

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

Note to reviewers of this first draft: Thank you for reading the first draft of the ARC accreditation self-study. Our key goals are *readability* and *credibility*; that is, we want the self-study to be easy to read and we want the statements in it to be supported by evidence. Please help us by reporting any errors.

If you notice anything wrong with the references (such as incorrect URLs in those containing link information), please let us know. (The links will be live in the CD-ROM version of the self-study.) Many of the bracketed reference numbers need to be positioned more precisely because they drifted during the editing process; we are aware of that and will be double-checking all of them and inserting new ones during the review period.

The ARC website has a convenient feedback page at

http://insider.arc.losrios.edu/feedback_form.html

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.

[*Signed*]

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American River College

Self-Study Report in Support of Reaffirmation of Accreditation

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Organization of the institution

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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. They 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.

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

Introduction

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 results in upgrading 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 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 1158 in Fall 2003 to over 4000 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.

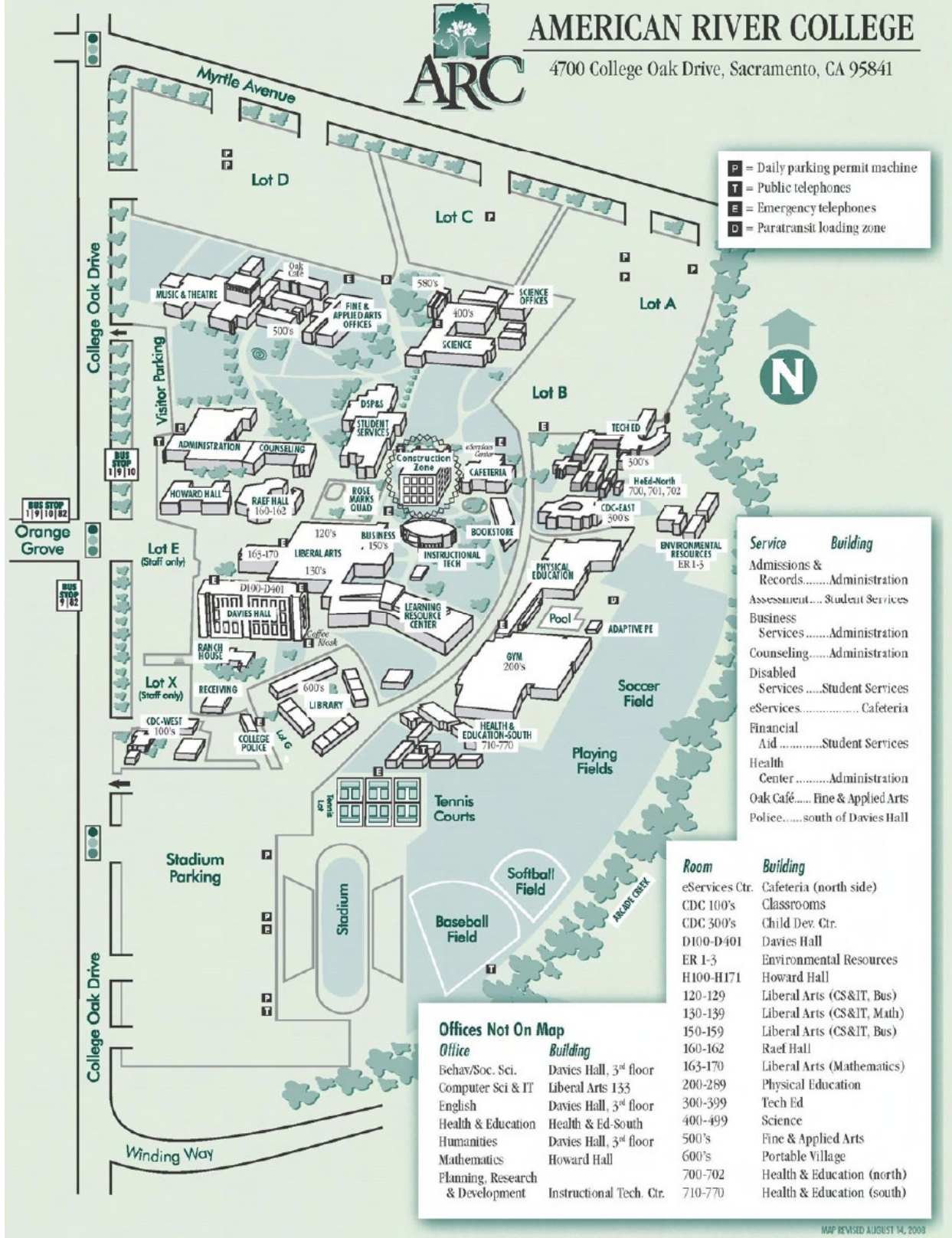
As American River College continues to expand, so does the area it serves. American River College is located in a five-county region that is home to 1.7 million residents, with a projected growth to 2.2 million by 2010. The college's largest growth area is projected to be in Natomas, where the population 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 90, and from three degree programs to 88.

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



- P** = Daily parking permit machine
- T** = Public telephones
- E** = Emergency telephones
- D** = Paratransit loading zone



Service	Building
Admissions & Records	Administration
Assessment	Student Services
Business Services	Administration
Counseling	Administration
Disabled Services	Student Services
eServices	Cafeteria
Financial Aid	Student Services
Health Center	Administration
Oak Café	Fine & Applied Arts
Police	south of Davies Hall

Room	Building
eServices Ctr.	Cafeteria (north side)
CDC 100's	Classrooms
CDC 300's	Child Dev. Ctr.
D100-D401	Davies Hall
ER 1-5	Environmental Resources
H100-H171	Howard Hall
120-129	Liberal Arts (CS&IT, Bus)
130-139	Liberal Arts (CS&IT, Math)
150-159	Liberal Arts (CS&IT, Bus)
160-162	Raef Hall
163-170	Liberal Arts (Mathematics)
200-289	Physical Education
300-399	Tech Ed
400-499	Science
500's	Fine & Applied Arts
600's	Portable Village
700-702	Health & Education (north)
710-770	Health & Education (south)

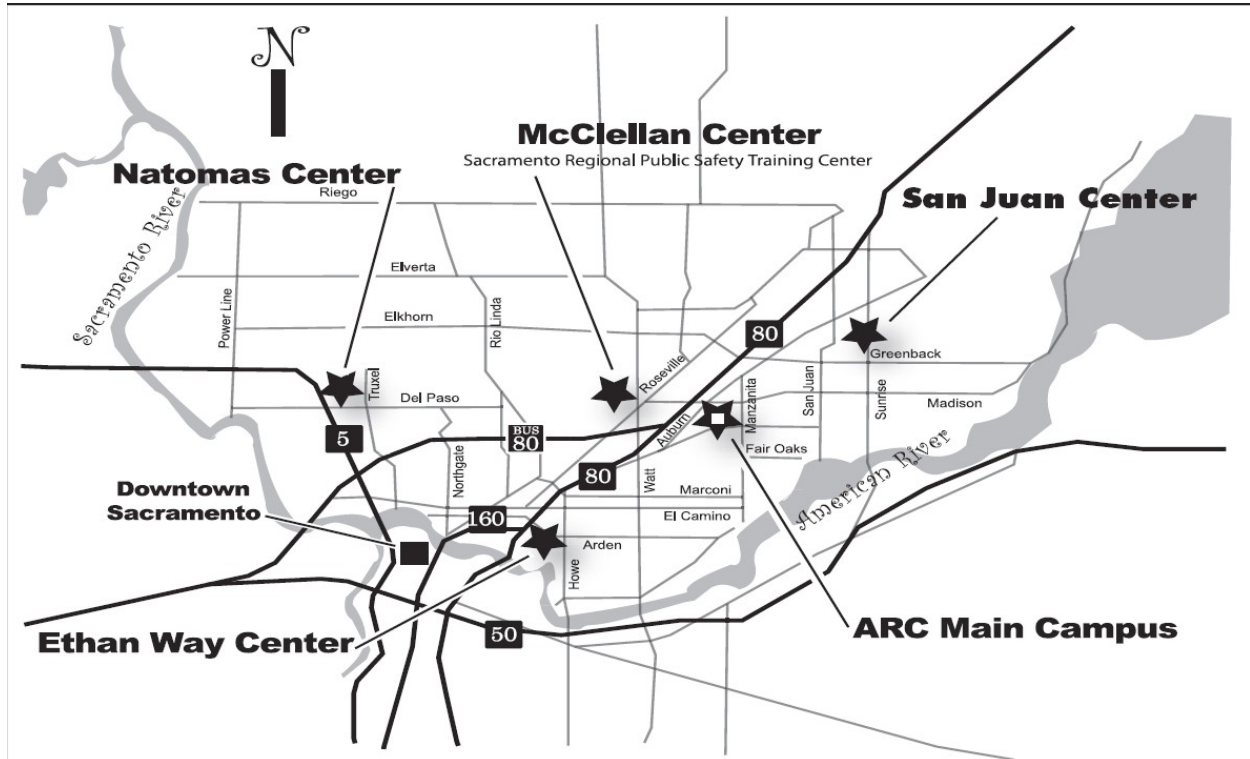
Offices Not On Map

Office	Building
Behav./Soc. Sci.	Davies Hall, 3 rd floor
Computer Sci & IT	Liberal Arts 133
English	Davies Hall, 3 rd floor
Health & Education	Health & Ed-South
Humanities	Davies Hall, 3 rd floor
Mathematics	Howard Hall
Planning, Research & Development	Instructional Tech. Ctr.

MAP REVISED AUGUST 14, 2009

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, 36,000 of whom attend American River College.



{Insert Los Rios District map}

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 also reflect the changing landscape of student diversity as well.

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	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Chg %
Native American	19	18	20	18	18	18	-5.5
Asian/Pacific Islander	90	100	109	112	117	111	+23.3
African American	85	79	78	74	72	88	+3.5
White	885	980	990	977	959	1,049	+18.5
Hispanic	103	110	104	109	117	130	+26.2
Other Non-White	10	12	13	15	17	21	+110
Unknown	53	61	86	117	162	74	+39.6
Grand Total	1,245	1,360	1,400	1,422	1,462	1,491	+19.8

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 accomplishments are updated from the *Midterm Accreditation Report of 2006*.

[<http://ic.arc.losrios.edu/~accred/docs/ARC%20Midterm%20Report%202006%20FINALto%20ACCJC%209-25.pdf>]

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 website.

Planning Agenda 2.2

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

Accomplishments: The faculty handbook is now updated annually by the Academic Senate and is readily available as an electronic document on the college website as well as a hard copy document.

[<http://inside.arc.losrios.edu/~handbook/>]

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 website. 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.

[http://www.arc.losrios.edu/Documents/Student_Rights_Respons.pdf]

[<http://inside.arc.losrios.edu/~handbook/>]

[<http://www.losrios.edu/legal/Regulations/R-2000/R-2231.htm>]

Planning Agenda 2.6

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

Accomplishments: 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 webpage for the online version of the schedule of classes includes the mission statement under the Helpful Information link. The mission statement is not currently included in the Student Guide & Academic Planner distributed to new students.

