so the college will be a leader for positive change, growth, and transformation in student oriented educational practices.

Human Resources: Faculty and staff members are our most important resources and are entitled to a supportive collegial work environment that recognizes excellence, provides opportunities for professional development, service and leadership, and encourages meaningful involvement in an interest-based decision-making process.

Innovation and Risk Taking: Addressing challenges and change requires creativity, flexibility, and responsible risk-taking to achieve our vision, mission and goals.

These values were adopted through the college's shared governance processes that included college wide opportunity for review and comment. Once adopted, these values were disseminated to the entire college by the president, included on posters displayed in several college locations, published in the college catalog, and presented on the college Web site. [IV.1] [IV.8]

Issues with significant college-wide implications become items for the college's systematic participative processes, thus ensuring effective discussion, planning, and implementation of policies to address these issues. [IV.9] [IV.10]

These systematic processes include the college's constituent-based governance groups: the Academic Senate, the Classified Senate, and the Student Association. Policy issues related to academic and professional matters are reviewed by Academic Senate. The Academic

Senate provides the faculty with its formal representative voice; it speaks on behalf of the faculty in “academic and professional matters,” as defined in AB 1725 (Chapter 973, 1988) and Title 5 of the California Code of Regulations.

[IV.9] [IV.11] [IV.3]

The Planning Coordination Council (PCC) receives recommendations for new or amended policies from the standing committees and, after discussion, forwards its recommendations to the college president. The PCC membership comprises the chairs of all standing committees, management (i.e., an Instruction area dean, Student Services dean, vice presidents of Administrative Services, Instruction, and Student Services, the dean of Planning, Research, Technology, and Professional Development (PCC chair), the college president (*ex officio*), two designees from the Academic and Classified Senates and from the Student Association. In addition, the public information officer (PIO) and a representative from the Research Office serve as resources (non-voting) to the PCC. [IV.12]

ARC has ten standing committees that report to the college president. The standing committees include representatives from all segments of the college community, as indicated in the table below. [IV.10]

In addition to the standing committees, committees focused on scholarship selection, professional development for management, and such *ad hoc* matters as may arise from time to time also function. (The Curriculum Committee is organized as a committee of the Academic Senate.)

Examples of initiatives related to improvement that moved through the college’s participative processes include: the screening and interviewing processes for the college president in 2005 and the vice president of Student Services in 2006; the design and construction of new facilities such as Howard Hall (2003) or extension of existing buildings; the Learning Resource Center extension (2006); the library remodeling (2010); the ongoing theater project; and the future

Committee Title	Managers	Faculty	Classified	Students
Assessment/SLOs	3	15	5	1
Budget	3	13	3	3
Building, Grounds & Safety	3	13	3	3
Classified Professional Development	3		6	
Equity	4	14	6	2
Faculty Professional Development	4	14		
Technology	3	15	7	2
Planning Coordination Council	9	10	4	2
Professional Development Coordination Committee	2	7	4	
Professional Development Leaves	4	14		

classroom and lab building for mathematics and computer science (circa 2013); the District-sponsored and funded Educational Initiative created in 2004 that prepared the way for ARC's participation in the statewide Basic Skills Initiative; the designation of a new assistant instructional dean position for the Science Area.

ARC has an environment of innovation and encourages students, faculty, classified staff, and administration, to explore and share new ideas. The result has been such new creative developments as SOCRATES, SSPIRE, the Educational Initiative, the Basic Skills Initiative, an Online Virtual Tour, the online new student orientation, and iMail. Professional development activities are spearheaded by the Center of Teaching and Learning (CTL) and the Instructional Technology Center (ITC). Standing committees that support faculty professional development include the Professional Development Coordinating, Faculty Professional Development (for travel), Technology, and Professional Development Leaves Committees. The Classified Professional Development Committee provides assistance, guidance, and financial support to classified staff in the expansion, progress, or growth of professional development programs; it also works in collaboration with the Classified Senate, CTL, and ITC. [IV.5] [IV.6] [IV.7] [IV.11a]

Evaluation

The faculty, classified, and administrative leaders of the college foster an environment of mutual respect in which all parties, whoever they may be, are encouraged to advance ideas for the improvement of the institution and its programs. The college's dedication to systematic participative processes is demonstrated in all aspects of the institution's mechanisms and in the support by its leadership of open channels of communication throughout the organization.

Planning agenda

None.

IVA.2. The institution establishes and implements a written policy providing for faculty, classified staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Description

American River College is governed by the Board of Trustees of the Los Rios Community College District, which has adopted a written policy that establishes the role of faculty, classified staff, administrators, and students in the decision-making processes of the college and District.

In addition to the established governing board policy that is implemented by the college, written procedures have been developed by the college that help to define the roles and activities of each of the constituency groups and the manner in which constituencies work together. The *Decision Making Handbook* outlines the procedures for making decisions at ARC and details the opportunities and methods for individuals to become involved in the decision-making process. [IV.9]

ARC recognizes participatory shared governance as collaborative processes for goal-setting and problem-solving that are built on trust and communication. These processes involve representatives from appropriate constituent groups whose dialogues are open and result in timely decision-making for developing and implementing policy at the college and District levels. ARC's participation in shared governance

and participatory effectiveness is broad based, including faculty, classified staff, students, and administrators. [IV.13]

“Institutional Planning at American River College” [IV.10] describes the college-wide and departmental processes, governance and work groups within which institutional planning is accomplished by working together. The college’s planning and decision-making structure involves a communication circle. With the college president in the center, the communication circle comprises:

- Workgroups (President’s Executive Staff, Deans Council, Student Services Deans, Student Services divisional staff, Administrative Services, Administrative Leadership Council)
- Standing committees (Budget, Buildings/Grounds/Safety, Classified Professional Development, Equity, Faculty Professional Development, Technology, Planning Coordination Council, Professional Development Coordinating Committee, Professional Development Leaves, SLO Assessment)
- Governance groups (Academic and Classified Senates, Student Association)
- *Ad hoc* committees.

The Planning Coordination Council (PCC) [IV.12] serves as the clearing house for the efforts of the shared governance groups and the standing committees. The president has the authority to act on the recommendations or remand them for additional consideration.

Evaluation

The college’s clearly-written, disseminated, and implemented policies and procedures ensure that faculty, staff, and students have the right to participate effectively in District and college governance.

The *Decision Making Handbook* [IV.9] provides sufficient detail on the decision-making process so that college constituents can understand how and where to bring ideas forward and work together on college issues. According to the *2008 Accreditation Survey of Faculty, Classified Staff, and Managers* [IV.14], a majority of faculty, classified staff, and management felt that the college’s governance structure follows an organized process.

Planning agenda

None.

IVA.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and classified staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

ARC is fully committed to participatory shared governance. Written descriptions of the college’s planning and decision-making processes are included in the *Decision Making Handbook* [IV.9] and in the newer document “Institutional Planning at American River College” [IV.10]. Both publications are available online so that members of the college community have ready access to the information. The handbook is a detailed, readable, and accessible account of the steps and options for providing input and making decisions at the college. It outlines the substantive roles that faculty, administrators, classified staff, and students have in institutional governance. The online edition has convenient search options and hyperlinks to resources. Both the hardcopy and online versions include summaries of the factors that guide the decision-

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making process and the people responsible for key decision points. In addition, the handbook defines the make-up of all of the constituent groups that participate in the governance process and clarifies their role in that process. Finally, organizational charts are included to illustrate the different areas of responsibility and the flow of information through the chain of command.

Faculty

Through the Academic Senate, the faculty is empowered to make decisions related to academic and professional matters. The Academic Senate president meets weekly with the college president to discuss matters important to the faculty and to voice any concerns. The officers of the Academic Senate meet monthly with the President's Executive Staff. [IV.15] The Academic Senate is the appointing authority for faculty representatives on all committees.

Each department has a department chair who serves as a liaison between faculty members and the college administration. In the recent past, this position was called "department spokesperson," since he or she was responsible for speaking on behalf of the department's faculty. The chair also facilitates communication, coordination, and cooperation among the departmental faculty, is directly responsible to the dean of the area, and assists and advises in performing department-related duties, as requested. [IV.16]

ARC faculty members have a major role in faculty hiring and evaluation, professional development activities, educational program development, course and program approval, student learning outcomes, the educational master plan (EMP) process, and program review. Faculty representatives comprise the majority of the members of all faculty hiring committees and of most of the college's standing committees, the exception being the Classified Professional Development Committee. Faculty

representatives also serve on all administrative interview and search committees and relevant classified hiring committees, e.g., those for classified staff in their respective academic areas. [IV.17]

Administrators

American River College administrators follow a consensus-building model of management that involves consultation with the affected constituency groups. The president encourages administrators to take the initiative in their areas and holds them accountable. The Los Rios chancellor similarly gives the college president autonomy to run the college as he feels is consistent with the mission, values, and traditions of the organization.

The college's regular administrator workgroups include, for example, the President's Executive Staff, Instruction Deans' Council, the Council of Student Services Deans, Student Services divisional staff, and the Administrative Leadership Council. They determine the best way to implement previously agreed-upon policies and responsibilities.

Classified Staff

Participation of classified staff in the participatory shared governance of the institution is accomplished through the activities of the Classified Senate, the formal appointing authority for classified staff representatives on college committees. [IV.3]

The Classified Senate supports a Web site for the college's classified staff that is readily accessed via the *ARC Insider* page and provides a wealth of information relating to the concerns of staff and the Classified Senate, including details on objectives/activities, meeting dates/minutes, special events, staff awards, committees, constitution and bylaws, fundraising activities, the *Classified Hiring Manual*, shared governance guidelines, and the classified master mentor program.

The classified staff hiring process includes classified members of the operating unit in which the vacancy occurs, as well as a diverse membership that brings a variety of perspectives to the assessment of applicant qualifications. [IV.18] The Classified Senate participates in developing hiring criteria for classified staff hiring.

Classified staff also have a presence in certificated and management hiring processes, with representatives appointed to interview and screening committees by the Classified Senate. [IV.19]

The president of the Classified Senate meets monthly with the college president as part of the consulting process that shapes college policies and informs the process of shared governance.

Classified staff members play a major role in shared governance. From three to seven classified representatives serve as members on the standing committees for SLO Assessment; Budget; Buildings, Grounds, and Safety; Classified Professional Development; Equity; Technology; the Planning Coordination Council; and Professional Development Coordination.

Students

The Student Association is the organization of elected student representatives that gives the student body a formal voice in the college's decision-making process. The president of the Student Association, who is elected at the end of each spring semester for a one-year term comprising the following academic year, has the responsibility of appointing student representatives to the college committees on which the students have an official role. In addition to having positions available to them on many college committees, students are also invited to participate in major hiring decisions. For example, the SA president was a full voting member on the interview and screening committee for the hiring of the college president.

As was done for the classified, faculty, and management sectors, a student impressions forum was scheduled so that ARC students could meet and ask questions of the finalists for college president. The same opportunity for student inclusion was provided during the hiring of the vice president of Student Services. In the case of the presidential hiring, the student leader was included with the leaders of the classified staff, faculty, and management at the end of the search process when the four leaders met with the chancellor to share their constituencies' impressions of the candidates. [IV.20]

Communicating Shared Governance Activities

The college's governance structure would not work as efficiently if the activities of its governing bodies were not well documented and communicated to the larger college community. The preferred means for accomplishing this documentation and communication is the *ARC Insider*, the college's Web site, where meeting agendas, minutes, and updates are routinely posted. The Academic Senate, for example, is required by its bylaws [IV.21] to publish reports of its meetings and actions. The Academic Senate also uses email to send agendas and minutes to its membership in advance of meetings. After the meetings, the corrected agendas and minutes are posted on the college Web site. [IV.22]

Similar rules are followed by the Classified Senate, which is required by its bylaws [IV.23] to post its official minutes, agendas, and announcements. In addition to posting these documents on the college Web site, the Classified Senate also makes them available to classified senators for distribution to their area. It also sends them by email to the presidents of the Academic Senate and the Student Association, the president of the college, the presidents of each classified union, and the Los Rios chancellor. [IV.24]

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The ARC Faculty Handbook [IV.25], which is available as an online publication, acquaints faculty with the services and procedures of the college, as well as providing general information about the institution and its mission. The handbook provides the instructional staff with summaries of the responsibilities and activities of the Academic Senate, the college administration, its standing committees, and the instructional areas.

Evaluation

Through its formal and informal policies and processes, ARC has established appropriate substantive roles in decision-making for faculty, administrators, classified staff, and students. The institution's governance information is widely-published and disseminated in a variety of formats. The college operates through shared-governance committees with clearly-defined purposes and broadly-representative memberships.

As discussed under Standard I.B.1, the Student Association has increasingly in recent years been distracted from its traditional role of representing students in the college's shared-governance processes. Student representatives have not been appointed to college committees during this period, and student involvement has been at an unacceptably low level. Student participation was similarly low in the committees set up to gather information for this accreditation self-study report.

Planning agenda

See the planning agenda for Standard I.B.1.

IVA.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

ARC relies on faculty, primarily through the Academic Senate, its Curriculum Committee, the SLO Assessment Committee, and the Basic Skills Advisory Council for recommendations concerning student learning programs and services.

The Academic Senate provides the ARC faculty with its formal representative voice and includes representatives from each of the academic divisions and student services. Each division is entitled to three representatives from full-time faculty and one representative from the adjunct faculty, except for the Sacramento Regional Public Safety Center which has one senator. The Senate represents the American River College faculty in "academic and professional matters" as defined in AB 1725 and Title 5 of the California Code of Regulations. [IV.26] [IV.25]

In accord with Title 5, topics of primary responsibility to the Academic Senate include:

- Degree and certificate requirements
- Curriculum
- Grading policies
- Educational program development
- Standards and policies regarding student preparation and success
- College governance structures as related to faculty roles
- Faculty roles and involvement in accreditation process
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon. [IV.27]

The Curriculum Committee previously served as a college standing committee. In 2006, upon recommendation of the Academic Senate and the Planning Coordination Council, the president approved establishing the Curriculum Committee as a committee of the Academic Senate. Its membership includes 15 faculty members, five managers, one articulation officer, and one student. [IV.28]

The functions of the Curriculum Committee of the Academic Senate include:

- Reviewing curriculum proposals concerning courses and programs (new, revisions, deletions), including SLOs
- Providing two-way communication with staff concerning issues, programs, and opportunities relating to ARC's curriculum
- Reviewing ARC graduation requirements, including competency requirements
- Monitoring college program review process
- Reviewing and monitoring development, implementation, and assessment of Title V and matriculation-related pre- and co-requisites
- Reviewing the curriculum proposals of ARC Extension
- Reviewing the college's long-range educational programs and services
- Developing curriculum processes and activities that align the college with regional and national accrediting standards.

The General Education Committee, a subcommittee of the Curriculum Committee, is chaired by the articulation officer, with faculty representation from each of the academic divisions. This committee establishes the general education requirements for the college and recommends courses to be submitted for University of California transferability.

The Student Learning Outcomes Assessment Committee is a standing committee of the college which:

- Reviews and accepts SLO assessment instruments, plans, progress reports for academic and non-instructional programs
- Provides support and feedback on issues and opportunities for enhancing programs through SLOs assessment.

The SLO Assessment Committee is chaired by a faculty member, and its membership consists of 15 faculty members, three administrators, and one classified staff member. The chair of the committee and the Academic Senate president meet regularly with the vice president of Instruction to ensure full analysis and ultimate implementation of the committee's work.