[Helpful information: <http://web.arc.losrios.edu/enroll/Schedule2.pdf>]

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 2008. The Center for Teaching and Learning 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.

[http://web.arc.losrios.edu/~ctl/Spring_2009_pd_booklet_02_9.pdf]

The timeline for SLO assessment has been established as a three-year cycle and was initiated for course SLOs in 2006-2007.

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 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.

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: The Planning Coordination Council is on a three- to five-year cycle of reviewing and updating the college’s mission statement, as well as its goals and objectives. The PCC sponsors the annual Educational Master Plan (EMP) process, to which it is also subject, and therefore reviews its operations every year.

[<http://inside.arc.losrios.edu/committees/PlanningCoordinationCouncil.htm>]

[http://inside.arc.losrios.edu/committees/Documents/PCC/PCC_Operating_Procedures_final.pdf]

Planning Agenda 3.B.2

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

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

[http://inside.arc.losrios.edu/committees/Documents/PCC/Decision_Making_Final_10_07.pdf]

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: PCC requested the addition of Key Effectiveness Indicators which specifically measure college goals and objectives to 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 twice a year, presented to the governing board, and placed on the college website for college-wide use. All projects or activities related to implementation of the goals and objectives are reviewed for funding at an agreed-upon time every year and funding is limited to only one year at a time.

[http://inside.arc.losrios.edu/committees/Documents/PCC/PCC_Operating_Procedures_final.pdf]

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 undergoing implementation.

[http://inside.arc.losrios.edu/committees/Documents/assessment_slo/assess_model_2007_09_24_approved2.pdf]

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 to ensure that catalog updates reflect accurate information concerning general education. The current catalog cites the previous version of 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." The language will be updated in future catalogs.

Planning Agenda 4.C.4

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

Accomplishments: Discussion on options for fulfilling oral competency are occurring district wide; a district-wide committee is conducting research on this.

{citation?}

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 Survey Report of Faculty, Classified Staff and Managers polled faculty members to determine whether they regarded Program Review as an effective program evaluation tool.

[<http://ic.arc.losrios.edu/~accred/docs/2008%20Survey%20Report%20of%20Staff%20for%20screen.pdf>]

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 technology committee developed guidelines for students to use when selecting on-line course as an appropriate mode of instructional delivery. Distance education classes (including hybrid courses) are described in the schedule of classes so students can determine whether they meet a student's needs.

[<http://www.losrios.edu/downloads/DistanceEducation.pdf>]

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 webpage and is published in the Student Guide.

[http://web.arc.losrios.edu/stusrvc/Student_Rights_Respons.pdf]

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

[<http://www.losrios.edu/legal/GCpolreg.htm>]

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.

Accomplishments: The process was developed as part of a districtwide MIS project during Spring 2006.

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 and ESL are provided by the college's assessment center.

[<http://research-web.arc.losrios.edu/math/>]
[<http://web.arc.losrios.edu/~assess/>]

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 services have been expanded in the new facilities on the main campus (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.

Planning Agenda 6.1

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

The college will evaluate supporting a districtwide information competency graduation requirement.

Accomplishments: The Library 318 course does incorporate information competency skills in the outcomes of the course. The Academic Senate has established an ad hoc committee on information competency that is in the process of developing guidelines for incorporating information competency into other courses.

ARC has two librarians serving on a district-wide committee to evaluate an information competency requirement. In addition, the ARC Academic Senate's ad hoc information competency will be evaluating such a requirement.
{updates?}

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 replaced on 5-year cycle using CDF, department's administrative computers replaced as needed using

department funds, and lab computers replaced via PDF funds. The college's technology plan has been developed by the information technology committee and the support of campus technology is provided by the computer specialists in the information technology department.

[<http://support.arc.losrios.edu/>]

The ARC curriculum committee has a signature block for library sign-off on the curriculum form.

Planning Agenda 6.4

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

Accomplishments: The library uses the services of the IT tech from the English area 5 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 PDF 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 president approved a revised CDF allocation formula that provides additional funding for IT services.

In 2005 the college decided to use the Educational Master Plan for the faculty to document the need for new computer equipment and media needs. That process is done annually by all areas of the college.

The college has implemented a "cascading" system in its information technology master plan under which computers are reassigned to less demanding tasks when they are replaced by new equipment.

[http://inside.arc.losrios.edu/committees/Documents/IT/DRAFT_ITMasterPlan_06.pdf]

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 both went through the enhanced Program Review process as scheduled. The Learning Resource Center subsequently underwent a major expansion and the library is now undergoing a similar renovation and expansion.

[<http://web.arc.losrios.edu/learnres/lrc.html>]

[<http://wserver.arc.losrios.edu/~library/relocationfaq.htm>]

Planning Agenda 7.A.2

The college will work with the district human resources office to develop methods to augment current advertisement avenues for positions with small applicant pools.

Accomplishments: This is an ongoing process with the District's human resources department.

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.

Accomplishments: The District is engaged in an ongoing effort to improve the evaluation processes for managers.

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 a new committee on professional development for management was established in the 2005-2006 academic year. A new college-wide professional development coordinating committee was also established.

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 college is awaiting results of competitive grant application which will further supplement professional development funding.

{update?}

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 District is a statement of non-discrimination.

[<http://www.losrios.edu/hr/downloads/LRSA%20Contract/LRSACContract.pdf>]

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 Spring 2009 semester.

[<http://inside.arc.losrios.edu/facilities/>]

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. Two area servers have chosen not to be managed by IT. Data security and disaster recovery planning for all college servers was made a responsibility of the division of Research, Planning, Technology, and Professional Development in 2004-2005 goals and objectives.

[http://inside.arc.losrios.edu/committees/Documents/PCC/Goals_2004-05-ARC_MASTER11.pdf]

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.

The District is exploring the training of maintenance staff on a district-wide basis.

A technology-based solution for tracking work request status will be explored in fall 2006.
{update?}

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 stable funding source.

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.

Accomplishments: 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.

[<http://inside.arc.losrios.edu/facilities/>]

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: A Research Office representative began to work with the Planning Coordination Council in Fall 2005. The college's goals and objectives became part of the Educational Master Plan (EMP) process, ensuring that EMPs would align with the goals and objectives. Classified staff were given increased opportunity to participate in the EMP process. All professional development activities were required to identify their linkages to goals and objectives.

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.

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.

[<http://inside.arc.losrios.edu/facilities/>]

Planning Agenda 9.A.4

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

Accomplishments: A new process was implemented in the 2004-2005 budget year.

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, reviews and monitors the budgeting process, and provides oversight and coordination on the allocation of financial resources.

[<http://inside.arc.losrios.edu/committees/budget.htm>]

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: The request has been made; internal auditor has not yet been assigned task. {update?}

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 that is noted in Board Policy. The self-evaluation of the Board of Trustees is described Paragraph 2.3.4 of Policy 3112 and its subsections.

[<http://www.losrios.edu/legal/Policies/P-3000/P-3112.htm>]

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.

[<http://www.losrios.edu/legal/Policies/P-3000/P-3113.htm>]

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 included strengthened emphasis on responsibilities of members for college-wide dissemination of information. All ten college standing committees established webpages in Fall 2004 for posting of minutes, memberships, and key resource documents.

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 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.

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 website 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.

[<http://web.arc.losrios.edu/~acsen/>]

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. Faculty issues which overlap academic and professional matters (Academic Senate matters) and working conditions (union matters) are addressed by the Senate Union Joint Issues Committee (SUJIC).

[http://inside.arc.losrios.edu/committees/Documents/PCC/Decision_Making_Final_10_07.pdf]

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 has ongoing discussion with the Classified Senate president. The bimonthly President's Report includes encouragement for classified staff participation and classified staff are now serving on seven of the ten college standing

committees. The Center for Teaching and Learning provides 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.

[<http://inside.arc.losrios.edu/~cs/Minutes/20060809.pdf>]

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.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. However, there is currently no demand for such training because the Student Association declines 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 division of Research, Planning, Technology, and Professional Development offers support for grant-writing and the District has published an online grants handbook.

[http://inside.arc.losrios.edu/~handbook/Write_a_grant.htm]

[http://www.losrios.edu/lrc/lrc_grants.html]

Student demographics and achievement data

Key Effectiveness Indicators

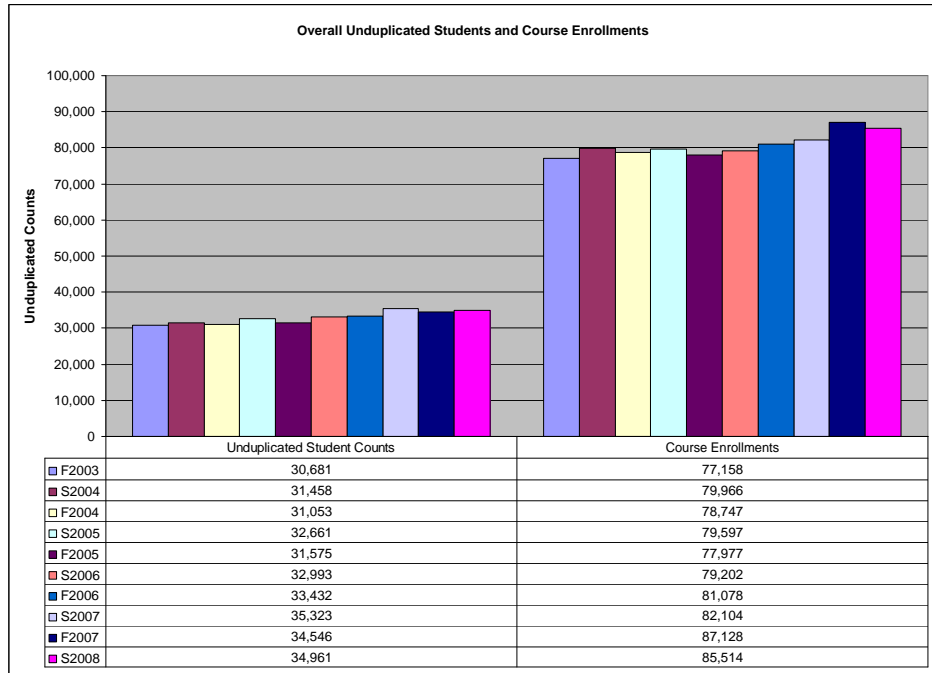
The following tables and discussion provide a data-driven overview for the range of student educational needs the college serves through the many programs, campus locations, and instructional delivery methods that support the college's commitment to student learning. The college recognizes that its educational 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 dialog underlying future planning and improvement.

The first section of Key Effectiveness Indicators that follows will provide 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*, will be 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.