The work group responsible for the Ed Initiative/ Basic Skills Initiative [IV.29] is populated predominantly by faculty in the disciplines of English, Mathematics, ESL, Reading, Counseling, and Sciences, together with representation from Student Services; Workforce Education and Development; Planning, Research, Technology, and Professional Development; and Enrollment Services. This committee addresses ways of:

- Strengthening the relationship between Student Services and Instruction
- Improving the financial support of the existing academic support services on campus
- Identifying new projects to improve student retention at ARC
- Helping students to achieve success in reaching college goals by preparing them in the foundation skills.

The vice president of Instruction meets weekly with the instructional deans and two of the Student Services deans to ensure a significant leadership role for academic administrators in the work of assessing and improving student learning programs and services. The vice president of Student Services meets weekly with the Student Services Deans' Council and bimonthly with the Student Services

STANDARD FOUR: Leadership and Governance

divisional staff. These efforts are overseen by the President's Executive Staff which holds weekly meetings with the president.

Evaluation

During the past six years the college has continued to rely on faculty, the ARC Academic Senate, the Curriculum Committee and its academic administrators for recommendations and decisions related to issues of student learning.

Planning agenda

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, classified staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institutions constituencies.

Description

At the District level, as reflected in the District's formal policies and reiterated in the language of the "Values" section of its strategic plan, the Los Rios Community College District governing board expresses its interest in assuring that all the constituencies in the District work well together for the good of all segments of our educational community. Specifically, the District is on record as embracing the following beliefs:

Relationships: "We believe productive relationships are central to achieving our mission.... Respect, civility, collegiality and ethical integrity: these hallmarks of a collegial environment enhance our cooperative efforts and shared use of resources for providing education training, student services, and community service.... Blame-free culture: Los Rios strives

to create a supportive, problem-solving culture, and we recognize the proven usefulness of the interest-based approach (IBA) for achieving cooperation and effective problem solving."

Participatory Governance: "The contributions of all our members: All members of the Los Rios community are encouraged to contribute to our organizational success.... Informed and Decentralized decision-making: We value informed decisions made by people close to the issues.... Democratic practices: We observe democratic practices in our internal governance." [IV.30]

As demonstrated in these declarations of values, the Los Rios District is committed to strong and effective shared governance structures [IV.31], a blame-free environment, and nurturing positive relationships among the stakeholders in District decision-making, as strongly evidenced by the District's adherence to the interest-based approach (IBA) as a model for conflict resolution. The District encourages all employees to be trained in interest-based principles and supports advanced training for facilitators, refresher training and other IBA-related forms of professional development. [IV.33] [IV.34] [IV.35] [IV.36] [IV.37]

A parallel commitment to participatory shared governance also exists at the college level, as described earlier. Further, whenever conflicts arise among constituent groups, the college recommends the implementation of the interest-based approach (IBA) for the work unit. IBA training is conducted each semester and is fully supported by the administration. ARC staff members have participated in IBA for fifteen years. [IV.32] [IV.38] [IV.39] [IV.40] [IV.41] [IV.42] [IV.20] [IV.43]

Effective communication among the college's constituencies is enhanced beyond the formal processes in several ways. Communication that is clear, understood, widely available, and current

is available through the President's Report, distributed to all staff in hard copy and posted online. Furthermore, information is distributed through such avenues as email, both the staff Outlook mail program (available off-campus via Web access) and student iMail (a free Internet electronic mail account provided to students on the District's servers); "This Week at American River College," printed and distributed every Monday for the benefit of faculty, classified staff, and students; *The Current*, ARC's student newspaper; and the weekly "Notes" for all faculty, staff, and administrators (highlighting programs, training opportunities, and accomplishments of faculty and staff). A wealth of additional information is available also via various links on the ARC Web site.

ARC's participatory governance processes also provide convenient avenues of timely and effective communication. These include the convocation that opens each semester, the president's weekly meetings with the President's Executive Staff, monthly meetings of the officers of the Academic Senate and the President's Executive Staff, weekly meetings between the president and the president of the Academic Senate, monthly meetings between the president and the president of the Classified Senate and president of the Student Association, the weekly meetings of the academic area deans with the vice president of Instruction, and the Student Services deans with the vice president of Student Services, and regular meetings between deans and department chairs. Each semester, a workgroup of department chairs meets to discuss issues related to the college's departments and disciplines. In addition, departments routinely conduct meetings to transact business and disseminate current information. The academic departments and divisions set their own meeting schedules, with some choosing more frequent meetings and others finding that fewer meetings suffice. [IV.43]

Evaluation

The written policies on participatory governance procedures specify appropriate roles for all classified staff, students, faculty, and administrators. These policies specify the academic roles of faculty in student educational programs and service planning. All staff and students are informed of their respective roles, and staff and faculty involvement in participatory governance is the institutional norm. These activities foster discussion, while effective avenues of communication transmit the content of the discussions throughout the institution. The result of this communication and collaborative effort is institutional growth and improvement.

Planning agenda

None.

IVA.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

At the District level, the chancellor and his staff communicate regularly with the external agencies that fund or regulate the District, and the District is well regarded for its honest and effective interactions with these agencies. The chancellor and his staff communicate regularly with the Accrediting Commission about important changes in the District (such as the appointment of a new college president), the status of the District's educational centers,

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and the progress it has made with respect to its District-centered accreditation recommendation about the development of centers, as evidenced by letters to the Commission.

At the college level, ARC's commitment to honesty and integrity in its relationships with outside agencies can be illustrated in five ways:

- Its responsiveness to the last ACCJC site visit
- Its certification with other agencies specific to major programs
- Its compliance with mandated student learning outcomes
- Its accuracy in reporting to the general public, and
- Its dealings with the state and federal governments.

The college is responsive to the ACCJC, as amply documented in the institution's past accreditation history. ARC has responded expeditiously and honestly to all recommendations. After submission of the 2003 self-study, ARC released a Midterm Report addressing the last ACCJC site visit team's concerns. [IV.44] (For further details, see Responses to Recommendations on pp. 71-73.)

During the past few years, the college has complied with Accrediting Commission policies through the submission of Substantive Change Proposals related to distance education offerings and expansion of locations where programs are offered, updates on the status of the Natomas Educational Center, and annual reports on SLO progress.

In addition to meeting the ACCJC's accreditation requirements, ARC offers other programs that must comply with separate accreditation requirements. These are professional programs whose standards must be certified by specialized accrediting agencies:

- Nursing program: California Board of Registered Nursing
- Respiratory Care: Committee on Accreditation of Allied Health Programs
- Automotive Technology: Automotive Service Excellence (ASE) and Professional Automotive Training Center (PATC)
- Early Childhood Education: California Commission on Teacher Credentialing
- Electronics Technology: National Association of Radio and Television Engineers (NARTE) and Federal Communications Commission (FCC) test site
- Public Safety: California Commission on Peace Officer Standards and Training California Standards and Training for Corrections California Correctional Peace Officer Standards and Training and California State Fire Marshal's Office
- Funeral Service Education: American Board of Funeral Service Education (ABFSE) [IV.45]
- Welding Technology: American Welding Society.
- EMT Paramedic Program: Committee on Accreditation of Educational Programs for the EMS Professions
- Interior Design: National Kitchen & Bath Association

All of these programs have received accreditation from the appropriate external agencies. American River College also has been reviewed in recent years by teams related to compliance with the Americans with Disabilities Act and with state regulations regarding student services.

The college works closely with the state Department of Education in administering grants and collaborates on articulation matters with the Sacramento County Office of Education. ARC has an excellent history of administering grants and therefore enjoys a reputation for fiscal responsibility, accountability, and the accurate reporting of outcomes.

Evaluation

The college has demonstrated that it communicates openly and honestly with external agencies and works cooperatively in a wide variety of ways to comply with Accrediting Commission standards, policies, and guidelines. Furthermore, the college moves expeditiously to respond to recommendations and makes full public disclosure of all pertinent information.

Planning agenda

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

Each standing committee within the ARC governance and decision-making structure provides an end of year report to the president and the Planning Coordination Council. A requirement of that report is a question calling for the committee to evaluate its functioning and work in accomplishing its charge. Annually, the Planning Coordination Council includes on its agenda time to evaluate the work of the committees and its own processes. Annual retreats of the Administrators Leadership Council, President's Executive Staff, the Academic Senate, and the Classified Staff also include discussions evaluating their respective roles in the goals and focus areas of the college. Every five to six years, the college and District conduct a survey of faculty, classified staff, and managers that includes questions related to the decision-making processes and participatory governance structures. [IV.46]

As a result of the evaluation, changes have occurred that address term limits for committee chairs, membership rotation, improved processes for making appointments to committees, the Curriculum Committee's becoming part of the Academic Senate, and establishment of a college standing committee for SLO assessment.

Evaluation

Governance and decision-making structures and processes are evaluated, and leaders of the constituency groups and chairs of the standing committees are charged with communicating the analysis and results of the evaluations to the college.

Planning agenda

None.

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and the chief administrator for the effective operation of the institution. Multi-college districts clearly define the organizational roles of the district and the colleges.

The Board of Trustees of the Los Rios Community College District exercises the legal authority for its governance and operation pursuant to California Education Code and Title 5 of the California Code of Regulations. Copies of these codes can be found in the office of the vice chancellor Education and Technology, as well as the office of the president. The District and its four colleges maintain records that document formal policies and regulations:

Policy: A formal statement of intent that provides clear direction with respect to a specific program. Policies are established by the Board of Trustees to implement the District's operation and programs. As appropriate, policies are adopted, amended, superseded, repealed, and suspended at regular or special meetings of the Board.

Administrative regulations: Administrative regulations are established to provide procedures supporting District policies. Administrative regulations are developed and implemented through shared governance by the Chancellor's Cabinet, a District-wide group on which serve the governance leaders of all constituencies of the Los Rios colleges and the members of the chancellor's executive staff. [IV.47]

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the district.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and resources necessary to support them.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description for IV.B.1.a-e

As indicated in LRCCD Policies 3111, 3112, 3113, 3114, 8321, 8323, 8611, which specify the Board of Trustees' size, duties, responsibilities and procedures, the Board reflects the public interest by developing policy and providing oversight for the District and by setting policy

and strategic direction for the District. The Board is actively involved in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that assure the effectiveness of the institution and its learning programs. These responsibilities and how the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3412:

The Los Rios Community College Board of Trustees has the responsibility for formulating broad public policy in community college education. It shall function as the legislative and policy making body charged with the oversight and control of the District. The formulation and adoption of policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the District. The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate. The Board of Trustees must be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs. The study and evaluation of reports concerning the execution of policies shall constitute the basic method by which the Board of Trustees shall exercise its control over the operation of the District. Responsibility is delineated in four (4) areas [Responsibilities, Adoption of Policies, Evaluation, and Maintaining Relationships].

As can be seen in its agenda and minutes, the Los Rios Board of Trustees acts in accordance with the policies and bylaws. The District's policies are reviewed on a three-year rotating schedule, the details of which can be seen on the District Counsel's Web site. Further, policies and regulations are amended to address changes in the District's operation, changes in law and changes in the needs of students. [IV.48]

As reflected in the response to IV.B.1.j below (see pp. 278-279), each year the Board, in concert with the chancellor, develops its goals for the coming year and prepares a report on the accomplishments of the previous year. As described below, the Board reviews the performance of the chancellor annually in October, including a formal evaluation with input from various constituent groups. The chancellor and Board also annually review the performance of the District's Executive Staff (college presidents and District deputy chancellor, vice chancellors) and the Board participates in the review of final candidates for these high level positions and has the ultimate decision regarding the hiring of these candidates.

Evaluation for IV.B.1.a-e

The Los Rios Board of Trustees fulfills its ultimate responsibilities to establish and evaluate policies related to quality, integrity, and effectiveness of student learning. It adheres to its defined policy for selection and evaluation of the chancellor, who in turn oversees the activities of the District Office executive staff. The Board of Trustees is independent in its role reflecting the public interest and, once decisions are made, supports those decisions as a whole. Its policies and bylaws are published, and its size and duties defined. [IV.48]

Planning agenda

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

New members of the Board of Trustees are provided an orientation by District personnel.

STANDARD FOUR: Leadership and Governance

The new Trustees are briefed by District officials, meet with the college presidents, and tour District facilities and, often, the college campuses and regional education centers. Even prior to election to the Board of Trustees, all candidates for the Board are afforded the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the chancellor, vice chancellors, and college presidents. New members are provided a local orientation that includes an introduction to the policies and procedures of the District and IBA training. The orientation process is extended to the student trustee. In addition, new members are sent to the Community College League of California New Trustee Orientation workshop.

The expected attributes of and guidelines for the conduct of Board members are clearly laid out in Los Rios policy, which includes the admonition that Trustees must be willing to make the serious time commitment necessary to attend to the business of the Board. [IV.49]

Board members are encouraged and supported in their attendance at statewide and national meetings designed to provide board education and development. Representatives of the Board attend workshops and conferences of the Community College League of California and the Association of Community College Trustees. In addition, the Board schedules two two-day retreats each year. Included on the agenda for these retreats are items related to future directions, updates and discussion of the District strategic plan, Board evaluation, access and growth, student success, organizational effectiveness, and community and economic development.

To provide for continuity, trustee elections are staggered so that in even-numbered years either three or four trustees are elected to four-year terms.

Evaluation

The Board of Trustees fully meets this standard through its staggered terms of office, its training of new members for maintenance of continuity, and its program of professional development.

Planning agenda

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

The Board of Trustees has a self-evaluation process that is clearly defined in the District's policies [IV.50]:

- The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear.
- The Board of Trustees will informally discuss their performance as a Board annually.

As an example of the process, the Board of Trustees completed the annual self-evaluation at its retreat on 7 March 2008. The Board had previously completed a self-evaluation instrument in the form of a questionnaire at its October 2007 retreat. The results were tabulated and reviewed at the March 2008 retreat. This cycle is in place as the Board's annual self-evaluation regimen. [IV.51] [IV.52]

Evaluation

The self-evaluation of the Board of Trustees completed during its annual spring and fall retreats ensures compliance with this standard.

Planning agenda

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

The Board of Trustees has in its policies both a clearly delineated code of ethics and a set of specific guidelines for proper conduct:

Ethics: Each member of the Board will keep access and quality education for all students as primary concerns; make decisions in the best interest of students and the District; be sensitive to the needs of the diverse population the Board represents; take action only as a full Board, not as individuals; focus on appropriate Board-level responsibilities; observe the requirements of the Open Meeting Act; devote adequate time and effort to Board responsibilities; demonstrate the professional conduct expected of a public official; maintain confidentiality of privileged information; avoid conflicts of interest; and ensure an atmosphere in which controversial issues can be presented fairly and within which the dignity of each individual is maintained. [IV.53]

Attributes and Conduct: A sincere and unselfish interest in public education and in the contribution it makes in the development of students; a knowledge of the community which the District is designed to serve and a willingness to assume a role of leadership in education; a sensitivity to the diversity of the residents of the District and a responsiveness to the needs and interests of students from all backgrounds; an ability to think independently, to grow in knowledge and to rely on facts rather than prejudices, and a willingness to hear all sides of controversial questions; a deep sense of loyalty to associates and respect for group decisions cooperatively reached; a respect for and interest in people, and an ability to get along with them; a willingness to work through defined channels of authority and responsibility; and a willingness

to devote the necessary time to become an effective Board member. [IV.49]

The Board of Trustees is also bound by relevant sections of the California Government Code [IV.55] and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate the sanctions available when standards of conduct are violated.