Overall Unduplicated Counts and Course Enrollments by Term

Fall/Spring Terms

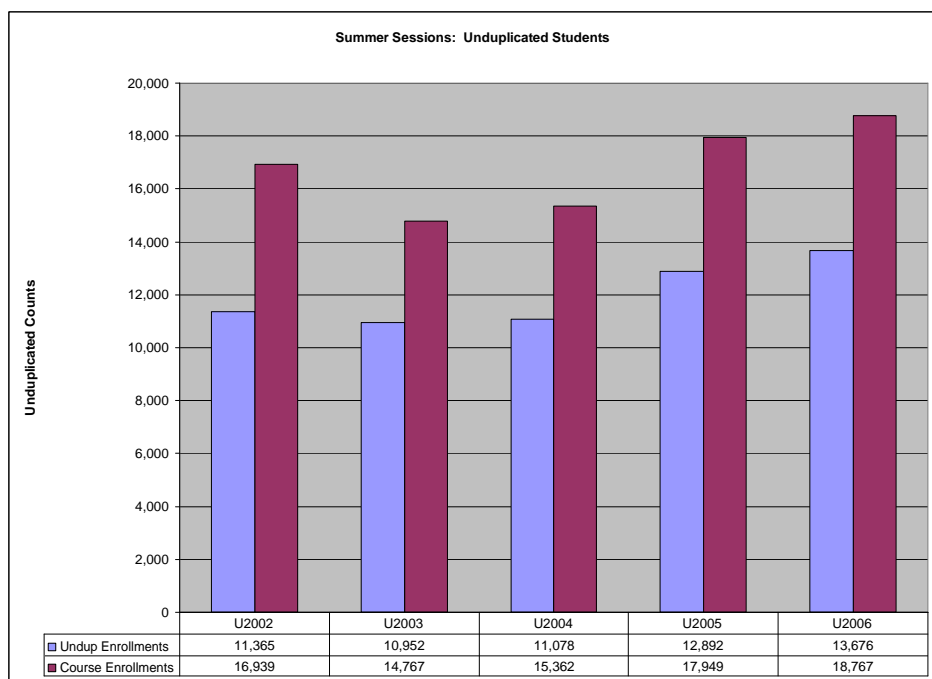
The traditional methodology for evaluating student enrollments at ARC to support ongoing planning processes has been to examine summer, fall, and spring term enrollments. It is a sensitive measure to shifts in student enrollment, both for the unduplicated student counts and the number of course enrollments.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

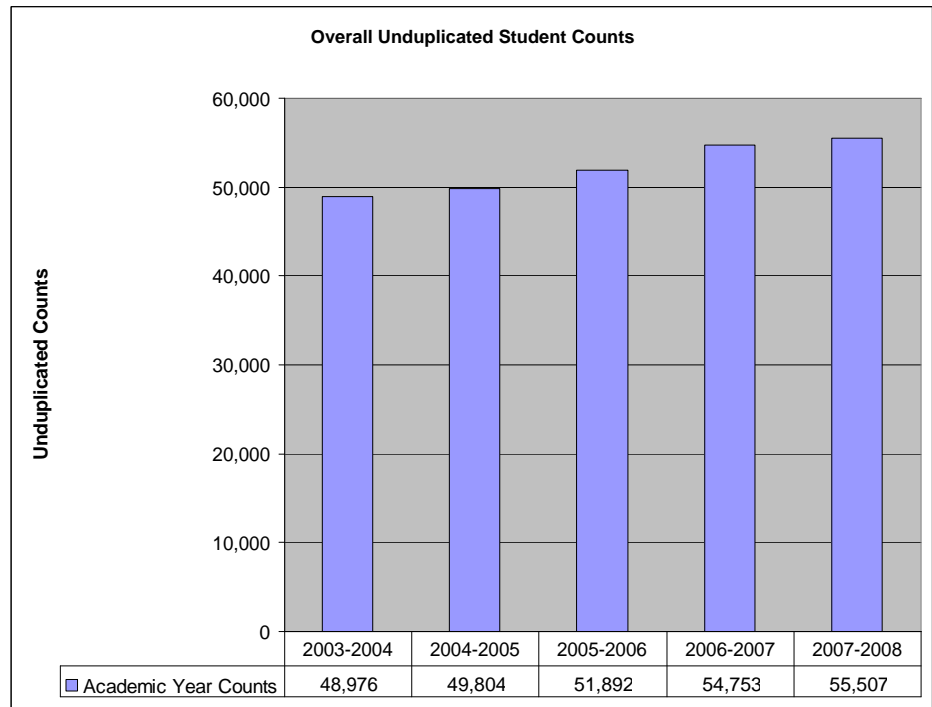
No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Overall, there has been steady growth since 2003 both for unduplicated student counts and course enrollments.



ARC Annual Unduplicated Student Counts by Academic Year

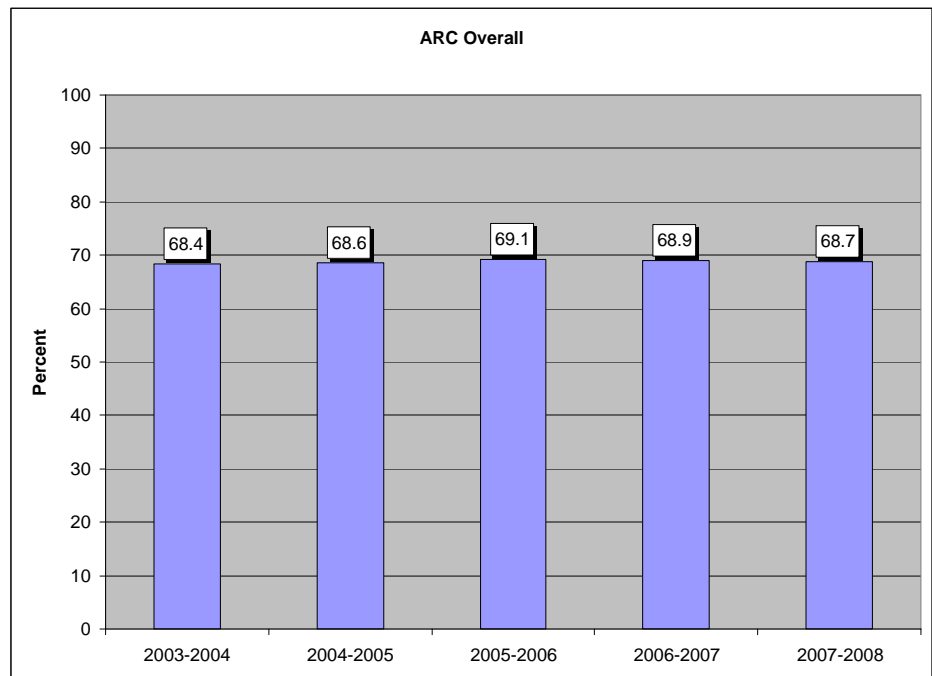
Unduplicated Counts

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%.



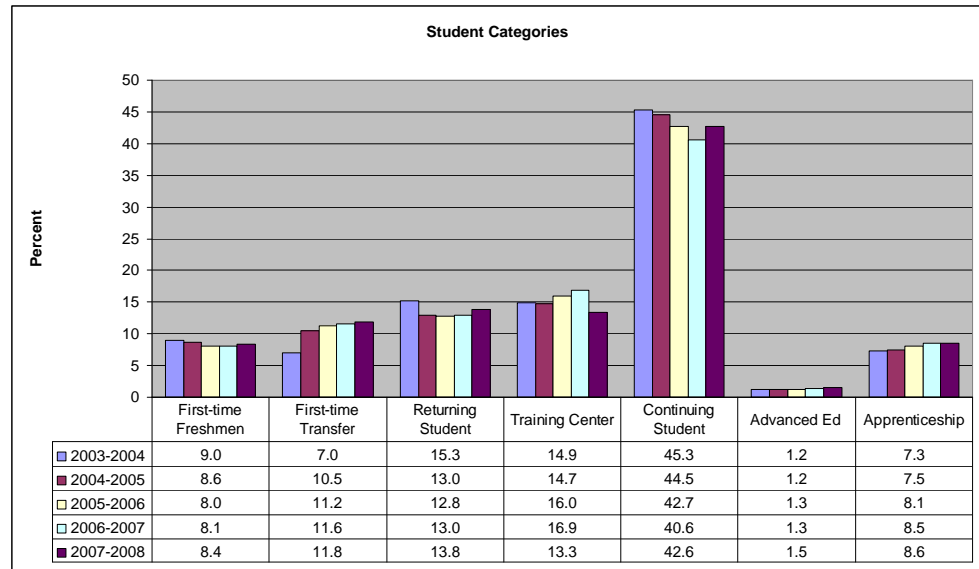
Success Rate

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.

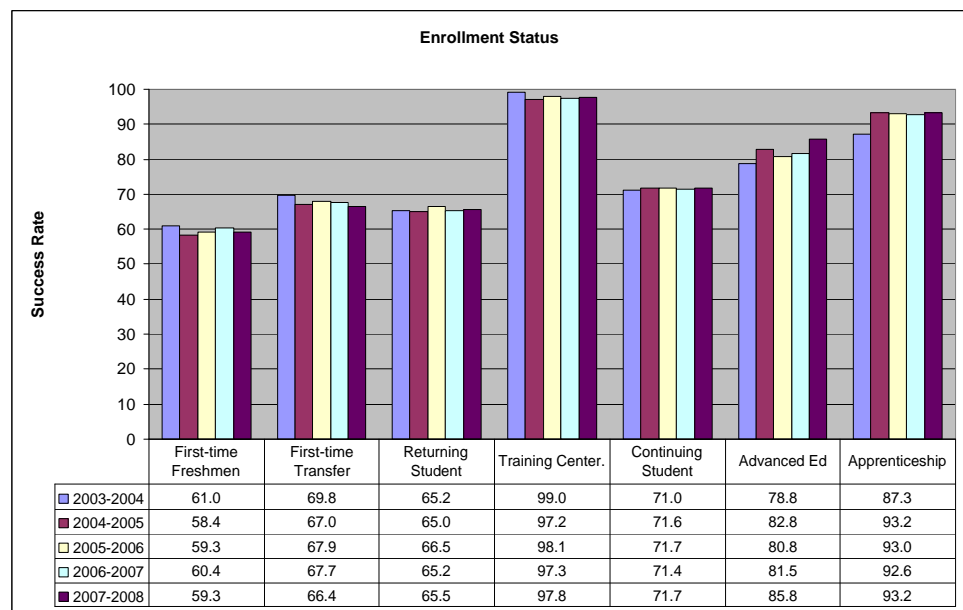


See definitions below:

- 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

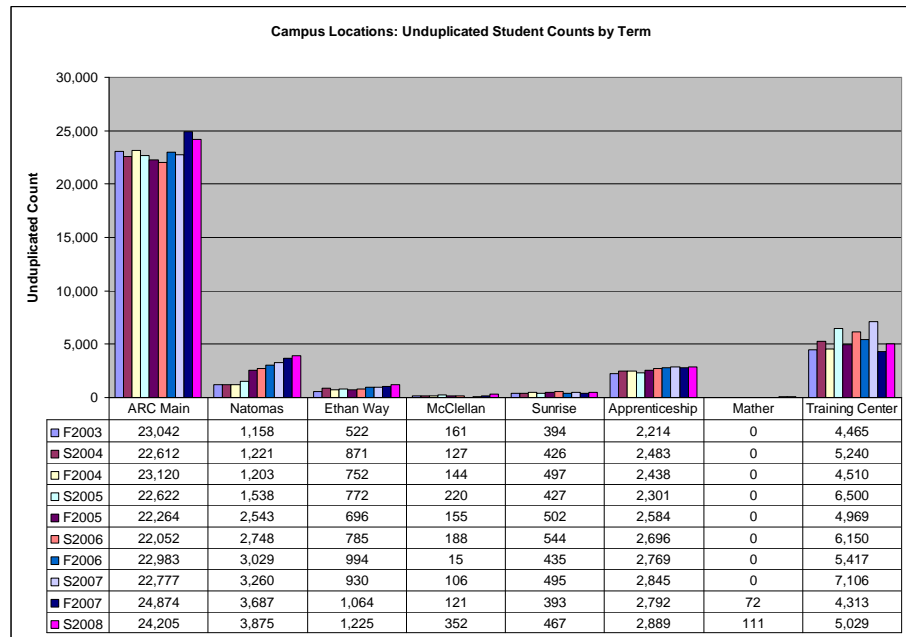
Another indication of the importance of describing the major student groups can be seen in the success rates, ranging from 59.1% for first-time freshmen to 97.8% for the Training Center.