Evaluation

In policy and regulations as well as in the professional behavior demonstrated by the Board, the college and District meet this standard. Los Rios Community College District governing board members are recognized state-wide as responsible public servants. Intent on supporting the success of our students and the reputation of our District, the trustees represent the concerns of the constituents in their trustee areas and maintain an effective working relationship with the District office and with the individual colleges constituting the Los Rios Community College District. [IV.48]

Planning agenda

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Description

The Board of Trustees was involved in this accreditation cycle from its beginning. The trustees received and commented on a presentation about accreditation at the August 2007 Board of Trustees meeting and have received regular updates thereafter. The Board's October 2007 and October 2008 retreats included a general discussion concerning the accreditation process and a more specific

examination of the ACCJC's rubric for evaluating institutions. Particular attention was paid to the areas of program review, institutional planning, and the development of student learning outcomes. [IV.48]

In November 2008, members of the Board of Trustees met with representatives of the four colleges' Standard IV committees to assist the colleges in writing their responses related to this standard.

In addition, the Board of Trustees reviews and acts on accreditation-related substantive change requests, mid-term reports, and self-study drafts.

Evaluation

The Board of Trustees is an active and informed participant throughout the accreditation process.

Planning agenda

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district chief administrator (chancellor). The governing board delegates full responsibility and authority to him to implement and administer board policies without board interference and holds him accountable for the operation of the district.

In multi-college districts, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

As described in the District's policies, the Board is responsible for the recruitment, employment, and evaluation of the District chancellor. The Board establishes the qualifications for the position and the timeline for the search, in accordance with state regulations.

The Board of Trustees entrusts the chancellor with the full responsibility for the implementation and administration of Board policies, as can be seen in these formal policy statements: "The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate" and "The Chancellor shall serve as the chief executive officer for Los Rios Community College District Board of Trustees. The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District."

Each year the Board of Trustees, in concert with the chancellor, develops its goals for the coming year and receives from the chancellor a report on the accomplishments of the previous year. Based on the previously-agreed upon goals and the chancellor's report, the Board reviews the performance of the chancellor at three points each year. The first two activities are discussions of the performance of the chancellor in respect to the joint "Board of Trustees and Chancellor Desired Outcomes" at their retreats in October and March. The Board conducts the formal evaluation of the chancellor in closed session at its regular business meeting in late October. The formal evaluation is based on three parts, including evaluation instruments completed by members of the Board, constituent groups, and community leaders; the chancellor's self-evaluation; and a review of the "Annual Desired Outcomes of the Board of Trustees and Chancellor." While the contents of the evaluation are confidential, copies of the desired outcomes and evaluation instruments are available in the Office of Human Resources. [IV.50] [IV.56] [IV.57] [IV.58]

With respect to the selection of the college presidents, the presidents are hired pursuant to the guidelines of Los Rios policy. The presidents undergo an annual evaluation conducted by the chancellor and the Board of Trustees. To facilitate the evaluation process, the chancellor and Board hold meetings in February and September during which they review progress toward the presidents' previously agreed-upon goals and desired outcomes. This process also includes a discussion with each president of the results of an online presidential evaluation questionnaire, an instrument that was created in 2006 by the District Academic Senate. At ARC the president has institutional evaluations that are completed by classified staff and administrators. While the contents of evaluations are confidential, copies of the desired outcomes and the faculty evaluation instrument are available in the chancellor's office for review. [IV.59]

Evaluation

The District governing board has, accepts, and fulfills its responsibilities for selection and evaluation of the chancellor, delegates responsibility to the chancellor, and has policy for selection and evaluation of the presidents of the colleges.

Planning agenda

None.

IV.B.2. The president has primary responsibility for the quality of the institution he leads. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The Los Rios Community College District Board of Trustees has by policy delegated to the

chancellor "the administration of the ... district in all its aspects" In turn, the chancellor recognizes through administrative procedures the authority of the college presidents to have primary responsibility for the quality of the college each leads.

In addition, the Los Rios Community College District's policies and regulations delegate specific functions to the college president. These include, but are not limited to, approval of commercial advertising in campus publications, ensuring that confidentiality and due process are followed in sexual harassment investigations, publishing student discipline regulations, taking remedial action in the event of discrimination, authorizing the suspension of students, governing the use of alcohol on campus, and maintaining the college's dedication to equal opportunity. [IV.60] [IV.61] [IV.62] [IV.63] [IV.64] [IV.65]

Dr. David Viar began serving American River College as its president in July 2005. A focus on quality and student success was the theme of his opening convocation presentation when he called for a renewed effort to improve student retention and persistence. He not only maintains an open-door policy for all campus constituents, he regularly visits all areas of the campus, obtaining a first-person perspective of the functions of the institution. President Viar attends every art opening, theater production, and musical performance on campus. In addition, he attends a minimum of one of each of the college's sporting events and sits in on an average of one class each week during the fall and spring semesters. The college community has also grown accustomed to the president's dedication to celebrating the accomplishments of individuals and their departments. Through all of these efforts, both symbolic and direct, the president shows acceptance of his responsibility for the quality of American River College.

STANDARD FOUR: Leadership and Governance

The President's Executive Staff (PES) reports directly to the president. PES comprises the three vice presidents, the dean of Planning, Research, Technology, and Professional Development, and the public information officer. The president meets with these five individuals at least one hour in one-to-one meetings each week and convenes a joint meeting of at least two hours each week. With the dean of planning he sets the agendas for the Planning Coordination Council. He also sets the agendas for the monthly meetings of the Administrative Leadership Council and its annual retreat. He works with the Academic Senate president to develop the agenda for the joint meetings of the Senate officers and the President's Executive Staff. Annually, the president plans a retreat with the President's Executive Staff. These meetings provide the president opportunities to exercise his leadership in addressing all aspects of the college's continuing progress toward institutional effectiveness. [IV.66]

The president interviews the final candidates for all full-time faculty member positions and all administrators for the college. He meets with the screening committees for all these positions to receive their perspectives on the final candidates and their recommendations on issues to consider. His final decision of the candidate to recommend to the Board of Trustees for action is made following collaborative discussion with the appropriate deans and supervising administrator.

The president takes seriously his responsibility for professional development and works directly with the dean of Planning, Research, Technology, and Professional Development to assure effective programs are in place. Also the president interviews the finalist for serving as co-director of the Center for Teaching and Learning.

Evaluation

American River College's president has been granted sufficient authority by the Board of Trustees and the chancellor through policy,

procedure, and action to enable him to have primary responsibility for the quality of the college. His evaluations, conducted by the Board, chancellor, ARC faculty members, ARC administrators, and ARC classified staff leaders, indicate that the president provides effective leadership that is focused on institutional effectiveness.

Planning agenda

None.

Transitions in Leadership at American River College



Bill J. Priest, Ed.D., 1955-1964.

Dr. Priest was the founding president of American River Junior College (as it was then known) and presided over its transition from the former Grant Technical College, then part of the local public school district. Priest left in 1964 to become the first superintendent of the Los Rios District (a position equivalent to that of chancellor, as it is known today), newly formed with Sacramento City College and American River College. The ARC administration building is named in Priest's honor.



Kenneth D. Boettcher, M.A., 1965-1978. President Boettcher presided over a dramatic expansion of ARC in both faculty and students. The college dropped "Junior" from its name at the beginning of Boettcher's term and named its main library (now undergoing renovation and expansion) in his honor in 1978.

Doug Burris, interim



Robert D. Jensen, Ed.D., 1978-1984. Dr. Jensen's presidency was a time for continued expansion of student opportunities and consolidation of ARC's gains in stature. The institution became ranked among the state's ten largest community colleges. Jensen stressed the partnership aspect of education and oversaw the creation of the Teaching & Learning Center.

Owen Stewart, interim



Queen F. Randall, Ed.D., 1984-1993. Dr. Randall made student service the touchstone of her tenure, seeking to foster student success for the college's increasingly diverse enrollment. She inaugurated new tutorial services and programs. Randall stepped down in 1993 to become chancellor of the Los Rios District.

C. Max McDonald, interim



Marie B. Smith, Ph.D., 1995-2004. ARC was transformed during the presidency of Dr. Smith by the introduction of new technology throughout the campus, including the institution of on-line enrollment, student e-mail, and a formal information technology plan, which included creation of the Instructional Technology Center. She enhanced the college's planning process by emphasizing the role of annual Educational Master Plans as basic building blocks for ARC's development. Smith left ARC in 2004 to become vice chancellor for education and technology in the District office.

Richard C. McCormac, Ph.D., interim



David L. Viar, J.D., 2005-present. President Viar has made diversity in education a priority for ARC. The college is expanding its services by offering more instruction on-line and at regional centers that extend opportunities beyond the main campus. President Viar is committed to the constructive management of the ARC community's growth and expansion in both people and educational services.



ARC Presidents L-R: Marie B. Smith, David L. Viar, Queen F. Randall and Robert D. Jensen

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

Since he began serving ARC as president in July 2005, President Viar has engaged the college in several discussions related to the administrative organization of the college. Those discussions have involved the potential addition of an assistant dean level position and what area that dean would serve, how best to cover "evening dean" duties, realigning the Computer Science and Information Technology Area, establishing the position of coordinator of distance education, reshaping the dean of Student Services position, replacing the position of associate vice president of student success by the position of dean of student development, adding the position of college IT systems supervisor, and developing the position of director of the Nursing Academic Program. Final decisions related to changes in the structure and responsibilities of administrative positions were made with collegial dialogue. [IV.67]

Evaluation

One hundred percent of the administrators responding to the president's evaluation survey in December 2008 said the president was very good or excellent in "delegate(ing) authority to administrators and others consistent with their responsibilities and support(ing) their decisions and actions, as appropriate." [IV.68]

Planning agenda

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

Setting values, goals, and priorities

Through his work with the President's Executive Staff, governance leaders, and the Planning Coordination Council (PCC), the president ensures the continuation of the college's practice of following a collegial process for setting values, goals, and priorities.

Review of the college's mission statement, with accompanying vision and declaration of the institutional values is overseen by the PCC of which the president is an *ex officio* member. The dean of Planning, Research, Technology, and Professional Development works with the president to coordinate the discussions of the mission, vision, and values statements. These statements provide the framework for the college's development of priorities as identified in the Educational Master Plan (EMP). The EMP is used to prioritize college resources, both financial and staffing, and is developed at the program level by the faculty and staff of the department. Departmental goals are tied to the college's goals and focus areas. The EMP is subject to three levels of review and approval involving the deans, the AVPs, and then the vice presidents.

STANDARD FOUR: Leadership and Governance

Alignment of the District's strategic plan goals with the college's focus areas and the college's focus areas with the departments' objectives occurs because of the following communication and collaboration: the president works with both the District and vice presidents in setting the college focus areas, and the vice presidents work with the area deans, who in turn work with department chairs in setting annual goals. Shared governance leaders and standing committee chairs participate in the discussion of the college's focus areas through the clearinghouse function that the Planning Coordination Council serves in coordinating the three-to-five year reviews of the college's focus areas. [IV.69]

Evaluation, Planning, Research, and Analysis

The college has long invested resources in ensuring the operation of a research staff whose work assists the college to plan for and evaluate its institutional effectiveness, and the president continues to recognize and value institutional research as a crucial resource for the college. American River College recognizes the importance both of information based on accurate institutional research and of the value of that information in planning and decision making. The dean responsible for Planning, Research, Technology, and Professional Development (PRTPD) reports directly to the president and serves with the three vice presidents as a member of the President's Executive Staff. The Research Office consists of two full time classified researchers and a faculty member with a 60% assignment as faculty Research coordinator. Two members of the Research staff, i.e., the faculty Research coordinator and one of the classified researchers, serve with the faculty SLO coordinator on the college's standing committee for SLOs, the SLO Assessment Committee.

The college president consistently involves all constituency groups in the planning process, thus assuring that he has incorporated all factors

in his decision-making process. He works within the guidelines of the *ARC Decision Making Handbook*.

Integration of Educational and Resource Planning

In 1999-2000, American River College established the educational master plan as the college's process for ensuring that resource planning and resource allocation are tied together. The resulting EMP system continues to be modified as a result of input from management, faculty, and classified staff, in order to improve the EMP's value for the college's planning and decision-making processes. The EMP requires that department-level planning be tied to college-level planning and the institution's goals and values, including student learning outcomes.

As chief executive officer, President Viar is apprised of modifications to the EMP as overseen by the PRTPD dean and research staff.

In processes such as the departmental EMPs and the PCC's review of the college's goals and focus areas, as described in the information for Standard I, the college president works with his administrative staff to carry out and implement institutional planning.

Evaluation

The president supports the ARC mission, vision and value statements and works with the Planning Coordination Council to ensure that these statements are up-to-date; align with the District mission statement and strategic plan goals; and have been reviewed and endorsed by the college community. He continues the college's practice of relying on institutional research for its planning and decision-making processes, and through communication with the research staff through the PRTPD dean, President Viar supports the role of the EMP in ensuring that resource allocation is tied to resource planning and allocation and to evaluation of the effectiveness of both the resource allocation and of the planning

and allocation process, as described in the document, "Institutional Planning at American River College."

In response to the 2008 presidential evaluation survey, 92% of the responding faculty said the president meets or exceeds expectations or is superior in terms of "leadership (that) contributes to student learning, to student success, and to the success of the college and of the district"; 93% similarly agreed that "the president works to create a climate focused on student learning." [IV.70]

Planning agenda

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The president has the authority to implement statutes, regulations, and Board policies. [IV.71] His annual evaluation is based on the college's goals as drafted and implemented by the president working with and through his administrative staff. [IV.72]

The president works with his management staff to assure that all pertinent statutes, District regulations and policies are rigorously followed in all of the college's operations and activities. He is the leading advocate of the college's institutional mission and policies and reiterates the precepts of the mission as the context for all college planning and practice.

Evaluation

The president's goals and objectives for the college are in line with District policy and derive from the college's goals and objectives.

The president holds the administrative staff accountable for meeting goals and helping academic areas and departments meet their individual goals.

Planning agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Description

The president meets weekly with the vice president of Administrative Services who keeps him informed on the financial status of the college and its units. Issues of concern are communicated to all vice presidents in the weekly President's Executive Staff meetings. Also, weekly meetings of the Chancellor's Executive Staff provide important financial updates to the president.

When issues have arisen that placed in question certain financial practices in the bookstore, financial aid, CalWORKs, and Tech Prep grants, the president requested internal audits by the District internal auditor. Where recommendations were received for improving financial practices, those recommendations have been implemented.

Evaluation

As documented under Standard III.D, the Los Rios Community College District and American River College have a strong history of financial stability. The values and policies of the District encourage responsible spending of funds and place an emphasis on providing adequate support for student access and student success. The District and its colleges have made a commitment to spend only those funds that have been received and are in hand, rather than encumbering anticipated funds, which would

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result in unsecured debt should those anticipated funds not materialize. The consequence of this budgetary caution is that the District and its colleges have been able to keep faith with their employees and their students. Even in times of financial shortfalls, the Los Rios colleges have not resorted to laying off staff.

The president of ARC carries those values forward and maintains the appropriate oversight to assure the college and all its units effectively control its budget and expenditures.

Planning agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description

The president works both internally and externally to support and communicate the mission and work of the college:

- *Internally:* PCC; weekly meetings with his executive staff, both individually and as a body; regular meetings with the presidents of the Academic and Classified Senates; monthly meetings of the Administrative Leadership Council; email memos regarding administrative staffing changes or notification of significant events; president's newsletter; convocation addresses; and presentations by invitation to Academic Senate and Classified Senate meetings. [IV.40] [IV.37]
- *Externally:* Participation in regular meetings with local high school superintendents; attendance at Sacramento arts events; representation of the college before

business and civic groups such as Rotary and Chambers of Commerce; hosting of business, educational, and political leaders at the college's Oak Café; service on the boards of the Federal Technology Center, the Northern California Regional Public Safety Training College, and the Rotary Club of North Sacramento.

Evaluation

President David Viar is highly visible within the Sacramento community and has established himself as a leader in the field of postsecondary education. He cultivates working relationships with Sacramento-area community leaders and benefits the college through his contacts among significant figures in politics, business, and industry. Dr. Viar's outreach efforts establish stronger links between ARC and the larger community in which it resides, expanding the ARC family.

President Viar supports the college community in its efforts to bring industry leaders on campus and serves as host and ambassador to such visitors. He serves on the ARC Foundation and participates in committee meetings whenever it would be helpful to have him present while planning benefits or other activities designed to advance the ARC mission.

In the 2008 Presidential Evaluation Survey of ARC faculty members, 97% of the respondents noted the president meets or exceeds expectations or is superior in "effectively represent(ing) the college in his interaction with business and industry and with local, state, and federal government agencies." [IV.70]

Planning agenda

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The extensive array of meetings that take place among the shared governance committees and other affiliated groups described in IV.B.3.f, below, serve to assure that there is clear delineation and communication about the operational responsibilities and functions in the District. The District functional mapping document lays out how the District currently allocates responsibility among the District and the colleges for the many operational functions of the District. Using the accreditation standards as a structural frame and reflecting the original District map created in 2002, the document was developed by the District Accreditation Coordinating Committee in early 2007 and was reviewed by the constituencies in the District and revised in spring 2007 (with plans to conduct further dialogue in late fall 2008 about the document and its ascription of responsibility) in order to produce as clear a picture as possible of how operational responsibility in the District is assigned. The document indicates whether the colleges or the District has primary, secondary, or shared responsibility for a particular operational function, with definitions as to the meaning of those ascriptions. As discussed in the District

Accreditation Coordinating Committee, the District Function Mapping document is a working draft reflecting the District's flexibility so that the delineation of responsibilities can change as circumstances and needs change.

The Los Rios Community College District has a clearly defined leadership role in setting expectations of educational excellence for the individual colleges. The District communicates all decisions of the Board of Trustees to the colleges and provides support for college operations and serves as the liaison between the Board and the colleges.

The District's organizational chart shows that the college presidents report directly to the chancellor, rather than to any of the other functionaries at the District Office. [IV.73]

Evaluation

The work of the District staff and its leadership is focused on setting and communicating expectations of educational excellence and integrity. The support and guidance provided the colleges generally leads to effective operations. Clearly defined roles of authority and responsibility have been mapped and are followed. There is a long standing culture of mutual trust and respect. The chancellor's commitment to the District's mission and values helps to ensure fairness and balance between the District and the colleges. The District's choice to maintain a separate office, not associated with any of the Los Rios colleges, helps to maintain a sense of impartiality on the part of the District. [IV.74]

Planning agenda

None.

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IV.B.3.b. The district provides effective services that support the colleges in their missions and functions.

Description

As can be seen from the mapping document referenced above, the Los Rios Community College District provides or partners with the colleges in providing a number of vital services to support the mission of the District and the colleges:

- Human resource functions: employee benefits, payroll, job application processing, processing and maintaining personnel records, union negotiations
- Financial support: purchasing, accounts payable, contract and bid negotiations, college hiring allocation assistance
- The Los Rios Foundation: annual fund drives, capital campaigns, and scholarships
- Information Technology Support: IT assistance for the colleges' technology departments, PeopleSoft maintenance, learning management systems
- Institutional research: cooperation with college research offices
- Library system: shared books and materials
- District police services.

To assure the quality of these services, the District services undergo their own program review processes which involve a review by the members of the affected unit of (a) data from existing measures or indicators of performance (such as surveys, when those exist relative to the performance of the unit) and (b) dialogue based on that data inside the unit about strengths and possible areas of improvement.

In addition to the District-specific functions, there are a number of District-wide groups and committees that facilitate communication between the colleges. These include, for example, the District Academic Senate, the Senate-Union Joint Issues Committee, District-wide deans

work groups, college VPIs, college VPSSs, and college VPASs.

Prominent examples of District shared governance committees include:

- Budget Committee
- District Curriculum Coordinating Committee (DCCC)
- Math, Reading, and Writing Competency Committee
- District Matriculation Committee (DMC)
- Assessment Coordination Committee
- Faculty Diversity Internship Program
- Student Academic Services
- Transfer Coordinating Council.

[IV.27]

Evaluation

The District provides services to support the mission of the college. This support is evidenced by the list of services and daily operations, as well as by Board minutes and agendas. The District's organizational structure has demonstrated its value in the success of its four colleges. In addition, the District shares with its colleges a dedication to openness in communication and a reliance on the power of cooperative effort.

Assessment of District services takes place as an ongoing part of the planning process. Just as the college undergoes yearly planning and evaluation, so too do District operations. As needs arise at the college level that require District support, the District's shared values allow for open discussion to meet the needs of the colleges and ultimately fulfill the District goals of student access and success.

Planning agenda

None.

IV.B.3.c. The district provides fair distribution of resources that are adequate to support the effective operations of the colleges.

IV.B.3.d. The district effectively controls its expenditures.

Description for IV.B.3.c and IV.B.3.d

Concerning these two subsections of the standard, the District has a long history of conservative financial management that contributes to stability and consistency in District operations. A District-wide Budget Committee ensures broad-based constituency input into District fiscal policies. The District has a process to ensure the even and fair distribution of financial resources. This process is described in the current LRCCD budget document [IV.75, pp. 128-131]; the District's "bucket" formula assists in assuring a fair distribution of resources in this area, and that allocation of funds in many areas is determined through the consideration of several factors which include enrollment, weekly student contact hours and assignable square footage at the colleges.

Faculty staffing decisions consider criteria that are described in the current revised "Guide to the Replacement of Faculty" document used by the colleges in determining their local priorities and by the participants in the District faculty position allocation process. While the ratio is not an accreditation standard-related measurement or metric, important to the faculty position allocation process is the interest of the District in achieving reasonably equitable 75/25 (full-time faculty to adjunct faculty) ratios across the District, the desire being to achieve as even a distribution relative to this measure as possible in all the colleges in the District. Productivity and access goals are also a consideration. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in District Policy 8122. [IV.75, pp. 128-131] [IV.76]

The Board of Trustees approves the District Budget. The Los Rios Community College District is among the most financially-stable districts in the state. The Los Rios Community College District does not spend money until it has been received. The District has a history of being prepared when mid-year state budgets are adjusted.

Los Rios is committed to its employees and has not needed to resort to staffing cuts and layoffs during difficult financial times.

Evaluation for IV.B.3.c and IV.B.3.d

The stability of the District and the planning process clearly demonstrate a high level of fiscal responsibility. Additionally, each time the District has proposed a bond measure to expand the institutions, the *Sacramento Bee* (the area's major daily newspaper) has supported the effort, always stating that Los Rios has been a good steward of the facilities and monies entrusted to it by the public. In fact, voters in the District affirm their approval of the District's fiscal performance by supporting bond measures, as most recently shown by the passage of Measure M in November 2008.

Planning agenda

None.

IV.B.3.e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district policies without his interference and holds them accountable for the operation of the colleges.

Description

While the chancellor meets regularly with the four college presidents at the weekly Chancellor's Executive Staff meeting, at their biennial meetings to review progress on their desired outcomes, at periodic executive staff retreats, and at several other times in the course of the year, he delegates responsibility for administering the colleges to the presidents and holds them accountable for the operation of the colleges and for meeting the goals that the presidents have set for themselves and their colleges. [IV.66] [IV.77]

The chancellor believes in hiring the right people for the job and allowing them to do their work. The chancellor does not micro-manage or undermine the authority of the college presidents. Of note, Chancellor Harris refrains from visiting the college campuses frequently, so as not to intrude on the authority of the college presidents. However, he readily attends college events and meetings upon invitation of the college president. [IV.78]

Evaluation

The ARC president believes he has full autonomy to implement and administer District policies as he sees fit to meet the needs of the college and its education climate. For example, although creating an assistant dean position at the college was not the chancellor's preference, after discussing the matter with the college president, the chancellor deferred to the president's judgment. Thus the president was able to create the administrative position that the college through its collegial consultation processes had determined would be of greatest benefit to the college and its students.

The chancellor does an exemplary job of directing policy and working with the Board. The chancellor's influence is seen in his selection of the leaders of the four colleges, the success of those leaders reflecting the soundness of his judgment. American River College's president has the necessary autonomy to do his job and has the support of the chancellor for any decisions he makes on behalf of the college.

Planning agenda

None.

IV.B.3.f. The district acts as the liaison between the colleges and the governing board. The district and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

The District uses many forms of communication with its employees at the District office and with its employees at the colleges. These include the "Chancellor's Updates," which are sent as hard copy or email to all employees; they address important issues or changes relating to information technology, human resources, financial aid and other issues. *Venture* is a District-wide publication produced each semester and sent to all employees. The *Annual Report* is published each year in March. In addition, the chancellor speaks directly to college staff at each of the four college convocations twice a year.

Communications among the various college and District bodies is supported by various committees and vehicles for information dissemination [IV.74], including but not limited to:

- The Chancellor's Cabinet
- The chancellor's monthly meetings with college and District Academic Senate presidents

- The chancellor's weekly meetings with college presidents
- The vice chancellor for Education and Technology's monthly meetings with college and District Academic Senate presidents
- The vice chancellor for Education and Technology's weekly meetings with college vice presidents of Instruction and vice presidents of Student Services
- District committees, including Academic Calendar, Budget, Curriculum Coordinating, Educational Technology, and Administrative Technology
- The previously-mentioned "Chancellor's Updates" to all District staff (email and print)
- Board agendas available at college libraries and online
- Los Rios policies and regulations available online
- The chancellor's regular meetings with the Board president, as well as with individual members of the Board.

Evaluation

The chancellor acts as a liaison between the colleges and the Board of Trustees. Communications are clear and consistently available. Updates from the chancellor and the college presidents are distributed widely via email, Web posting, and hard copy. The chancellor and college presidents regularly present information to the college community in person at the convocations that begin each semester. The increasing availability of college and District information on the Los Rios Web site means that individuals have ready access to the documents that govern the college's activities and mark progress toward its goals. [IV.48]

Planning agenda

None.

IV.B.3.g. The district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

At the District level, review of the institution's governance and decision-making structure involves discussion of information gathered from the student and employee satisfaction surveys and discussions of the District's governance and decision-making processes in the Chancellor's Executive Staff group and in the review of related regulation and policies changes that occurs in the Chancellor's Cabinet. In addition, in 2006-2007, the District Academic Senate (DAS) reviewed all District shared governance committees; its year-long review focused on the following [IV.81]:

- Mission of the committee
- Membership and terms of office
- Decision-making processes
- Reporting structure
- Status of the shared governance group
- Meeting schedule
- Subcommittees.

Chairs of the following District governance committees responded to the review: the Budget Committee, the District Curriculum Coordinating Committee (DCCC), the Math Competency Committee, the District Matriculation Committee (DMC), the Assessment Coordination Committee, the Faculty Diversity Internship Program, the Student Academic Services, and the Transfer Coordinating Council. Their responses were compiled and returned to the committee chairs for further feedback. Based on the feedback received, findings were finalized as recommendations and presented to the chancellor for comment in May 2007.

STANDARD FOUR: Leadership and Governance

In fall 2008, the vice chancellor of education and technology and the District Academic Senate executive team formed a task group to begin work on implementing the most pressing recommendations. For example, this task group is in the process of developing a Web page for all shared governance groups so that District Academic Senate committee information regarding mission, membership, meeting schedules, and minutes can be stored and accessed more effectively. Also, District committee chairs were contacted during the fall 2008 semester and asked for updates regarding implementation of recommendations. [IV.80]

Evaluation

The District continues to review both its and the colleges' performances each time the District Research Office solicits feedback and data from employees and students. The institutional value of self-improvement continually allows the District to look for opportunities to better serve the college and its the students.

Through the collaborative effort of the Chancellor's Executive Staff, the Chancellor's Cabinet, the Office of the General Counsel, District Research, the District Academic Senate, and the District's shared governance committees, the effort to support sustainable continuous quality improvement of American River College and the Los Rios Community College District is ongoing.

Planning agenda

None.

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Evidence



APPENDICES

APPENDIX A: A Perspective on Planning

A Perspective on Planning

**American River College Research Office
Spring 2009**

Planning, Evaluation, and Improvement Cycle

In the six years since the last self-study, the college has made steady progress in embedding student learning outcomes within the college planning and evaluation practices. Also, the college has improved its overall evaluation, planning, and improvement cycle, as shown in the discussion below.

Goals and Objectives: 2006 District Strategic Plan

The model for the college's current goals and focus areas follows that used in 2006 for developing the Los Rios Community College District Strategic Plan. The District's Strategic Plan resulted from district-wide dialogue during 2005-2006. The process was guided by the District-level Strategic Planning Coordinating Committee composed of the Chancellor's Cabinet; district-wide representatives of students, faculty, staff, and administrators serve on the Chancellor's Cabinet. Similarly, ARC's Planning Coordination Council, one of the college's ten standing committees whose membership consists of standing committee chairs, shared governance leaders, and the President's Executive Staff, guided the process of dialogue and review for developing the college's 2008-2011 goals and focus areas.

The following table shows the college's focus areas supporting the goals shared by the District and college.

2008-2011 College Focus Areas

District Strategic Plan	ARC College Focus Areas
<p>Goal 1: Student Success</p>	<p>1.1 Increase the success of students who are underprepared for college level math and English through implementation of the Basic Skills Initiative Five-Year Plan.</p> <p>1.2 Improve student persistence and retention.</p> <p>1.3 Increase the percentage of students who achieve certificates, degrees, or transfer.</p> <p>1.4 Reduce the achievement gap across ethnic and socio-economic groups.</p> <p>1.5 Develop and implement a process to measure the achievements of students once they have completed their attendance at ARC.</p>
<p>Goal 2: Teaching and Learning Effectiveness</p>	<p>2.1 Increase faculty and staff development activities to improve teaching and learning effectiveness, with particular emphasis on basic skills, distance education, and culturally responsive instruction.</p> <p>2.2 Increase the percentage of students who participate in academic and student support services.</p> <p>2.3 Through the regular evaluation process, assess instructional and student services programs and use assessment results to make improvements and adjust SLOs as appropriate</p>
<p>Goal 3: Access and Growth</p>	<p>3.1 Expand and assess the effectiveness of outreach efforts to ensure that members of the community are aware of community college education opportunities.</p> <p>3.2 Increase access to programs and services by continuing to develop and effectively use facilities and technologies that support the college's growing enrollment.</p> <p>3.3 Provide programs, services, and events that address the diversity of the community and the college and nurture a positive environment for the exchange of ideas with sensitivity, civility, and respect.</p>
<p>Goal 4: Community, Economic and Workforce Development</p>	<p>4.1 Develop partnerships with employers and professional organizations to ensure that courses, educational programs, and teaching methods are relevant and responsive to community, labor, and business needs of the region served.</p> <p>4.2 Increase connections with secondary schools, colleges, universities, business, and labor to articulate programs so students can move smoothly and efficiently through systems and into the job market.</p> <p>4.3 Expand opportunities for members of the community to use the college as a resource for lifelong learning, physical health, cultural enrichment, and community gatherings beyond the formal education process.</p>
<p>Goal 5: Organizational Effectiveness</p>	<p>5.1 Increase external funding sources to support college programs and services.</p> <p>5.2 Increase training and professional development opportunities for all employees to enhance their abilities to interact effectively with students and with one another.</p> <p>5.3 Increase technology support and training for educational and administrative needs throughout the college.</p> <p>5.4 Enhance and promote campus health and safety for all employees and students.</p> <p>5.5 Increase the college's efforts in promoting and practicing environmental sustainability and implement changes as needed.</p> <p>5.6 Assess the effectiveness of linking budgets to planning processes and implement potential improvements.</p> <p>5.7 Assess the effectiveness of the connection among the educational master plan (EMPs), program review and student learning outcomes.</p> <p>5.8 Develop and assess institution wide student learning outcomes.</p>

To evaluate progress and identify improvements resulting from institutional planning efforts, the college has defined 69 measurable progress indicators for the 22 focus areas. The fall 2008-2009 “President’s Goals and Accomplishments Report” and the spring “Midyear Achievement Report” provide the college with progress evaluations for the fall and spring semesters. The format of these reports is shown in the table, below, and illustrates the alignment of the District Strategic Plan Goals with the college’s

goals and focus areas, progress indicators, and progress evaluations. To provide the college with a clear interpretation of the progress and improvements associated with a focus area, the evaluation results for previous academic year are juxtaposed with those for the most recent academic year.