Campus Locations: Unduplicated Student Counts by Term

Unduplicated Counts

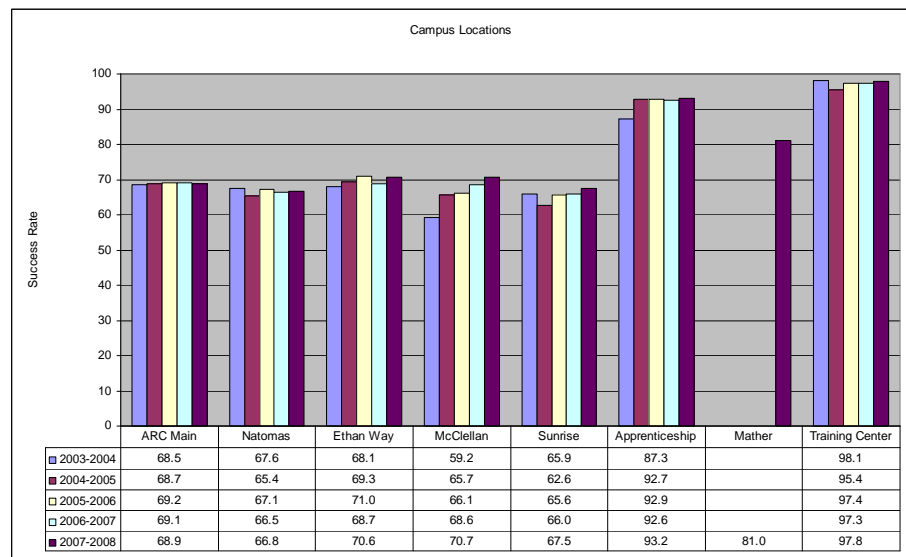
Another view of ARC enrollments is provided to describe the unduplicated student counts at each of the campus locations. Though the unduplicated counts represent true counts at each center, the total number of counts would exceed the overall enrollments as students can enroll in more than one center 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 (S2007). 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 will offer 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 tracts found at the other campus locations.

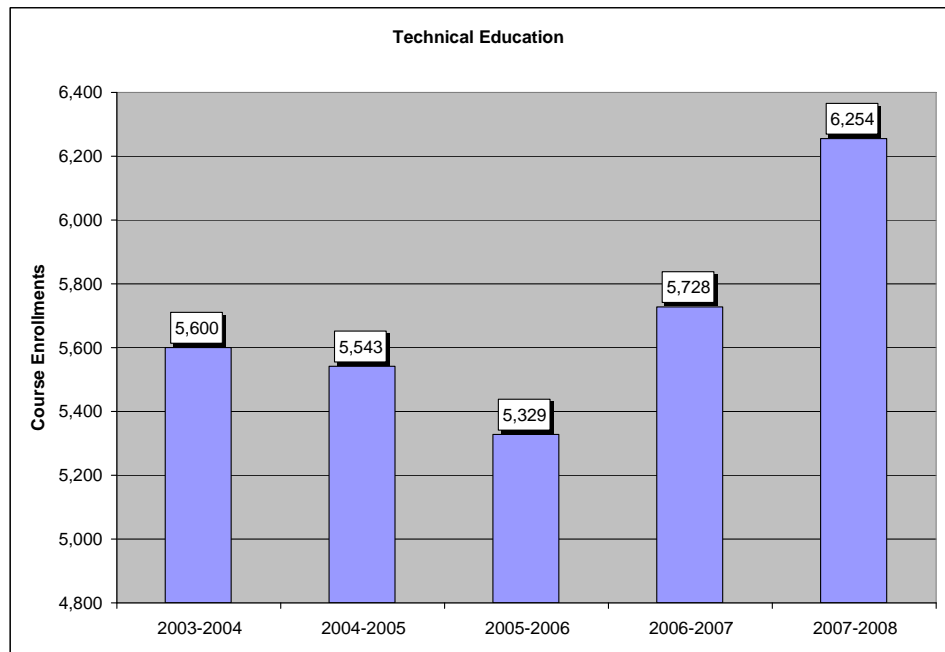


Examining the success rates for both Apprenticeship and the Training Center, which represent about 22% of the total student population, illustrates why this is done.

Technical Education Course Enrollments over Five Years

Course Enrollments

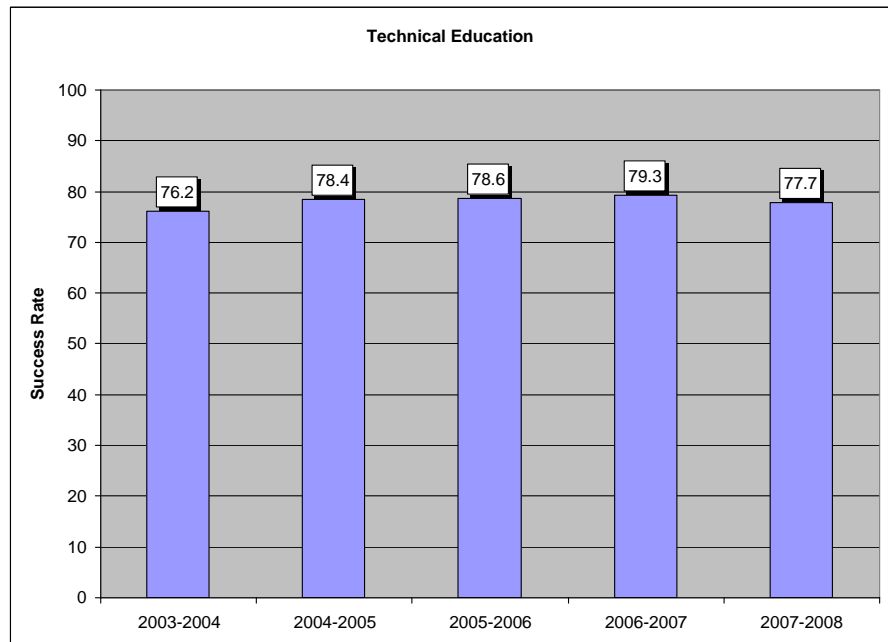
Student enrollment and success rates for work force education was described on previous pages for both the Training Center (continuing education for law enforcement and fire safety programs) and the seven Apprenticeship programs offered at ARC. A third major workforce program



at ARC is the Technical Education Program. Technical Education provides students with access to eight programs that offer certificates, 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.

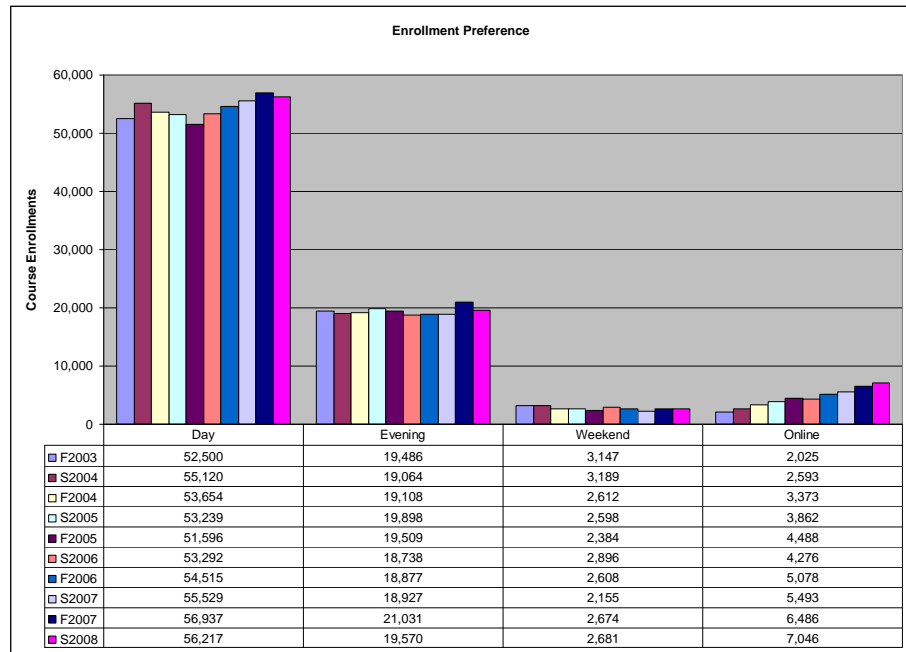


Day, Evening, Weekend, and Online Course Enrollments by Term

Course Enrollments

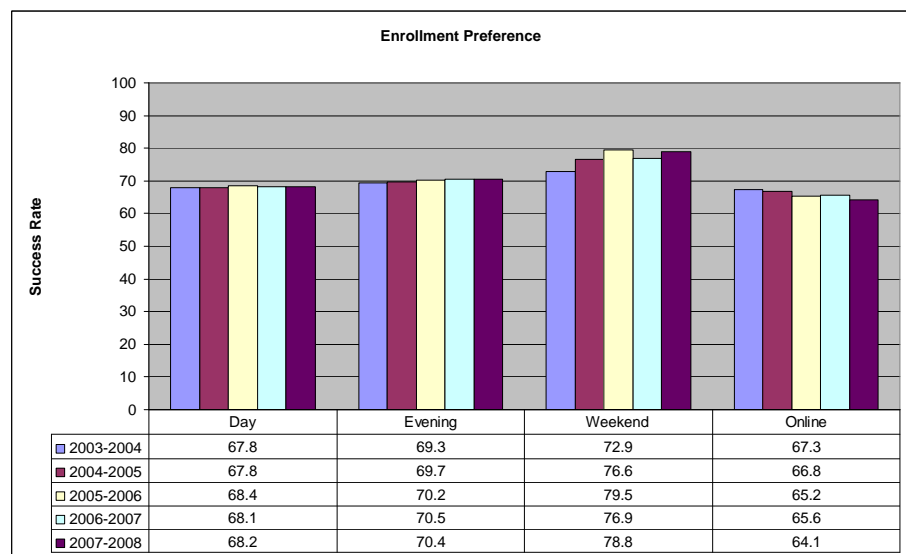
Evidence of the College's willingness to meet student needs is seen range of options to address student enrollment preferences for day, evening, weekend, and online courses. An increase of 7.1% in day course enrollments over the past five years is contrasted with a 248% increase for online course enrollments. 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 our 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