Oversight of the college focus areas is the responsibility of the Planning Coordination Council (PCC).

District Strategic Plan and College Goal I: Student Success					
Focus Areas (22)	Progress Indicators (69)	Resp Units	Source Data	Previous Evaluation	Current Evaluation
1.1 Increase the success of students who are underprepared for college level math and English through implementation of the Basic Skills Initiative Five-year Plan.	English Writing 102 course completion rate. Etc.	Instr	Jim Barr Research	Course completion in English Writing 102 (Proficient Writing) has increased 2.5% from 51% in 2005-2006 to 53.5% in 2006-2007.	Course completion in English Writing 102 (Proficient Writing) has increased 5.6% from 53.5% in 2006-2007 to 59.1% in 2007-2008.

Source: ARC’s “Midyear Achievement Report February 2009”

Program Review

The Academic Senate has responsibility for program review, and all college departments complete program reviews on a six-year cycle. The process requires departments to accomplish two parts: (a) describe their strengths and challenges, and (b) make recommendations for improvement. Since its inception 26 years ago, program review has evolved into a mature and sustainable process incorporating an evaluative component that is supported by institutional research data. This evaluative component results in informed planning recommendations and provides justification for how and why improvements have occurred.

Departments in Instruction, Student Services, and Administrative and President's Services participate in program review. Instruction's program review process was implemented at ARC in 1983-1984, revised in 1992-1993 with enhanced data evaluation components and topics to address, and revised again in 2000-2001 with a Microsoft Word template to sharpen the focus of evaluation and planning strategies within a uniform reporting format. The most recent major revision occurred in 2007-2008 when program review became a Web-based guided procedure with additional data presented in graphical formats to enhance interpretation. Online templates ensure that program review analyses show a common focus and uniform reporting formats. Program review for Student Services was fully implemented in 2000-2001 with a guided Microsoft Word template designed to address each department's evaluation and planning. All Student Services departments completed their second program review cycles in 2005-2006. In 2007-2008, Student Services reorganized its program review cycle so that a more uniform cohort of departments reports in each year of the six-year cycle. Like Instruction, Student Services now uses online templates to complete its program review process. Administrative and President's Services completed their first program reviews in 2003-

2004 with a Microsoft Word template and will use the guided Web-based process in 2009-2010.

Converting program review to a Web-based process has enabled the link between a) the program review findings with b) the Web-based annual educational master plan (EMP), thus allowing the recommendations and objectives that emerge from the program review process to become the objectives in the annual EMP, with opportunities for evaluating these objectives occurring annually. For each cycle of program review, departments use institutional research data to examine the overall progress of the EMP objectives and modify or draft new planning objectives based on informed evaluations.

Educational Master Plan (EMP)

In 1983-1984, the college instituted a systematic annual planning process for identifying and justifying requests for resource allocations. Supported by a guided Word template and improved by the addition of a stronger evaluative component, the original planning process was renamed the educational master plan (EMP) in 2000-2001. The EMP was further refined in 2004-2005 when it became a Web-based process. Since then, departments' feedback on their annual EMP experiences has served as the basis for continuing improvements to the process. The current EMP allows departments to state their annual resource needs for the objectives initially identified in their program review processes. A major strength of the EMP is that departments can modify or create new objectives to address new circumstances not identified in previous program reviews. Because the college budget allocation process does not consider resource requests unless these have been formally stated within the EMPs, the online EMP process is reopened in the following fall to allow departments to request additional resources for supporting unanticipated student enrollment or other departmental needs that emerged after completion of the EMPs in the previous spring.

College departments are also required to create annual accomplishment reports that describe progress and improvements. To ensure that the program review and EMP processes align with the overall District Strategic Goals and the college goals and college focus areas, departments must identify those focus areas that are supported by the departments' objectives.

The EMP allows the college to adjust and fine-tune its institutional planning processes throughout the year. Like the six-year program review process, the EMP is a robust and mature process for planning, evaluation, implementation, and improvement that emerges from the collaborative efforts of those faculty, staff, and administrators most directly affected by the planning and decision making

Evaluation Practices

Evidence that the college considers evaluation an important component of the planning cycle is seen in the college's use of institutional research functions.

The college recognizes the value of institutional research reports as the repository for data supporting the college's planning processes. Though only one sixth of all college departments are responsible for program review in any given year, each fall the Research Office prepares reports for all Instruction and major Student Services departments. Program review reports for Instruction summarize five-year trends on student demographic enrollment and student performance down to the course level. The "Course Section and Average Class Size" report examines enrollments and average class size over the past fifteen terms at the area, discipline, and course levels. Program review reports for Student Services summarize enrollment and performance data for the major student service departments, and these data, coupled with the more recent Categorical program review data supplied by the

State Chancellor's Office, allow information-based evaluation of planning recommendations and objectives. Increasingly, college units request institutional research data to justify such resource requests as new faculty and staff positions in the annual EMPs.

In addition to compiling institutional research data, the Research Office supports the college's evaluative process in two other ways. Research staff design and administer paper and online surveys for college departments. Most of these surveys concern perceptions about institutional practices. Also, the Research staff has responsibility for training and supporting the program review, EMP, and student learning outcomes assessment processes.

Oversight of the Research Office is the responsibility of the Dean of Planning, Research, Technology, and Professional Development.

Student Learning Outcomes

Oversight of the SLO process is the responsibility of the Student Learning Outcomes Assessment Committee, a college standing committee that reports to the Planning Coordination Council.

Discussions and the initial development of the student learning outcome (SLO) process began in 2004-2005. Course, program, and general education level SLOs were defined and approved by 2005. For the purpose of completing and acting on SLO assessments, college departments were divided into three cohorts. In 2007-2008, the first cohort for Instruction and Student Services began the first year of its three-year SLO assessment cycle by administering direct and indirect assessments of SLOs; in this second year of the cycle, the departments in this first cohort have drafted action plans based on the results of the assessments, and these action plans will be reviewed by the SLO Assessment Committee in May 2009. Meanwhile, the second cohort began

its three-year assessment cycle in 2007-2008, and the third cohort will begin its cycle in fall 2009.

Departments evaluate their course SLOs on a three-year cycle that aligns with the six-year cycle of program review. The SLO assessment process is guided by a structured action plan that identifies recommendations for improvement of SLO practices through analyses of the indirect and direct assessments. During the six-year program review cycle, departments evaluate their SLO practices and make recommendations for improvement. In their EMPs, departments also make recommendations and request resource allocations as a result of their SLO assessments and action plans.

Work on institutional-level SLOs began in 2007 with college-wide, small group discussions. The results of these discussions were refined in 2008, and a draft of the institutional outcomes was presented to the Planning Coordination Council for its review in fall 2008. The PCC recommended that the college president approve the institutional outcomes in February 2009. In May 2009, the SLO Assessment Committee will discuss assessment of the college's institutional SLOs.

APPENDIX B: Rubric for Evaluating Institutional Effectiveness

Rubric for Evaluating Institutional Effectiveness—Part I: Program Review

Rubric for Evaluating Institutional Effectiveness—Part II: Planning

Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes

WORKSHEET FOR AMERICAN RIVER COLLEGE
 (Spring 2009, 27 March 2009)
Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness—Part I: Program Review

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
<p>Awareness</p>	<ul style="list-style-type: none"> ▪ Preliminary investigative dialogue about what data or process should be used for program review occurs at the institution or within some departments 	<ul style="list-style-type: none"> ▪ Under the leadership of the ARC Research Office, instructional program review is initiated in 1983; the college's instructional areas are required to complete program review every six years. ▪ The 1992 revision of the program review process revised the labor intensive program review and tied the process more closely to the three-year master planning process. Several other minor revisions happened in 1994 and 1998. ▪ In 2001-2002 with input from the faculty and the support of the Academic Senate, the Research Office revised the program review documentation process program review to an MS Word template with prompts to guide program reviewers through the process. ▪ In 2007-2008 the Research Office revised program review to an online process that supported more effective linkage with the college's annual Educational Master Plan (EMP). Discussion with the Academic Senate and other faculty guided the changes and revisions. In 2000-2001, Student Services program review began after a revamp of the academic program review template, and ALL Student Services departments completed program reviews in one cycle. In 2005-2006 Student services completed a second round of program review program reviews. 2007-2008 Student Services reorganized their cycle to have different areas go through program review program review across a 6-year cycle to incorporate the Student Learning Outcomes 3-year cycle. 2007-2008 program review program review was revamped once again to an online process and modified to better reflect Student Services. This was accomplished during several meetings with Student Services' Deans and Supervisors and the Research Office. ▪ In 2003-2004, Administrative and President Services completed program review using a template similar to that used by Student Services template. Program review will be completed online in 2009 	<ol style="list-style-type: none"> 1. 1983 "They said it couldn't be done" published by Richard Rasor 2. October 1994 Academic program review program review Guidelines 3. 1999 Revised guidelines for program review 4. 2001-2002 Revised guidelines for academic program review and new program review template 5. 2001-2006 Program review documents 6. 2007-2008 Academic program review schedule 7. 2007-2008 Online program review documents 8. Program review cycles 1992-2003, 2004-2012 9. Completed academic program review memos 1992, 1987-1991 10. 2000-2001 Student Services program review template and completed program reviews 11. 2005-2006 Student Services program reviews 12. 2007-2008 Student Services online program for program review 13. 2003-2004 Administrative and President Services completed program review documents

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ College departments and areas recognize the value of existing program review practices and models and begin using institutional research data to support practices aimed at improving institutional effectiveness 	<ul style="list-style-type: none"> ▪ Institutional research data integrated into the program review process to support conclusions drawn and recommendations made has been an integral part of the college's program review process since its implementation in 1983; During its group and one-on-one training for cohorts completing the program review process, the Research staff explains how research data is used to support the analyses required to complete program review process reviews in the annual training done for each year cycle and one on one sessions throughout the year. ▪ With the online process data is more readily available to programs online in a bar graph and tables for each data element. 	<ol style="list-style-type: none"> 1. Academic program review data: 1996-1997, 1997-1998, 1998-1999, 1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008 2. Program review data 1998-1999, 1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007 3. Program review data on WSCH and productivity data examples for 1995-2000. 4. Cumulative course list 1988-1993, 1989-1994 5. Instructional program review template 2001 and program review guide for 2008 6. Program review PowerPoint for 2000, 2006, 2007
	<ul style="list-style-type: none"> ▪ College departments or individuals explore different program review models 	<ul style="list-style-type: none"> ▪ Revisions of the program review models for both Instruction and Student Services were created during meetings with Academic Senate and Student Service representatives, college staff and faculty, and the Research Office. 	<ol style="list-style-type: none"> 1. 1983 "They said it couldn't be done" published by Richard Rasor 2. October 1994 Academic program review guidelines 3. 1999 program review Revised Guild 4. 2001-2002 Academic program review guidelines and new program review template. 5. Three student services meetings held in Sept 2007 with Research
	<ul style="list-style-type: none"> ▪ The college implements pilot program review models for some programs/operational units. 	<ul style="list-style-type: none"> ▪ In 2001-2002, academic program review evolves from a free form document to an MS Word template with clear guidelines; in 2007-2008, program review moved from a paper to an online process ▪ Similarly, the Student Services MS Word document created in 2000-2001 moves to an online format in 2008-2009 ▪ Program review for Presidential Services and Administrative Services was first implemented in 2002-2003 as an MS Word document and will be moved online in fall 2009 	<ol style="list-style-type: none"> 1. 1983 "They said it couldn't be done" published by Richard Rasor 2. October 1994 Academic program review Guidelines 3. 1999 program review Revised Guild 4. 2001-2002 Academic program review Guidelines and New program review Template. 5. Instructional program review documents 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 6. Instructional program review template 2001, program review Guide 2008 7. Student Services program review documents 200-2001, 2005-2006, 2007-2008
Development	<ul style="list-style-type: none"> ▪ Program review based on qualitative and quantitative data to improve program effectiveness is an embedded practice across the institution. 	<ul style="list-style-type: none"> ▪ Qualitative and quantitative data and analysis to improve program effectiveness are an integral part of the review process for both Instruction and Student Services ▪ Academic program review integrates data such as weekly student contact hours (WSCH) and load, student demographics, enrollments, success rates, course sections and average enrollment ▪ Student Services program review data includes student demographics, success rates, student enrollment and data from 	<ol style="list-style-type: none"> 1. Instructional program review worksheet 2. Memo from Joe Howard (May 3, 1995) on program review data elements 3. Data on load analysis 1987-1991 4. ARC overall data samples for 1991-1995, 1992-1997 5. WSCH and productivity samples for 1995-2000 6. Cumulative course lists for 1988-1993, 1989-1994 7. program review data for 1999, 2000, 2001, 2002,

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
		<p>external agencies, where available</p> <ul style="list-style-type: none"> ▪ Presidential and Administrative Services use data specific to their areas (e.g., scholarship data, foundation data) in addition to Research Office data. 	<p>2003, 2004, 2005, 2006, 2007, 2008</p> <p>8. Student Services program review data for 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007</p> <p>9. Completed academic program reviews 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008</p> <p>10. Completed Student Services program review documents for 2000-2001, 2005-2006, 2007-2008</p> <p>11. Completed Presidential Services and Administrative Services program review documents for 2002-2003.</p> <p>12. Completed Academic program reviews PowerPoint presentations for PCC 2005-2006, 2006-2007, 2007-2008</p>
<ul style="list-style-type: none"> ▪ Dialogue about the results of program review becomes part of the faculty discussion about program effectiveness 		<ul style="list-style-type: none"> ▪ Dialogue among those involved in the review process in both Academic and Student Services areas is critical in completing program reviews and in developing recommendations to improve program effectiveness. Emphasis on the importance of dialogue is included in the Research Office's annual training for program review cohorts. In 2007, the program review executive summary lists who is involved in the process and how the processes of dialogue and analysis occurred. 	<ol style="list-style-type: none"> 1. 1993 Memo program review Reception 2. 1994 Memo response to program review Gerontology 3. Program review summaries for 1992-1993, 1993-1994, 4. Academic program reviews 2007-2008. 5. Student Services reviews 2007-2008.
<ul style="list-style-type: none"> ▪ The college's constituency (e.g., Academic Senate) and administrative leadership accept responsibility for developing the program review framework 		<ul style="list-style-type: none"> ▪ Academic program review process is critically reviewed by the Academic Senate; all changes must be approved Senate-approved ▪ Currently completed program reviews are presented to the Planning Coordination Committee (PCC) in the spring term (PCC is composed of faculty, classified staff, and administration leaders). Prior to 2006 completed program reviews were presented to a peer group of other program review presenters, the Academic Senate President, Associate Vice President of Instruction, Area Deans and Research Staff. All completed documents are posted on the Research Website along with PowerPoint presentations, when available. 2007-2008 Program reviews can be accessed through the Educational Master Plan (EMP) Web page. ▪ Student Services program review is driven by the academic program review template revised according to feedback from Student Services ▪ Presidential and Administrative Services use the Student Services template with input from PES and PCC. 	<ol style="list-style-type: none"> 1. August 18, 1992, memo on revision of the program review process 2. Academic Senate meeting minutes 2001-2002, 2006-2007, 2007-2008 3. PCC minutes and agenda for March 2006, March, April 2007, March 2008 4. Research Web site: http://research-web.arc.losrios.edu

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Resources appropriate for conducting program reviews of meaningful quality are allocated ▪ Development of a framework for linking results of program review to planning for improvement. ▪ Development of a framework to align results of program review to resource allocation. 	<p>Necessary resources, including support from the Research Office, are provided to enable programs to conduct reviews of meaningful quality.</p> <p>Program review aims at a) the program review team's analyzing the program's strengths, identifying aspects of the program needing improvement, and developing recommendations for how the improvement will be accomplished. The six-year program review is based on the questions, "What do you do, and how well do you do it?" and links with the annual EMP system "What do you need to do your program?" This information is covered in the annual program review and EMP training, conducted by the Research Office</p> <ul style="list-style-type: none"> ▪ 1991-1992 Program review was tied to departments' three-year master plans. Creation of the educational master plan (EMP) in 2000-2001 enabled the annual planning process to work with program review. The six-year program review process answers the questions, "What do you do and how well do you do it?" and the annual EMP answers, "What do you need to do your program." ▪ Each revision of program review has been aimed at better aligning the program review and EMP processes For example: a) In 2007-2008 program review was included in the online EMP system so that program review more completely aligns with r online program review implements areas in program review to address department objectives in EMP and how the department objectives support the college goals and focus areas; c) evaluation pieces are added to the EMP system so departments will have an annually cumulative record to support the introspection that occurs in the six-year program review cycle. ▪ For Instruction, program review processes are in place and implemented on a six- year cycle since 1983; is maintained in the ARC Research Office for Student Services, the program review process and cycle was developed in 2000. ▪ For Presidential and Administrative Services, the program review process and cycle was developed in 2003. 	<ol style="list-style-type: none"> 1. Research Office training sessions 1995 to current year's 2. 1996 program review report guide 3. The program review process is supported by Deans and/or managers of the particular program and staff, as appropriate, Support is not documented. Supportive evidence is provided within the review itself through data analysis and documentation of enhanced quality of . 1. Memo outlining program review from Stephen Epler dated Sept 3, 1992 2. Program review training PowerPoint 2001-2008 3. ARC Planning Process from start to finish 2006 4. Program review Procedure Guide 1992, 1996, 2000, 2007 5. Online program review template 2007 1. Memo outlining program review from Stephen Epler dated Sept 3, 1992 2. program review Template Appendix 2002 3. program review Guide 2008 4. ARC Planning Process Guide 2004 5. Completed program reviews 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 6. EMPs Goals and Objectives 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008
<p>Proficiency</p> <ul style="list-style-type: none"> ▪ Program review processes are in place and implemented regularly. 			<ol style="list-style-type: none"> 1. Program review Schedule 1992-2003,2001-2007, 2008-2025 2. Program review Memoranda for cycles in August 20, 1993, August 11, 1994, May26, 1995, August 20, 1997, August 10, 2000, August 15, 2001 3. Completed program reviews for 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. ▪ The program review framework is established and implemented. ▪ Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. ▪ Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. 	<p>Program review has been linked with planning since 1983. With the development of Educational Master Plan (EMP), a framework has been created to formally integrate the results of program review into institution-wide planning for improvement and informed decision-making. Moving program review online in 2007 has further strengthened the link between program review and institutional planning. Moving program review presentations to the Planning Coordination Council in 2006 has broadened college-wide awareness of programs, their self-identified strengths and weaknesses, and their resource needs.</p> <p>The program review framework has been established since 1983. Each revision has made this process more beneficial for the departments and college. The current process was first implemented in 2007-2008.</p> <p>1993 program review Disciplines that had finished their program reviews made oral presentations to the Associate Vice President of Instruction, Area Deans, the Academic Senate President, members of the Research Office, and other interested faculty members. This practice continued until 2005 when program review results for both Instructional and Student Services are presented to the Planning Coordination Council (PCC) in the spring. PCC is composed of faculty, classified staff, and administration. All completed documents are posted on the Research Website along with PowerPoint presentations when available. Starting in 2007-2008 program reviews can be accessed through the EMP system.</p> <ul style="list-style-type: none"> ▪ In 1983 program review was linked to the department's three-year master plan. ▪ Starting in 2000 with the inception of the annual EMP, recommendations made in program review are tied the goals and objectives in the EMP system. Evaluation of these goals is reflected in the program review document. ▪ Since 2008, resource allocation and objectives are evaluated annually in the EMP. 	<ol style="list-style-type: none"> 1. Memo outlining program review from Stephen Epler dated Sept 3, 1992 2. ARC Planning Process From Start to Finish 2004 3. Completed EMPs for 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008. 4. Program review training in fall 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 5. EMP training in spring 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 5. PCC minutes and agenda for March 2006, March, April 2007, March 2008, March 2009, April 2009 <ol style="list-style-type: none"> 1. Program review guides for 1988, 1999, 2000, 2008 <ol style="list-style-type: none"> 1. program review memo's 1993, 1994, 2000, 2001, 2002, 2003, 2006 2. program review Summary 1992, 1993, 1994 3. PCC minutes and agenda March 2006, April 2007, March 2008 4. Research Web site http://research-web.arc.lostrios.edu/programreviews.htm <ol style="list-style-type: none"> 1. Memo from VPI Stephen Epler dated September 3, 1992, outlining program review for 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 2. EMP's Goals and Objectives for 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 3. EMP's Resource Requests for 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> ▪ The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. ▪ Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. 	<p>Since first implementing the program review process in 1983, the college's revisions to the program review process have consistently focused on student learning. For example, in the modification of the online program review for 2006-2007, the college added the section for Student Learning Outcomes (SLOs); the first two of the colleges three SLO assessment cohorts have completed their SLO assessment processes and will identify improvements to their programs based on SLO assessment data</p> <ul style="list-style-type: none"> ▪ Academic program review processes are ongoing and systematic. Since initial implementation of program review in 1983, program review occurs on a six-year cycle for all disciplines, and improvements to the process reflect the college's processes for supporting student learning and achievement of SLOs. ▪ Student Services program review processes are ongoing and systematic. Since its initial implementation in 2000, program review occurs on a six- year cycle for all programs and improvements to the process continue to support student learning. ▪ Presidential and Administrative program review processes began 2002 and will be implemented for the second 2009-2010. In keeping with the program reviews undertaken by Instruction and Student Services, the Presidential and Administrative Services will improve their program review processes to ensure continued support of student learning. 	<ol style="list-style-type: none"> 1. Memo outlining program review from Stephen Epler dated Sept 3, 1992 2. program review Guide 1988, 1999, 2000, 2008 3. Completed program reviews 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 <ol style="list-style-type: none"> 1. Memo outlining program review from Stephen Epler dated Sept 3, 1992 2. program review Guide 1988, 1999, 2000, 2008 3. program review cycle 1992-2003, 2004-2012
	<ul style="list-style-type: none"> ▪ The institution reviews and refines its program review processes to improve institutional effectiveness. 	<p>All program review processes have been reviewed and refined to improve institutional effectiveness and planning; examples include the 2000 implementation of the Microsoft Word template and the 2007 move to an online format that would better integrate program review, SLO assessment, and planning. In 2009, the an evaluative element added to the EMP allows departments units to evaluate annually the program review recommendation/objectives that are tied to resources.</p>	<ol style="list-style-type: none"> 1. 1994 program review Guide with Documented changes 2. 1994 Memo of documented changes for data sets 3. Memo dated September 3, 1992, from VPI Stephen Epler outlining program review ARC Planning Process From Start to Finish 2004 4. program review template Appendix 2002 5. program review guide 2008
	<ul style="list-style-type: none"> ▪ The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and 	<p>For all disciplines and departments in Instruction, Student Services, and Presidential and Administrative Services:</p> <ul style="list-style-type: none"> ▪ Prior goals and recommendations are reviewed and evaluated on a six-year program review cycle ▪ Objectives related to resource requests that are tied to their program review recommendations are reviewed and evaluated annually in the EMP process 	<ol style="list-style-type: none"> 1. Completed program reviews 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 2. EMP Objectives 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 3. Examples in the 2008 Self Study

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	learning.		
<p>OVERALL ASSESSMENT—PART I: PROGRAM REVIEW For program review, the college can be said to have progressed to the level described as, “<u>sustainable continuous quality improvement</u>”.</p>			

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

WORKSHEET FOR AMERICAN RIVER COLLEGE
(SPRING 2009)

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

Rubric for Evaluating Institutional Effectiveness—Part II: Planning

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
Awareness	<ul style="list-style-type: none"> ▪ The college has preliminary investigative dialogue about planning processes. ▪ Recognition of the value of quantitative and qualitative data and analysis in planning exists and is followed through in planning practices. 	<p>Since 1983 through the current time, ARC has engaged in investigative dialogue about planning processes</p> <p>For over two decades, appreciation of the need for and value of quantitative and qualitative data and analysis has characterized and is documented in the planning practices of the college</p>	<ol style="list-style-type: none"> 1. Memo dated September 3, 1992, from VPI Stephen Epler outlining program review 1994 Accreditation Self Study 2. 2000 Accreditation Self Study 1. 1994 Accreditation Self Study Report 2. 2000 Accreditation Self Study Report 3. Key Effectiveness Indicators 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 4. PCC minutes October 2006, October 2007 5. PCC's operating procedures EMP Documents 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008
	<ul style="list-style-type: none"> ▪ The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). 	<p>In fall 2008, the college initiated projects and efforts supporting evaluation within EMP system for both resource allocations and goals and objectives in Fall 2008. Other evaluations regarding specific resource allocations (e.g., hiring allocations for Classified Staff and Faculty) are done within those processes and have been in place for greater than three-years</p>	<ol style="list-style-type: none"> 1. EMP System 2008 2. Academic Senate minutes (Dec, 2004, Nov 2005, Nov 2007 Nov 2008) 3. Classified Senate minutes (Aug 2005, Aug 2006, Aug 2007, Aug 2008)
	<ul style="list-style-type: none"> ▪ Planning found in only some areas of college operations. 	<p>In 1996 instructional areas participated in unit planning. In 2000, development of the EMP system ensures that planning occurs in all departments/programs of the college.</p> <p>Exploration of planning models has taken place and is reflected in the changes made to the EMP system.</p>	<ol style="list-style-type: none"> 1. Accreditation Self Study Reports for 1996, 2000 2. EMP System 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 1. EMP System 2000, 2002, 2003, 2004, 2005, 2006, 2007, 2008
	<ul style="list-style-type: none"> ▪ Minimal linkage between plans and a resource allocation process occurs, as shown, perhaps, 	<p>Minimal linkage between plans and resource allocation has been present in the past and has increased with every iteration of the EMP process, as shown, for example, in the a) process for obtaining hiring allocations for faculty and classified positions and in the EMP's</p>	<ol style="list-style-type: none"> 1. EMP System 2004, 2005, 2006, 2007, 2008 2. Resource Received report 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 3. Academic Senate minutes October 2008

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<p>planning for use of “new money.”</p> <ul style="list-style-type: none"> ▪ The college may have a consultant-supported plan for facilities, or a strategic plan. 	<p>“resources received report show linkage to planning and resource allocation in 2008-2009 will allow even more precise tracking of planning and resource allocation.</p> <ul style="list-style-type: none"> ▪ The college has -a consultant supported plan for facilities and developed a strategic plan in 2002 that is aligned with the District Strategic Plan. This plan for facilities was developed using the data in the EMP system. ▪ Voter approval of Measure M in November 2008 requires that the college’s Facilities Master Plan Committee to convene in September 2009 to review and update the college’s Strategic Facility Master Plan using such data as the EMP and cap load data 	<p>4. Classified Senate minutes June 2008</p>
Development	<ul style="list-style-type: none"> ▪ The Institution has defined a planning process and assigned responsibility for implementing it. ▪ The Institution has identified and uses quantitative and qualitative data in its planning processes. ▪ Planning efforts are specifically linked to institutional mission and goals. ▪ The Institution uses applicable quantitative data to improve institutional effectiveness 	<p>The college’s has a planning process with evaluation, planning, and implementation aspects supporting operations at both the department and college levels. The process includes the college’s six--year program review cycle, the three- year Student Learning Outcomes Assessment cycle, and the annual EMP planning and resource allocation process. These three aspects of planning are supported by participation of the faculty, classified staff, and administration. The ARC Research Office assists in the implementation and coordination of all three process</p> <ul style="list-style-type: none"> ▪ The Research Office provides a wide range of evaluation support for the College, as seen in such institutional reports as the Key Effectiveness Indicators (KEIs) Report and the unit level reports designed to support program review. Such documents include Course Sections and Average Enrollments, ARC Five-Year year Overall, Number of Sections, and Average Enrollments reports. ▪ PCC annually reviews the KEI report and the College Goals and Focus Areas which include data from the ARCC report. <p>EMP goals and objectives have been linked to the College Goal and Objectives since 2006. In 2008, the college changed its Goals and Objectives to Goals and Focus Areas, and departments were asked to realign their objectives with the new focus areas. Program review asks departments to show how their department objectives and goals support the college’s mission statement.</p> <p>To improve institutional effectiveness, the college uses quantitative and qualitative data compiled by the Research Office, as shown, for example in the Key Effectiveness Indicators, College Goals and Objectives, Accomplishments, ARCC, and other department level</p>	<p>1. ARC Facilities Master Plan 2002 2. Los Rios Strategic Plan 2006 3. Cap Load Data 4. College Strategic Plan committee 2009</p> <p>1. Accreditation Self Study Reports for 1996, 2000, 2008 2. EMP training PowerPoints for 2002, 2004, 2007 3. Program review cycles for 2007-2013 4. SLO Assessment Schedule for 2007-2013</p> <p>1. program review Guide 2000, 2008 2. program review Template 2000, 2008 3. EMP Training PowerPoint 2002, 2004, 2007 4. PCC meeting minutes for October 2007 5. Course Sections and Average Enrollments, ARC 5 year Overall report, Number of Sections and Average Enrollments.</p> <p>1. EMP System 2006, 2007, 2008 2. College Goals and Objectives 2005-2007 3. College Goals and Focus Areas 2008-2011 4. program review 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007</p> <p>1. KEI 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007 2. PCC minutes October 2007 3. College Goals and Objectives Report</p>

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<p>in some areas of operation.</p>	<p>reports designed to support program review and program accreditations by external agencies.</p>	<ol style="list-style-type: none"> 4. ARCC Report 5. Accomplishments Report 6. Course Sections and Average Enrollment 2000-2005, 2001-2006, 2002-2007, 2003-2008 7. program review 1983 to present
<ul style="list-style-type: none"> ▪ Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. 	<p>The Planning Coordination Council (PCC) reviews the college's mission statement every three to five years. Comprised of the constituency group leaders, standing committee chairs, the President's Executive Staff, and representatives of work groups such as the Instruction and Student Service Deans, the PCC functions as the college's shared governance group. After the PCC's review of the mission statement, it is sent to the college for review and discussion before the PCC votes to recommend the mission to the college president for approval. Program review requires departments to evaluate their programs and to demonstrate alignment and support of their program goals with the college's mission statement.</p>	<ol style="list-style-type: none"> 1. PCC Functions, shown in the documents on the PCC Web page 2. 2000 Accreditation Self Study 3. program review 2001, 2002, 2003, 2004, 2005, 2006, 2007 4. PCC Minutes 1/29/2001, 2/26/2001, 3/26/2001, 3/1/2004, 3/15/2004, 5/3/2004, 11/1/2004, 10/1/2007, 11/5/2007, 12/3/2007, 2/4/2008 5. ARC Mission Statement 2001, 2004, 2007 	<ol style="list-style-type: none"> 1. EMP User list 2007 2. Classified Hiring guide 3. Faculty Hiring Form 4. Area Deans meetings agendas
<ul style="list-style-type: none"> ▪ Planning processes reflect the participation of a broad constituent base. 	<p>The requirement that the EMP and program review processes must be completed by all of the college's departments and services ensures the participation of a broad constituent base in the college's planning. To ensure effectiveness in the participation by all constituencies, faculty, classified staff, and managers are trained on using the EMP and meeting EMP review deadlines, and deans encourage their staff and faculty to participate in discussions for preparing the EMPs</p>	<ul style="list-style-type: none"> ▪ Overall institutional effectiveness is evaluated in the annual KEIs presented to the PCC and posted on the ARC Research website. Other evidence of this can be seen in institutional level reports such as the KEIs ▪ College Goals and Objectives, Accomplishments, and ARCC Reports, as well as other department level reports designed to support program review and program accreditations by external agencies. 	<ol style="list-style-type: none"> 1. KEI 2000-2005, 2001-2006, 2002-2007, 2003-2008 2. PCC Minutes 2/28/1999, 2/22/1999, 3/22/1999, 5/8/2000, 11/19/2001, 9/16/2002, 10/6/2003, 10/4/2004, 11/1/2004, 11/21/2005, 12/4/2006, 11/5/2007, 12/12/2008, 2/2/2009 3. College Goals and Objectives Report 4. ARCC Report 5. Accomplishments Report, 2007, 2008 6. Course Sections and Average Enrollment 2000-2005, 2001-2006, 2002-2007, 2003-2008 7. Program Review 1983 to present
<ul style="list-style-type: none"> ▪ The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. 			