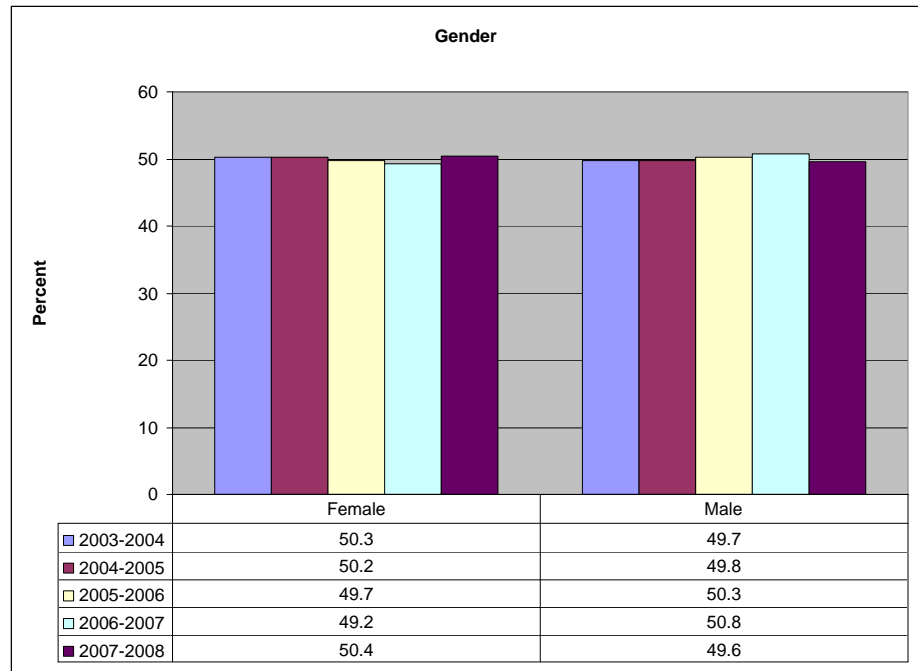
The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and indicates the commitment of ARC to provide access to students who work (weekend and evening), students who need to augment their current classroom schedule with online courses,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



Gender by Academic Year

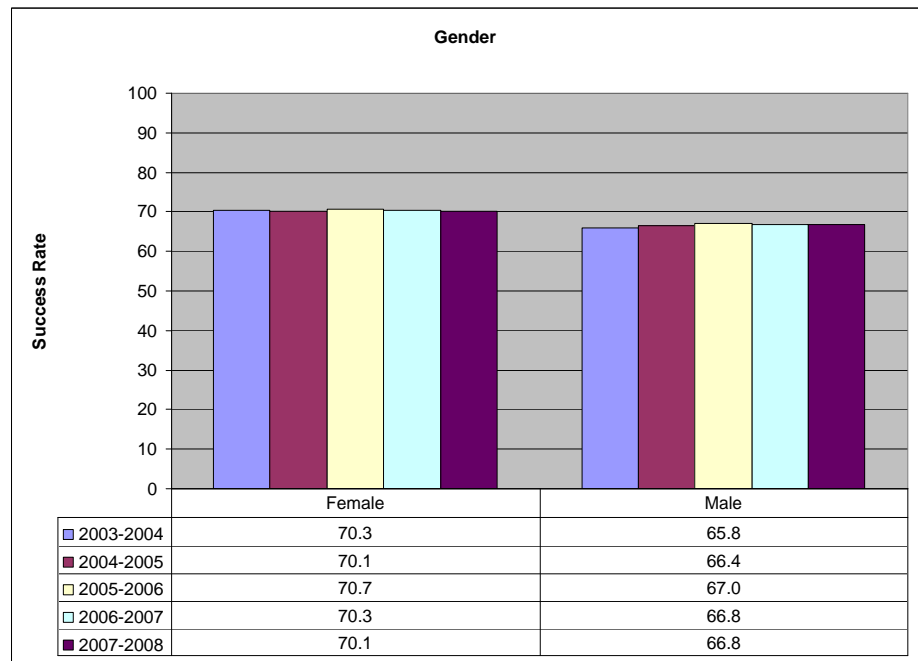
Proportions

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 is reflective the gender ratios found across community colleges in the state.



Success Rate

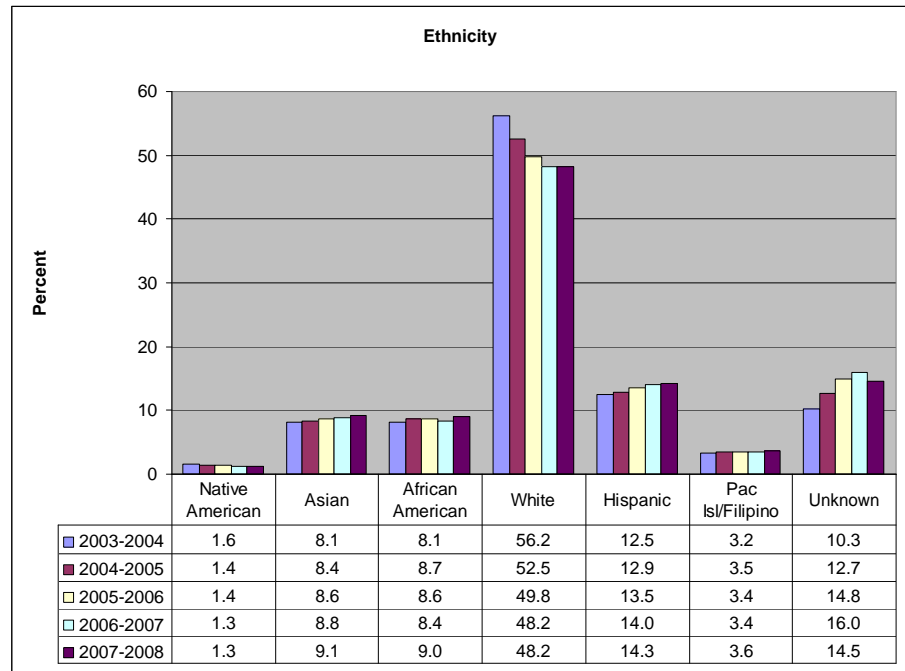
Success rates by gender reveal a difference over the past five years where female students demonstrate higher success rates than males. This difference has existed for the past twenty years.



Ethnic Groups by Academic Year

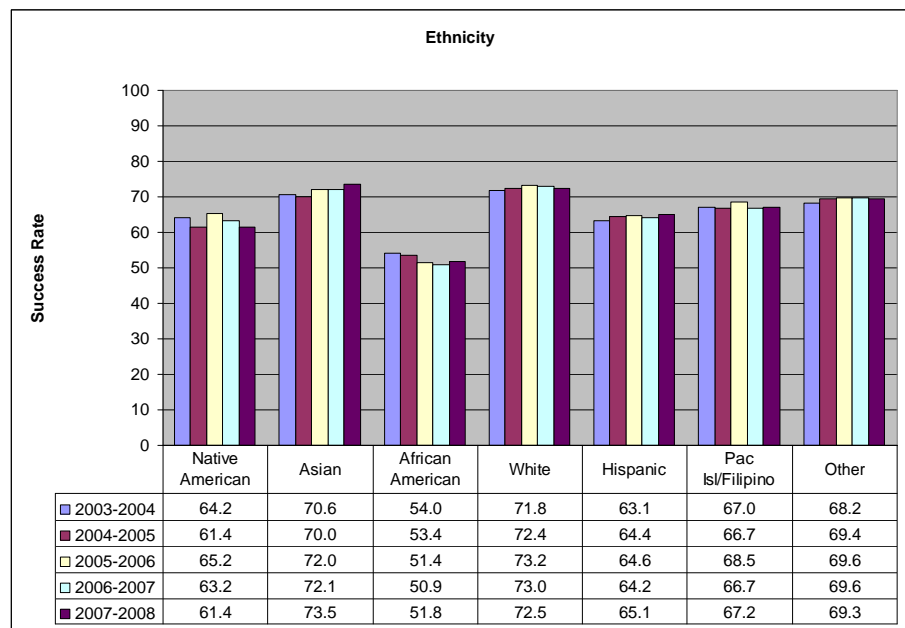
Proportions

ARC's student population continues to become more diverse where 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%. 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

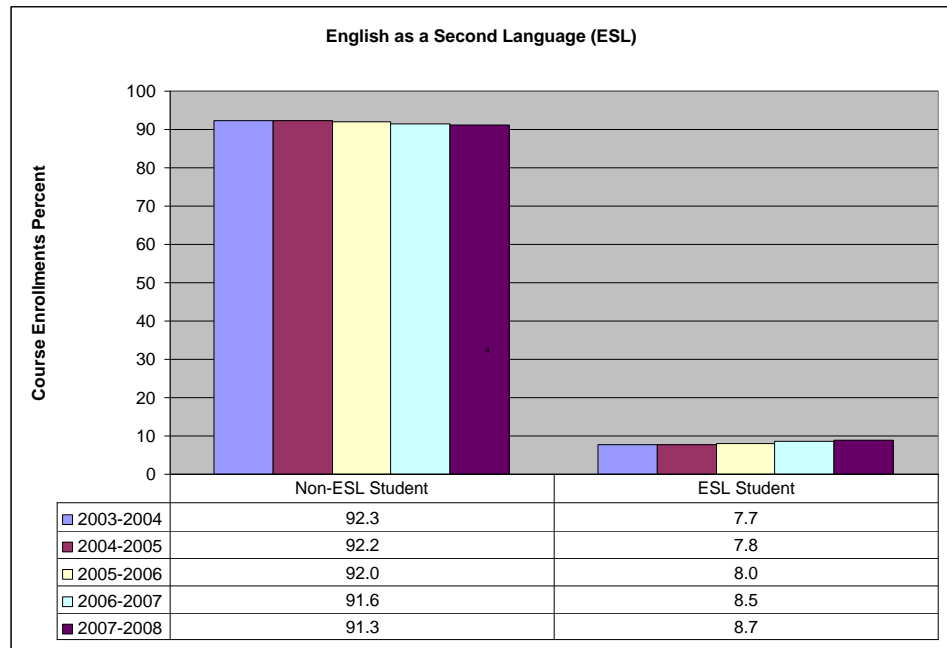
Though an inspection of success rate reveals differences across ethnic categories, it is an incomplete picture. Russian and Ukrainian students currently represent a sizeable population at ARC, but as the State MIS System does not have any categories to represent these students, more often than not, it 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