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
<ul style="list-style-type: none"> ▪ The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. 	<ul style="list-style-type: none"> ▪ The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes. 	<ul style="list-style-type: none"> ▪ The EMP allows the departments to link program review with resource allocation and evaluate how well allocations are meeting departmental goal and college goals ▪ EMP and program review goals are aligned with college goals and work plans. 	<ol style="list-style-type: none"> 1. Program review 2008 2. EMP 2008 3. Accomplishment Reports 4. College Goals and Focus Areas
<ul style="list-style-type: none"> ▪ The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). 	<p>EMP resource allocation is tied to the college goals and focus areas and driven by the departments' objectives. These objectives broadly support the departments' educational purpose and student learning outcomes. The resource allocations process requires departments to consult their EMP's prior to requesting major resource allocations.</p>	<p>EMP statements on accomplishing goals and objectives and receiving resource allocations is submitted to PCC annually</p> <ul style="list-style-type: none"> ▪ KEIs provide a quantitative and qualitative look at the college's goals and objectives other measures of quality assurance. ▪ ARCC data is distributed to Instruction and Student Service Deans. 	<ol style="list-style-type: none"> 1. EMP Objectives 2004, 2005, 2006, 2007, 2008 2. Classified Hiring Process Aug 2005, Aug 2006, Aug 2007, Aug 2008 3. Faculty Hiring Request Nov 2004, Nov 2005, Nov 2006, Nov 2007, Nov 2008 4. IR funding requests 2009
<ul style="list-style-type: none"> ▪ The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). 	<ul style="list-style-type: none"> ▪ As part of the report on the President's Goals and Objectives, the college goals and objectives are evaluated twice a year using longitudinal data. ▪ Program review is six--year cycle supported by a comprehensive five- year longitudinal data set. ▪ Student Learning Outcomes (SLOs) are assessed every 3 years ▪ EMP goals are evaluated every spring 	<ol style="list-style-type: none"> 1. EMP Accomplishments 2. KEI 2000-2005, 2001-2006, 2002-2007, 2003-2008 3. ARCC Report 2007, 2008 	<ol style="list-style-type: none"> 1. President's Goals and Objectives. 2004, 2005, 2006, 2007 2. Course Sections and Average Enrollment 2000-2005, 2001-2006, 2002-2007, 2003-2008 3. program review 1983 to present 4. SLO Assessment Model 5. EMP 2009

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. ▪ Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. 	<ul style="list-style-type: none"> ▪ Program review is completed by all departments and services of the college including Library, Learning Resources, support services, and Presidential and Administrative Services. ▪ All Program reviews are presented to PCC. The PCC's 10th function is describes as "assess[ing] institutional accomplishments, trends, directions, and needs, and making recommendations as appropriate". For the spring 2009 program review presentations, the PCC has chosen to accomplish this function by evaluating the program review as process. Annual progress towards accomplishing program review recommendations/goals are included in the EMP where resource allocations are needed and accomplishments ▪ Academic program review processes are ongoing and systematic. Since initial implementation of program review in 1983, program review occurs on a six-year cycle for all disciplines, and improvements to the process reflect the college's processes for supporting student learning and achievement of SLOs. ▪ Student Services program review processes are ongoing and systematic. Since its initial implementation in 2000, program review occurs on a six- year cycle for all programs and improvements to the process continue to support student learning. ▪ Presidential and Administrative program review processes began 2002 and will be implemented for the second 2009-2010. In keeping with the program reviews undertaken by Instruction and Student Services, the Presidential and Administrative Services will improve their program review processes to ensure continued support of student learning. 	<ol style="list-style-type: none"> 1. program review Schedule 2000-2020 2. PCC Minutes for April 2007 & March 2006 and documents 3. PCC program review Rubric 2009 4. EMP 2009 1. Memo from VPI Stephen Epler dated September 3, 1992, outlining program review 2. Program review Guide for 1988, 1999, 2000, 2008 3. Program review cycles for 2000-2020 4. Academic program review documents for 2000 to present 5. Student Services program review documents for 2000-2001, 2005-2006 6. Administrative and Presidents Services program review documents for 2003-2004
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> ▪ The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. 	<ul style="list-style-type: none"> ▪ To improve planning processes and to better integrate program review with planning, the annual EMP process is revised on an almost annual bases. Since 2000, enhancements to the EMP process have been made based on the feedback compiled from the survey distributed to EMP participants after they have completed the process. ▪ To ensure that all institutional operations support student learning, the college reviews and updates it mission and college goals every three to five years ▪ All departments observe a six-year program review cycle and resource allocations are tied to the planning implications identified as a result of a department's statements of its purpose, strengths, and challenges All departments and areas observe a three-year SLO assessment cycle; although still early in the assessment and action 	<ol style="list-style-type: none"> 1. EMPs for 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 2. Mission Statement 3. program review 4. SLO Assessment Process 5. Action plans from the first cohort of departments completing the SLO assessment 6. College Goals and Objectives

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Dialogue about institutional effectiveness is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. 	<p>plan cycle because the first cohort of departments has just completed action plans based on the assessments, it is likely that the results of the SLO assessments will directly affect the contents of both the program reviews and the EMPs as departments attempt to improve their support of student learning. assessment</p> <ul style="list-style-type: none"> ▪ Annual Goals and Objectives are assessed bi-annual ▪ Program review is a collaborative process undertaken every six years by the faculty using institutional data and reports compiled by the Research Office. Because program review is embedded into EMP, data are more and more in evidence as part of the dialogue for the annual planning process. Program review data are compiled every fall for all departments and posted on the Research website, and reports on Course Sections and Average Enrollments are presented to the Area Deans. ▪ The EMP dialogue occurs every spring throughout the college, within each department, at the Instruction and Student Services deans' meetings, and during the discussions supporting requests for resource allocations such as hiring for faculty and staff KEIs are presented to the PCC council and distributed to area deans in the fall of every year are one example of the data used to support these discussions. 	<ol style="list-style-type: none"> 1. KEI 2000-2005, 2001-2006, 2002-2007, 2003-2008 2. Course Sections and Average Enrollments 2000-2005, 2001-2006, 2002-2007, 2003-2008 3. program review Data 2000-2005, 2001-2006, 2002-2007, 2003-2008 4. EMP 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008
	<ul style="list-style-type: none"> ▪ There is ongoing review and adaptation of evaluation and planning processes. 	<ul style="list-style-type: none"> ▪ The annual EMP process is revised on an annual bases to improve planning processes and to better integrate program review. ▪ Resource allocations processes such as Faculty and Classified Hiring are evaluated by the respected shared governance groups each year to refine the process. ▪ The College evaluative its mission and goals every 3 to 5 years. 	<ol style="list-style-type: none"> 1. EMP 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 2. Classified hiring process 3. Academic Senate Minute
	<ul style="list-style-type: none"> ▪ There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. 	<ul style="list-style-type: none"> ▪ SLO are assessed and Action Plans are developed every 3-year ▪ EMP are updated each spring and resource are request to improve student learning and educational effectiveness are the primary criteria for allocations. ▪ Annual College Goals and Objectives reflect data from KEIs, ARCC data and other institutional research data. 	<ol style="list-style-type: none"> 1. SLO Assessment Guide 2. EMP 2004, 2005, 2006, 2007, 2008 3. College Goals and Objectives
<p>OVERALL ASSESSMENT—PART 2: PLANNING For planning, the college may be said to have progressed to the level described as, “<u>sustainable continuous quality improvement.</u>”</p>			

WORKSHEET FOR AMERICAN RIVER COLLEGE
(SPRING 2009)

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

Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes

Levels of Implementation Awareness	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
<ul style="list-style-type: none"> ▪ Preliminary, investigative dialogue about student learning outcomes occurs. 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ Brown bag discussions begin in 2004 during college hours ▪ SLOs are discussed at Academic Senate meetings ▪ SLOs are discussed at Convocation by Phil Smith, SLO coordinator. Fall 2006, Spring 2007, Fall 2007 ▪ Student Services discussions start in summer of 2006 and continue in divisional and departmental meetings 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> • 2004-2005 Discussion occurs during Curriculum Committee meetings to fulfill the requirement stated in the prompt, “Upon completion of the course, the student will be able to:” • College transitions to the use of Bloom’s taxonomy. • The migration of course outlines to the Los Rios curriculum management system SOCRATES formalizes the process for creating and reviewing student learning outcomes as a part of ARC’s curriculum process. It is determined that course-level student learning outcomes be reviewed by departments and the ARC Curriculum Committee on a six-year cycle. 	<ol style="list-style-type: none"> 1. SLO timeline 2. Academic Senate Minutes August 2006, Sep 2007, Oct 2007, Nov 2007 Dec 2007, Jan 2008, March 2008 3. The Building Bridges activity, Introducing the Paper Clip Activity all by Phil Smith and John and Yuj did another. Stephen can get the convocation programs.
<ul style="list-style-type: none"> ▪ Recognition exists of current practices such as course objectives and how they relate to student learning outcomes. 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ Exploration of models, definitions, and issues take place by a few people. 	<p>Student Learning Outcomes Assessment</p> <p>Faculty including representatives of the Curriculum Committee and the Academic Senate review models for assessing SLOs, with a particular focus on assessing course-level student learning outcomes. Pilot testing of particular assessment models is conducted. Using the shared governance process the college selects the current assessment model.</p>	<ol style="list-style-type: none"> 1. Curriculum manual 2008 2. SOCRATES 3. Program review Cycle
<ul style="list-style-type: none"> ▪ Pilot projects and efforts may be in progress 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ Fall 2007, Student Self Assessment Pilot Group I departments implement the data collection phase of the course-level assessment model. Departments in Group I analyze results of the data collection effort and complete action plans in response to results <p><i>Modification resulting from this first implementation:</i> to increase sample size, the number of sections of courses sampled in the Student Self Assessment includes all sections.</p>	<p>Student Learning Outcomes Assessment</p> <ol style="list-style-type: none"> 1. American River College Student Learning Outcomes Assessment: Outlining the Initial Phase September 2007 	<ol style="list-style-type: none"> 1. SLO Cohort Spread Sheet 2. Program SLO Tracking sheet 3. Cohort I Faculty Designed Assessment Plans 4. Cohort I Action Plans 5. Cohort II Faculty Designed Assessment Plans 6.

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
<p>Development</p>	<ul style="list-style-type: none"> The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. 	<ul style="list-style-type: none"> Fall 2008, Group II departments implement the data collection phase of the course-level assessment model, analyze results of data collection effort, and begin developing action plans in response to assessment results <i>Modifications resulting from this second implementation</i> 1) Instructors are offered the online option for administering the student self assessment phase and 2) Dialogue about the process and benefit of assessment increases The three "groups" into which the college's departments and services are organized for the three-year assessment cycle begin to be referred to as "cohorts" <p>Student Learning Outcomes Assessment 2004-2005 Faculty appointed by the Academic Senate develop student learning outcomes for the six general education areas for the associate degree: Humanities, Languages and Rationality, Living Skills, Natural Sciences, Social Sciences, and Ethnic/Multicultural Studies</p>	<ol style="list-style-type: none"> Program and Degree SLOs GE SLOs SLO time Line ARC Catalog 09-10
	<ul style="list-style-type: none"> College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. 	<p>Student Learning Outcomes Assessment 2002-2004: The college has clear definitions on student learning outcomes, how to use Bloom's Taxonomy and where SLOs belong</p>	<ol style="list-style-type: none"> American River College Student Learning Outcomes Assessment: Outlining the Initial Phase September 2007 ARC Two Pronged Approach revised 8/28/08
	<ul style="list-style-type: none"> College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> 2007 ARC establishes assessment strategies for assessing course SLO using a two pronged approach (i.e., direct and indirect). This approach is approved and accepted by the college and to be used in both instruction and student services. There should be a connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should completely support the accomplishment of the broader student learning outcomes for the degree or certificate. In other words, there should be a direct mapping of course-level learning outcomes to program-level learning outcomes. 	<ol style="list-style-type: none"> American River College Student Learning Outcomes Assessment: Outlining the Initial Phase September 2007 ARC Two Pronged Approach revised 8/28/08 Curriculum Manual May 2009
<ul style="list-style-type: none"> Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. 	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> 2007-2008: SLO Coordinator position funded by president's release time is established; this faculty position also chairs the SLO Assessment Committee and works with the faculty research coordinator and classified staff person to assist departments with the SLO assessment process 2007-2008: The SLO Assessment Committee is established as a 	<ol style="list-style-type: none"> SLO assessment Committee membership PCC minutes (need dates) Academic Senate Oct 2008, Nov 2008, Dec 2008 Classified Senate Nov 2008 SLO Assessment Coordinator and Research staff's meeting dates with departments 	