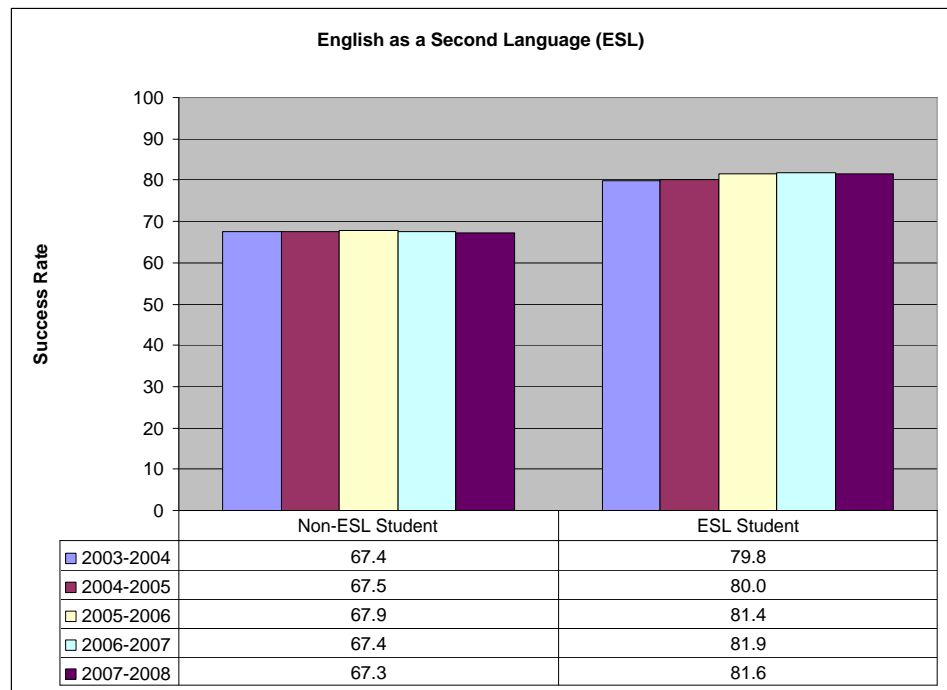
Proportions

In the current report, ESL (English as a Second Language) students were identified by reviewing their course enrollments in ESL classes. A student enrolled in an ESL class at any time during the past 9 years at ARC, is 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

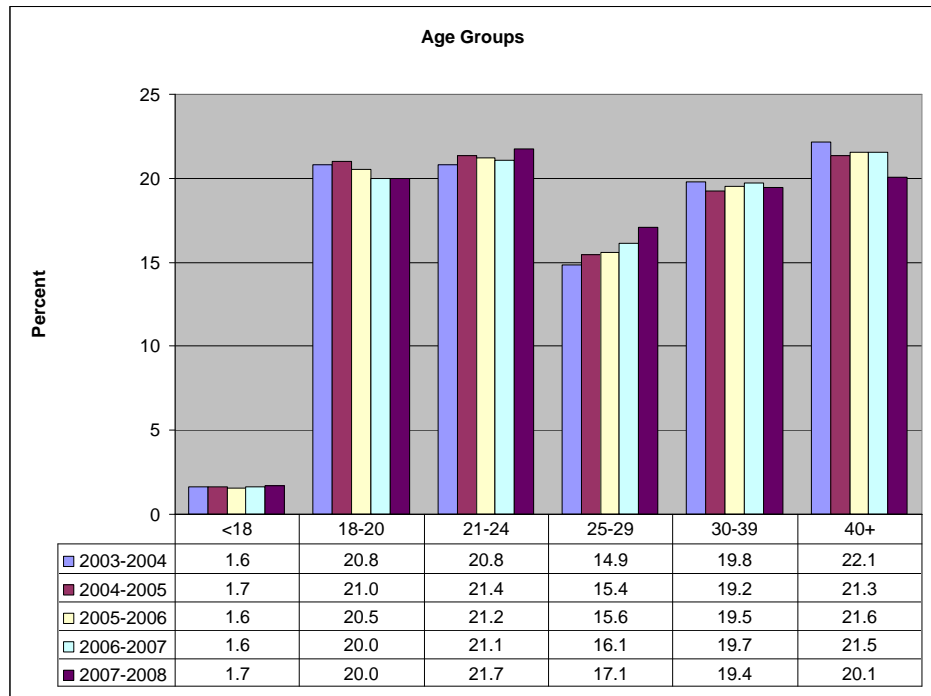
Primary Language	Count	Primary Language	Count
Afrikaans	387	Japanese	485
American Sign Language	520	Kiswahili	100
Amharic	509	Korean	1,461
Arabic	688	Laotian	520
Bahasa (Indonesian)	142	Latvian	28
Bengali	97	Lithuanian	17
Burmese	64	Malay	29
Chinese (Cantonese)	880	Norwegian	1
Chinese (Mandarin)	855	Other	3,683
Chinese (Other)	133	Polish	168
Chinese (Shanghai)	21	Portuguese	302
Czech	79	Rumanian	2,026
Danish	15	Russian	15,446
Dutch	36	Serbo-Croatian	297
English	31,6531	Slovak	30
Farsi (Persian)	2,027	Spanish	9,148
Finnish	127	Swahili	80
Flemish	56	Swedish	39
French	279	Tagalog (Philippines)	1,590
German	163	Tamil (Ceylon)	37
Greek	49	Tamil (India)	81
Hebrew	24	Telugu	47
Hindi	1,023	Thai	189
Hmong	935	Turkish	77
Hungarian	102	Twi (Ghana)	5
Indian	846	Ukrainian	5,722
Indian (Hindi)	780	Unknown	21,282
Indian (Kannada)	22	Urdu (Pakistan)	362
Indian (Konkani)	6	Vietnamese	2,075
Italian	69	Welsh	57

Though ethnicity and ESL student data shown previously describe the shifting landscape of diversity from which ARC Students come from, the table above provides yet another perspective in the range of cultures represented at ARC. This table describes 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

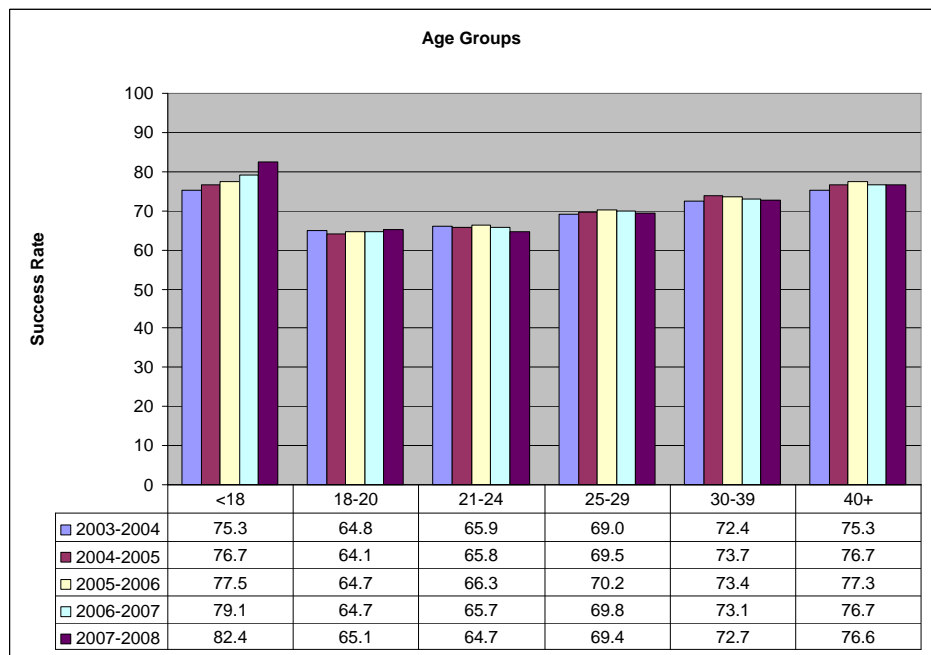
Yet another representation of the diversity of the student population that ARC serves is illustrated by the proportions of the total student body represented by the age group ranges shown to the right. The most significant growth for age groups over the past five years is seen in the 25-29 year old category. The under 18 category is



primarily populated by Advanced Ed. students (high school students enrolling in ARC courses).

Success Rate

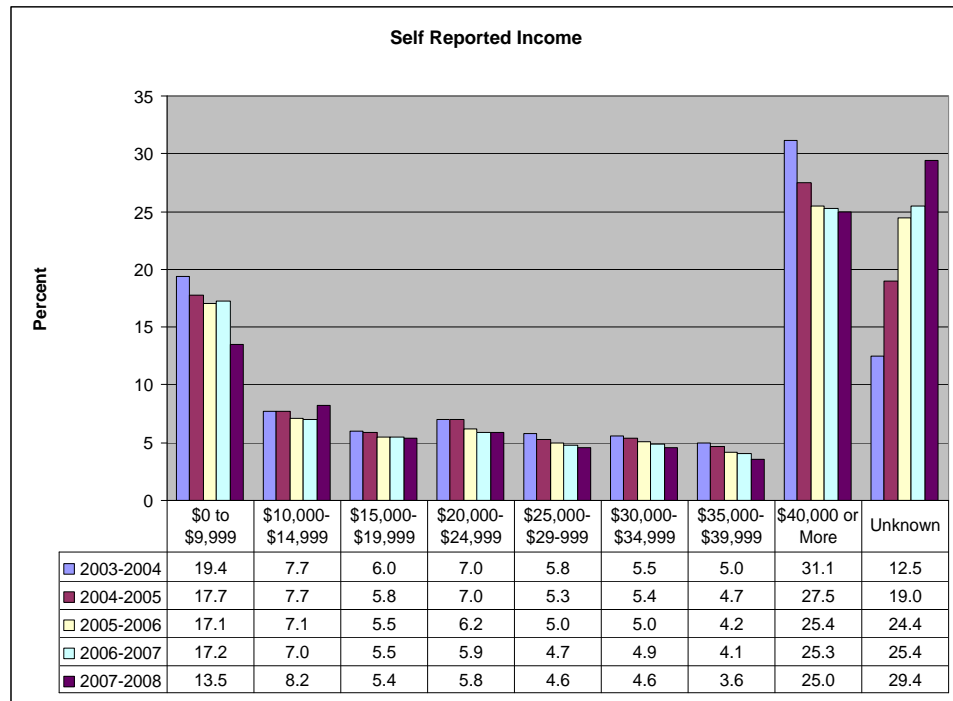
Some things just don't change in education, and as in the past, older students at ARC progressively demonstrate higher success rates when compared with younger age group categories. The one exception is the under 18 years old category which is primarily made up of advance education students who are still in high school and enroll in one or more courses at ARC.



Self-Reported Income Categories by Academic Year

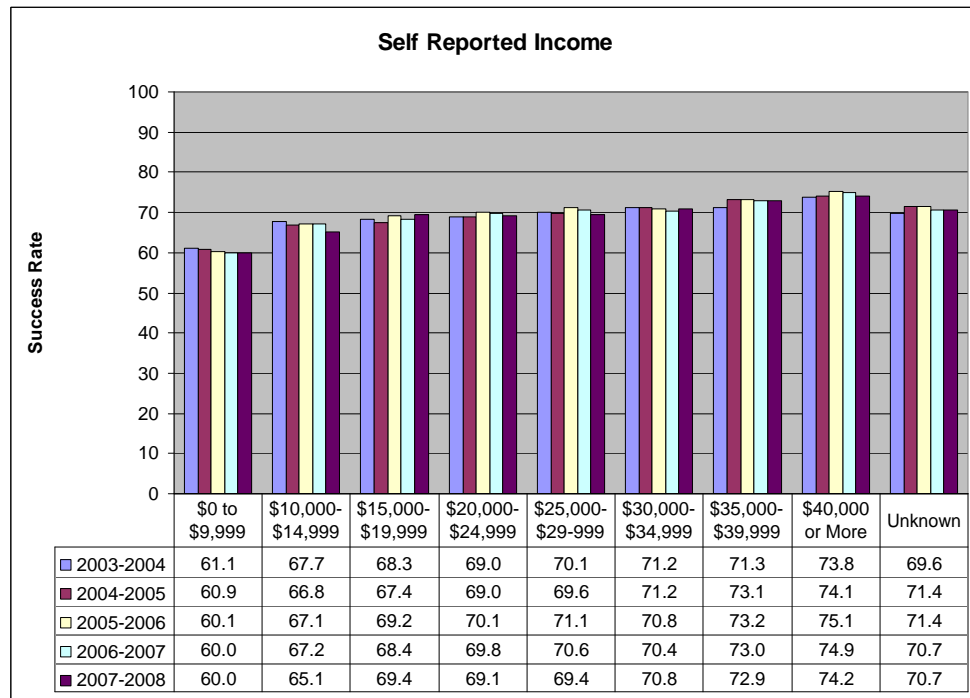
Proportions

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.

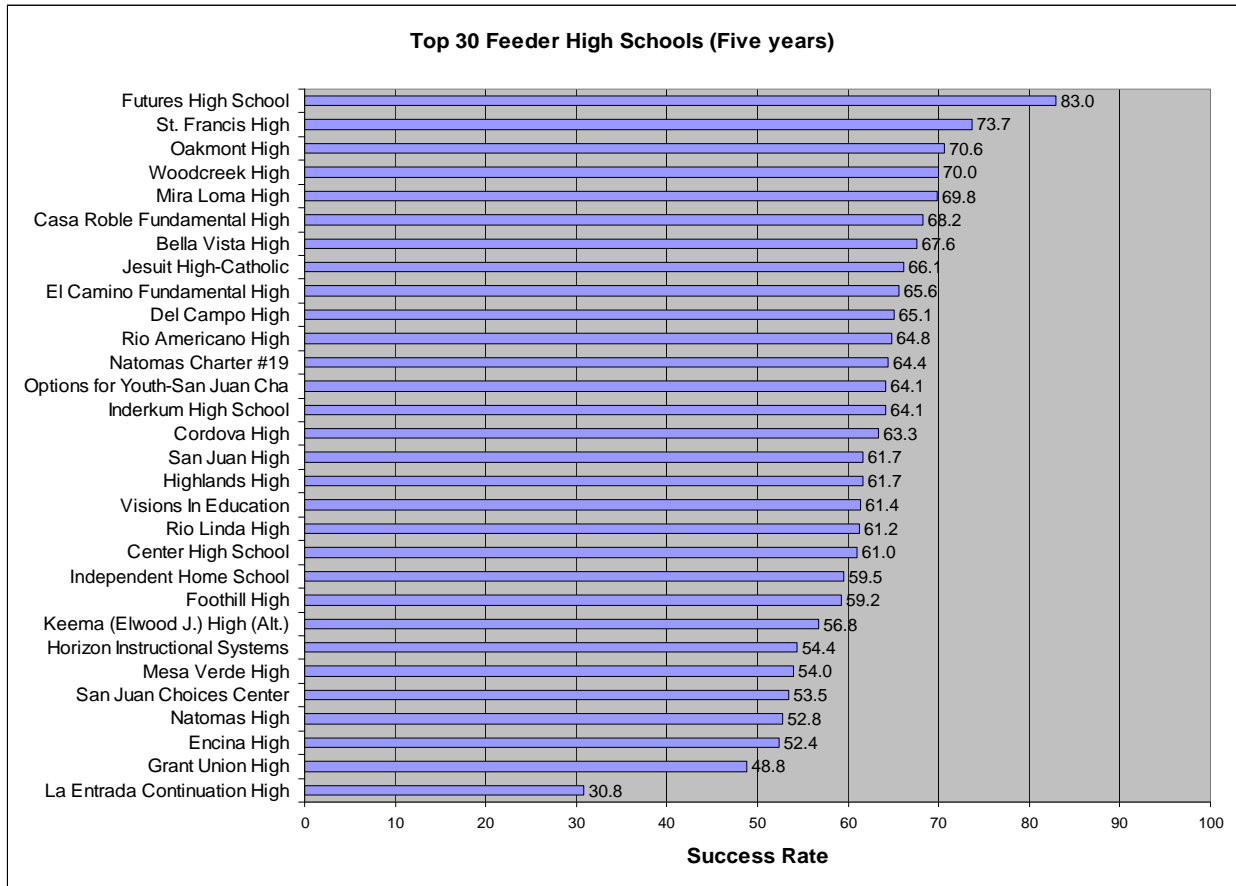


Top Thirty Feeder High Schools by Academic Year

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 to describe 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 to organizing high school recruitment efforts feedback on their efforts as well as providing them with high schools that could benefit from more support.

Top 30 Feeder High Schools: Success Rates

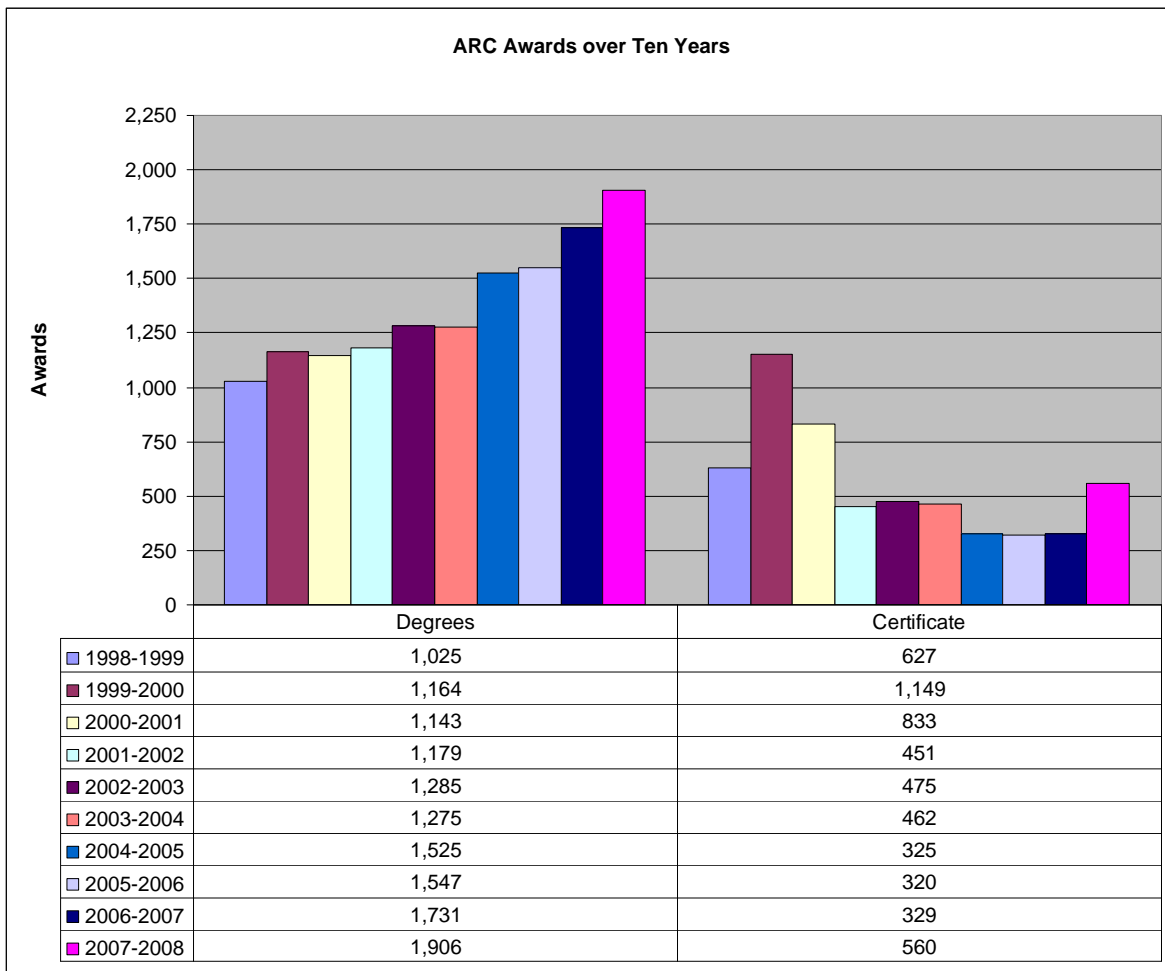


High School	Success Rate	Count
Futures High School	83.0	47
St. Francis High	73.7	266
Oakmont High	70.6	623
Woodcreek High	70.0	870
Mira Loma High	69.8	2,311
Casa Roble Fund. High	68.2	936
Bella Vista High	67.6	1,583
Jesuit High-Catholic	66.1	274
El Camino Fund. High	65.6	2,553
Del Campo High	65.1	2,400
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 and/or certificates in their field of study. Where in the past, the high school degree provide individuals with the means to secure gainful employment, ARC is realizing that are rapidly approaching the time when an lower division degree (AA, AS) will become the new standard by which employers will evaluate job candidates. The number of AA/AS degrees awarded over the past 10 years has been steadily rising. Where 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 for a certificate, but had not made the effort to apply. The increase seen for certificates in 2007-2008 reflects the renewed efforts of the College to identify and contact these students, which will in turn, also provide the college with a more accurate representation of student accomplishments.

AA/AS Degrees by Gender for Past 43 Years

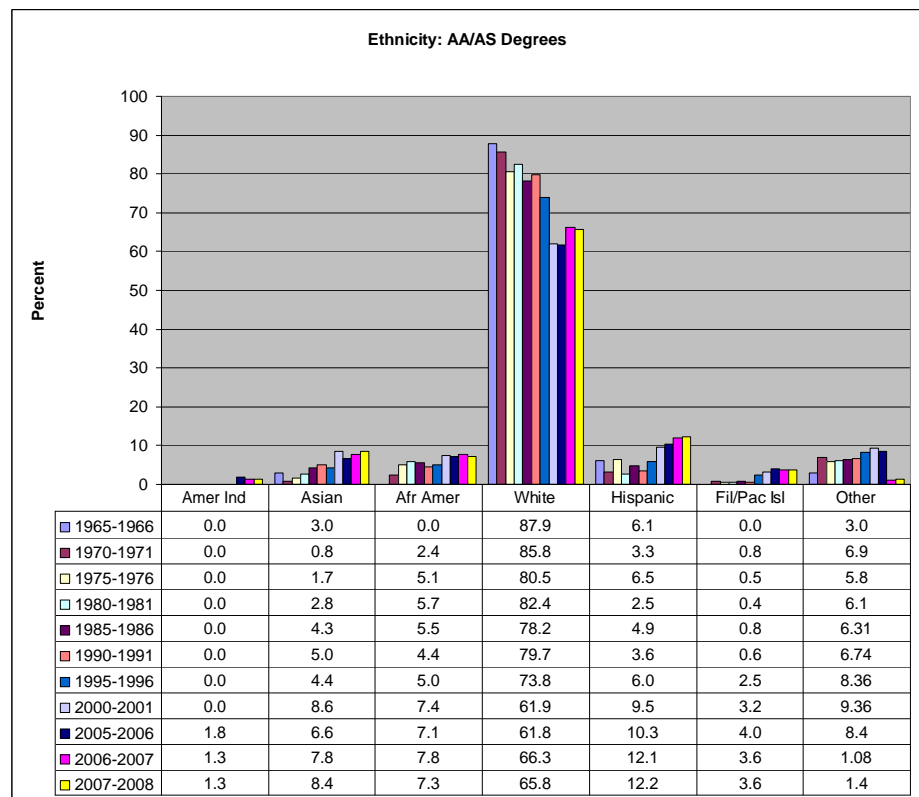
Gender

The data shown to the right for AA/AS degrees awarded at ARC spans 43 years and describes a trend that is continues since the 1990s where female students 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 1990-1991 academic year, females represented 56% of the student population and this percentage has only shifted slightly where in 2007-2008, about 54% of ARC students are female (if the Public Safety Training Center and Apprenticeship enrollments are removed), indicating that females earn a higher proportion of degrees at ARC than do males relative to the student gender ratio.