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Faculty and staff are fully engaged in student learning outcomes development. 	<p>standing committee of the college reports to the Academic Senate, Classified Senate, and PCC</p> <ul style="list-style-type: none"> ▪ 2008-2009: The SLO Assessment Committee Chair and Research staff meet regularly with department chairs to update them on new SLO assessment practices and, with the department representatives on the SLO Assessment Committee, provide support for the work departments are beginning towards SLO assessment 	<ol style="list-style-type: none"> 1. Faculty Designed Direct Assessments Plans 2007-2008, 2008-2009 2. Action Plans: Financial Aid Fall 2009
	<ul style="list-style-type: none"> ▪ Student learning outcomes and authentic assessment are in place for courses, programs and degrees. 	<p>Student Learning Outcomes Assessment 2007-2008: Departments discuss SLOs and SLO assessment during department meetings, via emails and sub-committees, and informally in the halls. These discussions include what SLOs are, how to assess them and what the assessment data means, and curriculum implications resulting from the assessment results</p> <p>Student Learning Outcomes Assessment 2007-2008 and 2008-2009 Student Self Assessment Surveys have been completed for both Cohort 1 and Cohort 2. Faculty-designed Assessments are completed for both Cohort 1 and cohort 2 and Action Plans have been completed for Cohort 1</p>	<ol style="list-style-type: none"> 1. Student Self Assessment tracking sheet Cohort 1, Cohort 2 2. Faculty Designed Direct Assessments Plans 2007-2008, 2008-2009
<p>Proficiency</p>	<ul style="list-style-type: none"> ▪ Results of assessment are being used for improvement and further alignment of institution-wide practices. ▪ Widespread institutional dialogue occurs about the results of SLO assessment . 	<p>Student Learning Outcomes Assessment 2008 Based on analysis of the assessment data Cohort 1 has developed actions plans to address improvements. Program review and EMP objectives that are tied to resource allocations reflect these action plans</p> <p>Student Learning Outcomes Assessment 2007-2008 Discussion occurs at the department level as faculty colleagues formulate SLO action plans and discuss planning implications of SLOs and SLO assessments in their EMPs and program reviews . Institutional-level discussion occurs at meetings of the SLO Assessment Committee, which is tasked with overseeing the assessment process. The SLO Assessment Committee chair reports to PCC, the Vice President of Instruction, and the Academic Senate.</p> <p>Student Learning Outcomes Assessment 2007-2008 Dialogue about results of assessments of data and plans to improve student learning occurs as a result of departments' completing their action plans. Dialogue also occurs when departments request resource allocations in EMPs to support their actions plans t and include assessment data when completing program Institutionally, continues to occur at the SLO Assessment Committee meetings as this group continues to review and refine the SLO Assessment process.</p>	<ol style="list-style-type: none"> 1. Cohort 1 Action Plans 2. EMP 2008, 2009 3. Program review 2007-2008 <ol style="list-style-type: none"> 1. SLO Action Plan 2. SLO Assessment Committee membership and function 3. PCC Minutes April 2009, May 2009 <ol style="list-style-type: none"> 1. Cohort 1 Action Plans 2. EMP 2008, 2009 3. Program review 2007-2008 4. SLO Assessment Committee minutes 2007-2008

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Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Appropriate resources continue to be allocated and fine-tuned. ▪ Comprehensive assessment reports exist and are completed on a regular basis. ▪ Course student learning outcomes are aligned with degree student learning outcomes. ▪ Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. ▪ Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. ▪ Dialogue about student learning is ongoing, pervasive and robust. 	<p>2007-to present Student Learning Outcomes Assessment The annual EMP allows departments to request resources to augment with student learning efforts.</p> <p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ The SLO Assessment Coordinator, faculty Research coordinator and classified Research staff provide comprehensive assessment reports provided to departments on course level data derived from the Student Self Assessment Surveys. The research office provided additional information supporting program review, e.g., such as the Key Effectiveness Report, EMP Objectives and other department level reports, also provide information helpful for analyzing assessment results designed to support program review. ▪ Departments submit detailed reports to the SLO Assessment Committee on a regular basis determined by their place in the rotation three-year cycle. ▪ Annual evaluations of student learning tied to resource allocations are required in the EMP process. Program reviews completed every six years include an SLO component <p>Student Learning Outcomes Assessment 2008-2009 Course SLOs are mapped implicitly to program and degree student learning outcomes through the curriculum process.</p> <p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ Fall 2008 SLO are identified on course outlines and course syllabi, students assess how well they master each SLO during the Student Self Assessment phase of the two prolonged assessment model. ▪ Course SLO are mapped implicitly to program and degree student learning outcomes through the curriculum process. <p>Student Learning Outcomes Assessment Since 2007 Student Learning Outcomes are assessed every three years in a systematic process and tied to the program review and EMP cycles.</p> <p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> ▪ Since Spring 2007: As the college continues to refine the assessment process and complete the first assessment cycle, dialogue about SLOs is ongoing at ARC. Discussion in committees and work groups as well as in the departments is part of the college's planning process, planning process, program 	<ol style="list-style-type: none"> 1. EMP for 2007-2008 1. SLO 3 year Course and Student Services SLO Assessment , Planning, and Implementation Timeline 2. EMP 3. Program review Cycle 4. SLO Cycle 5. Course Sections and Average Enrollments 2000-2005, 2001-2006, 2002-2007, 2003-2008 5. program review Data 2000-2005, 2001-2006, 2002-2007, 2003-2008 <p>Curriculum Manual 2008</p> <ol style="list-style-type: none"> 1. American River College Student Learning Outcomes Assessment: Outlining the Initial Phase September 2007 2. ARC Two Pronged Approach 3. Curriculum Manual 2008 <p>SLO Cycle document</p> <p>SLO Time line 2008 EMP 2008 program review 2007-2008 ARC Mission Statement ARC Goals and Focus Areas 2008-2011</p>
<p>Sustainable Continuous Quality Improvement</p>			

APPENDIX B: Rubric for Evaluating Institutional Effectiveness (May 2009)

Levels of Implementation	Samples of Institutional Behaviors	Progress Indicators	Documentary Evidence
	<ul style="list-style-type: none"> ▪ Evaluation and fine-tuning of organizational structures to support student learning is ongoing. 	<ul style="list-style-type: none"> ▪ review and EMP. ▪ Since 2007-2009: Numerous professional development activities centered around student learning have occurred to support faculty and staff awareness of student learning outcomes as a lasting part of the college's culture. ▪ 2008-2022: Student Learning is embedded in the College Mission Statement and Goals and Focus Areas. 	
	<ul style="list-style-type: none"> ▪ Student learning improvement is a visible priority in all practices and structures across the college. 	<p>Student Learning Outcomes Assessment</p> <p>Student Learning Since 2004: ARC offers 28 academic student services to support student learning. These support services are evaluated every year as part of the Basic Skills Initiative and previously as part of the college's Educational Initiative. Funding for these services is based on demonstrated student success.</p>	Basic Skills initiative
	<ul style="list-style-type: none"> ▪ Learning outcomes are specifically linked to program reviews. 	<p>Student Learning Outcomes Assessment</p> <p>Student Learning New faculty which are 2/3 larger have been dedicate to student academic support services aimed at inspiring student learning.</p> <p>Student Learning Outcomes Assessment The program review requires departments to examine their SLO assessment processes and planning and improve student learning.</p>	Program review documents since 2007
OVERALL ASSESSMENT—PART III: STUDENT LEARNING OUTCOMES (SLOs)			
<p>For SLOs, the college has adopted a timeline and a deductive model for implementation of Student Learning Outcomes (SLOs) at four levels: course, program/degree, general education, and institution. All departments in Instruction and Student Services have established SLOs, and the college's institutional-level SLOs were approved in March 2009. Two thirds of the Instruction departments have completed assessment of the effectiveness of their course-level SLOs, and compiling assessment data to develop improvements using has begun. The college may be said to have completed the awareness and development levels and one-third of the proficiency level. <u>Consistent with its adopted timeline for SLO completion, the college continues to make consistent and steady progress.</u></p>			

APPENDIX C: Los Rios Functional Mapping Document

Foreword to the Los Rios Community College District Functional Mapping Document

Lessons Learned from the Last Functional Mapping Process

The 2003 accreditation self study process was the self study process for which the Los Rios Community College District created a map of functional responsibilities among the District and the colleges. For the 2003 accreditation effort, the District developed a process for approaching the mapping of District/college functions that relied primarily on a survey of individual members of the organization. This survey asked respondents to answer questions about where the functional responsibility lay and how well the arrangement worked in respect to discrete items under thirteen broad areas of responsibility. While the survey was beautifully crafted and resulted in a great deal of data, there were some areas where discussion of the process after the fact indicated some change to district mapping in future accreditations might be useful. One important consideration at the time was that there were several areas where large proportions of respondents did not know where the functional responsibility lay for an area. The analysis of the data showed that most of the respondents who did not know where the responsibility lay also indicated that they did not know whether it worked well in supporting the colleges in meeting their missions. For those areas where this occurred, the functional responsibilities may have been well known primarily to those who were responsible for their implementation but not others, which may have been problematic. Other areas of potential improvement came up as the 2003 mapping process was discussed in preparation for the 2009 accreditation self study effort. These related

to ways through which the relationship between the mapping process and the accreditation standard analysis process at the colleges might be strengthened. In addition, there was some concern that the way the areas of function were determined in 2003 might not have covered all of the areas comprehended by the accreditation standards or might not have covered them as directly as might be possible with a different approach to the mapping process.

Search for a New Functional Mapping Strategy

In preparation for the 2009 accreditation self study process in the Los Rios Community College District and its four colleges, an Accreditation Retreat was held on November 2, 2007. The retreat was attended by the self study co- and tri-chairs from the colleges, the District accreditation co-chairs, and District institutional research and information technology staff. This group, the District Accreditation Coordinating Committee (DACC), became the group responsible for overseeing the District mapping process and as reflected in the notes from that meeting, approached the topic of District function mapping with considerable interest. Models and processes were discussed, and receiving particular attention was the mapping process (then) recently used in the San Mateo Community College District. That functional map was organized by accreditation standard, and as such was regarded as having a number of positive features. First, such a map is easy to follow; since it proceeds from the standards, it follows a familiar pattern of view or perspective on what assures quality in a community college, and its terminology is familiar and accessible to most actors in the colleges. Second, since it is based on all the standards, it leaves no element of quality measurement out of the mapping process; if the standards speak to and include all the functional operations necessary for an effective college, then basing the map on the standards assures that the dialogue about the effectiveness of the functional

arrangements in the District is conducted inside the comprehensive and settled Accrediting Commission notions of what is important and essential to effectiveness. Finally, basing dialogue and analysis of the District/college functional arrangements on the standards in the self study context will allow for easier planning agenda development, when that is appropriate as determined by the colleges, and will connect the planning agenda items related to the mapping process more easily to the normal accountability process (for example, the Mid Term Report) for self-identified college planning agenda. Thus it was determined by the DACC in November 2007 to use a functional mapping process that was structured to address the nature of the functional arrangements in the District standard element by standard element.

Process of Development

Having established a scope of work, which included the functional mapping process, at its November, 2007 retreat, the District Accreditation Coordinating Committee met monthly from that time to the present, and discussion and action relative to the mapping process figured in most of the meetings of the DACC. Following the San Mateo model, the DACC proceeded to develop a draft functional map with a relationship schema aligning the individual standards with the way the colleges and the District worked corporately or individually in assuring that the standards were being addressed. By December 2007, a "zero draft" of the mapping document was presented to the DACC for review and comment in the committee and at the colleges, with considerable dialogue about the meaning of key terms and about the elements of a rubric that would assist the ascription of responsibility. By March 2008 the DACC had prepared a draft for review and comment by the various constituencies in the District, including the Chancellor's executive staff, the vice presidents' groups, the District Academic Senate, and the shared governance

committees related to the functional areas. The map at this stage was considered a working document and as such the DACC membership was interested in making sure that it had wide review and comment across the District.

This feedback from across the District was funneled back to the DACC for continued dialogue and adjustment of the ascriptions of responsibility where the committee deemed it appropriate. This dialogue about the map took place over several meetings of the DACC and resulted in several versions, the latest of which is below. Important to the ideation of the mapping document is the determination of the part of the DACC that the mapping document is a tool to guide continuing dialogue about the effectiveness for the District's structures in addressing the standards as well as operational effectiveness in general. The DACC held as a key principal that the mapping document is an ongoing process, and toward that end, it was determined by the DACC in early Spring 2009 that the college accreditation steering committees would review the mapping document and have dialogue about the document and the functions it represents and suggest college planning agenda items related to areas of concern or possible improvement in the structures that the map represents or in the map itself, as described below in the section on the College's dialogue about the functional map. To assure both continued dialogue about the college/district function relationship and effectiveness in addressing the accreditation standards, the DACC determined that it would reconvene after the self study process was completed and before the midterm report writing time to revisit the mapping document to follow up on any planning agenda items relating to the map arising from the four colleges' self studies, to reconsider the accuracy of the map as representative of the District/college functions, and to discuss possible suggestions for change to the functional alignment in order to assure that the accreditation standards are met as effectively as possible.

*College Dialogue and Analysis Relative to the
2009 District/College Functional Mapping
Document*

American River College has been involved in the development of the mapping document since its inception, cooperating with its revision and providing feedback by means of dialog between the college and the District. The document provides the framework within which the college operates as both an integral component of the District and an educational institution that has its own priorities and emphases. During the preparation of the accreditation self-study report, the mapping document was a guide to the division of responsibilities in such key areas as mission and effectiveness (Standard I), where the college sets goals and gauges their accomplishment within the context of the District's mission; student learning and services (Standard II), where SLOs are developed in a cooperative context within a common curriculum management system and student services are delivered in different venues and by various means; resources (Standard III), where the college's budgeting and hiring are supported by District processes and physical resources and technology are guided by priorities determined in consultation with the District; and leadership and governance (Standard IV), where the District extends autonomy to the college president and enables him to lead the institution within a framework of evaluation and continuous improvement.

Los Rios Community College District Function Map, Draft 2 version 5

since the standards in many cases address the conditions or practices present in the colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the college and district levels working together.”

The Los Rios Community College District Function Map is intended to illustrate how the colleges and the district manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. The Function Map includes indicators that depict the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function, or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

Note: It is assumed in this mapping design that the term “institution” generally refers to the individual colleges of the District and not to the Los Rios Community College District as a whole,

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	SH	SH
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	SH	SH
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	SH	SH
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S
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Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.		
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent

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with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever

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<p>they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Standard III: Resources**A. HUMAN RESOURCES**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

personnel records. Each employee has access to his/her personnel records in accordance with law.		
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

and uses the results of the evaluation as the basis for improvement.		
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C. TECHNOLOGY RESOURCES		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. FINANCIAL RESOURCES		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

APPENDIX C: Los Rios Functional Mapping Document

development of institutional plans and budgets.		
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Standard IV: Leadership and Governance**A. DECISION-MAKING ROLES AND PROCESSES**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
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Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

APPENDIX C: Los Rios Functional Mapping Document

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
c. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		
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Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

APPENDIX D: Evidence available in the team room

Evidence available in the team room

The following publications and hard copies are in the evidence files collected by ARC's accreditation standards teams. Together with the informational Web sites of the college, they constitute the data on which the self-study report is based. Both the evidence files and access to the college's Web sites will be available in the visiting team room in the Instructional Technology Center.

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 "Informed Self-Placement" at American River College: A Case Study, J.E. Felder, J.E. Finney, and M.W. Kirst, May 2007
 2007-08 Program Development Funds District Strategies report
2008 Accreditation Survey Report of Faculty, Classified Staff, and Managers
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 3D/International Assessment of American River College's Facilities, March 10, 2004
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 ACCJC Substantive Change Proposal: February 20, 2008
 Accounting 2007-2008 Program Review
 Accreditation Midterm Report 2006
 ADA Training
 Administrative Management Job Announcement, sample
 Agenda and minutes, ARC Student Association, sample
 Agenda, Business Technology Department, Fall 2008
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 Agenda, Los Rios Board of Trustees, July 16, 2008
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- Agenda, Presidents Executive Staff (PES), sample
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 ARC Curriculum Handbook 2006-2008
 ARC District Strategic Plan Goals & ARC Focus Areas
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 ARC Grant In-House Transmittal Form
 ARC Information Technology Committee web site
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 Area Deans Meeting Agenda, samples
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CCSSE (Community College Survey of Student Engagement) Report 2007

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Classified Job Announcement, sample

College catalog addendum, 2008-2009

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Convocation program booklet, Spring 2009

Counseling attendance at conferences, Schedule Code Summary Report, 8/21/2008-5/20/2009

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District Accreditation Narrative on Utilities Draft Transition Plan, 2007-200

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 List of ARC student clubs
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