Ethnicity

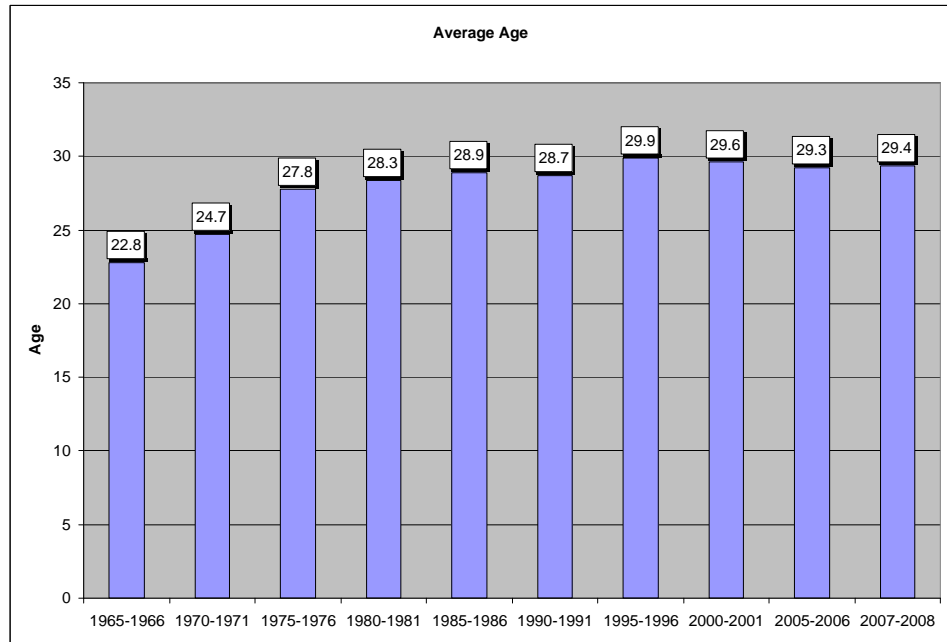
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown to the right have also occurred since 1965-1966 reflecting the changes in student diversity on the ARC campus over the past 43 years.



AA/AS Degrees by Average Age for Past 43 Years

Age Groups

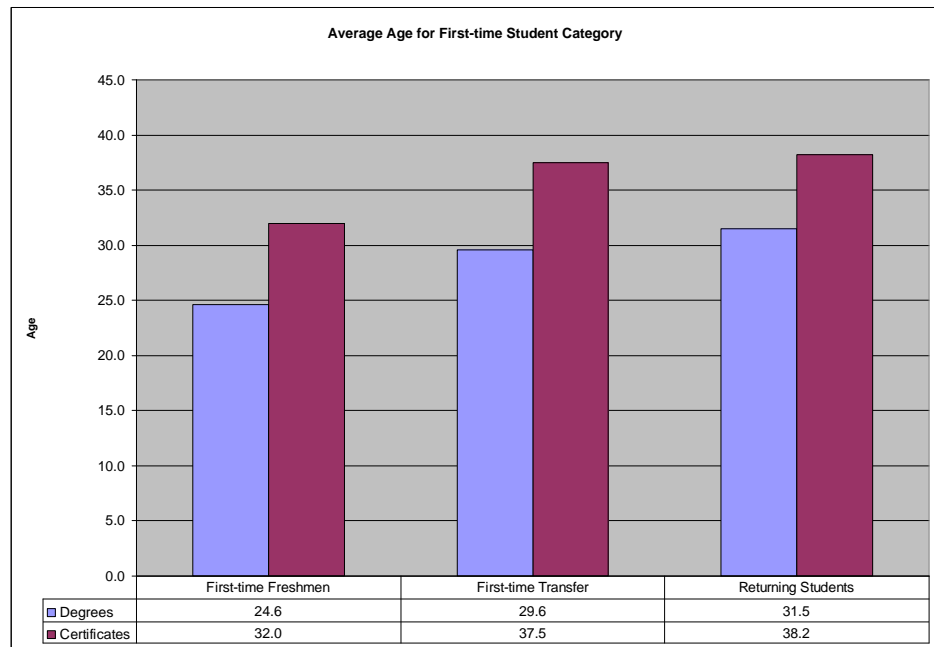
The chart shown to the right describes the average age for students receiving AA/AS degrees over the past 43 years. It is interesting to note the rather sharp decline for younger students from 1965-1966 to 1985-1986 and that the proportion of degrees for older students has not shifted appreciably since 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 it should come as no surprise that a significant number of awards go to our 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 range from 32 to 38 years old.

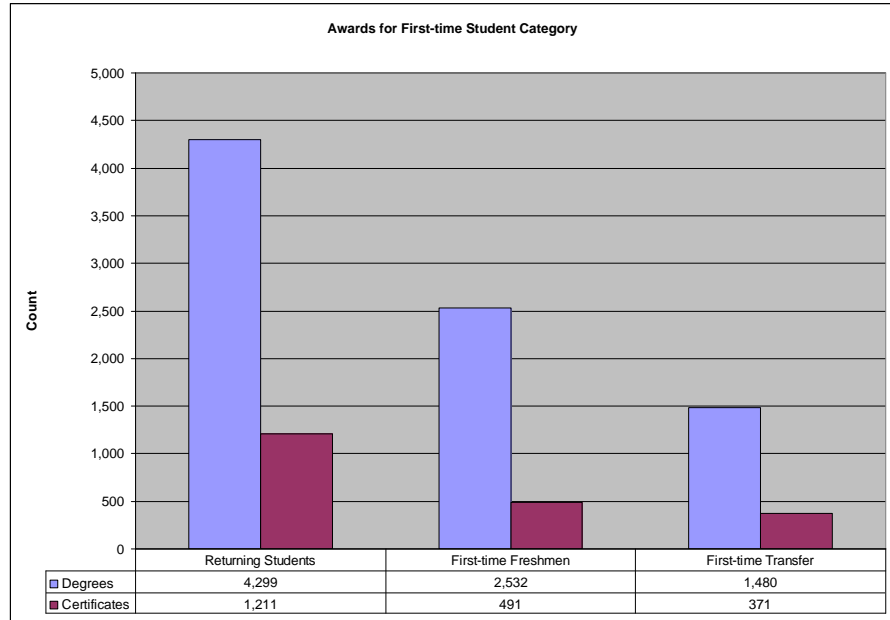
Awards for First-time Students over the Past Five Years

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 (reentry) received 50.3% of the total degrees awarded in the past five academic years, and are compared with the first-time freshmen who received 32.5%, and

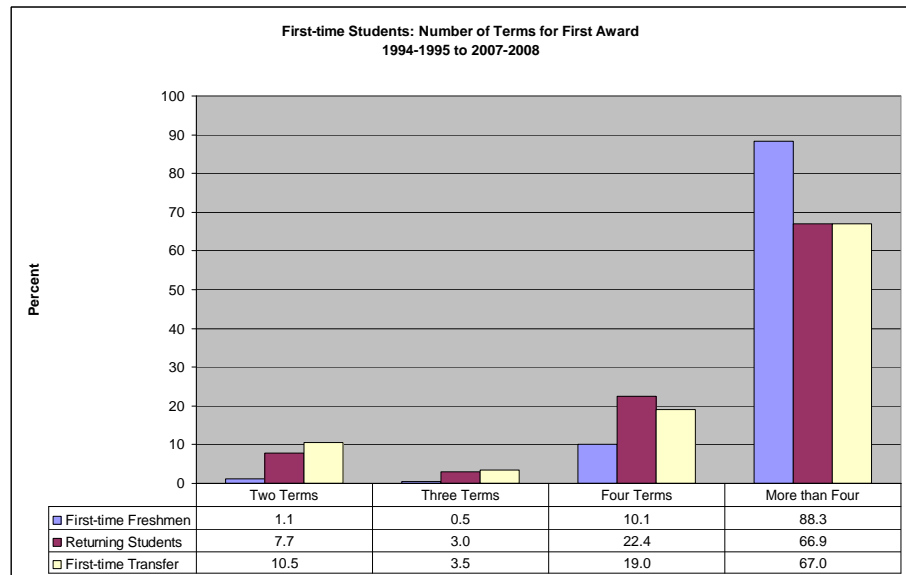
first-time transfer at 17.2%. The returning and transfer students together accounted for 67.5% of all degrees awarded and 76% of all certificates. From one perspective it is not farfetched to think of both returning and first-time transfer as first-time students much like the traditional first-time freshmen. Both groups represent students who are starting at ARC after a stop out period following 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 next.



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

First-time Students

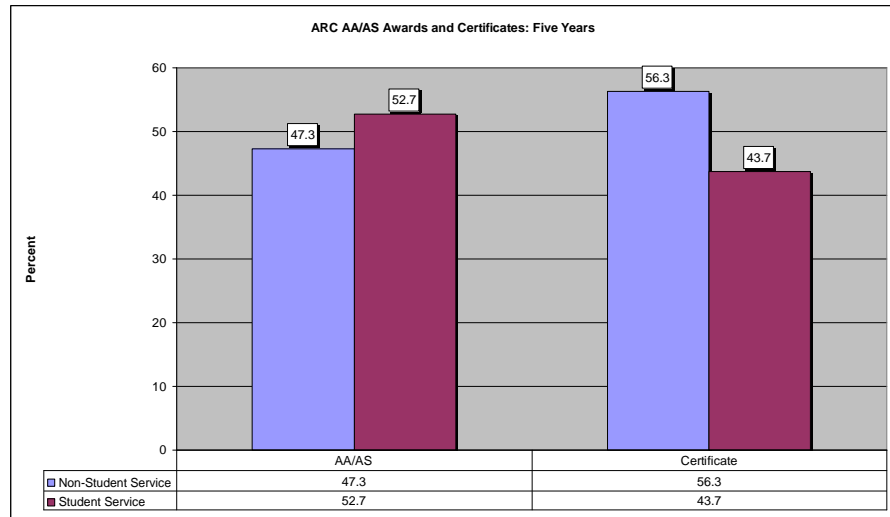
Data from the 1993-1994 academic year to present (2007-2008) was evaluated to determine the number of terms students completed before receiving their first ARC award (AA/AS or Certificate). Though both returning students and first-time transfer students received a greater proportion of awards at two,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

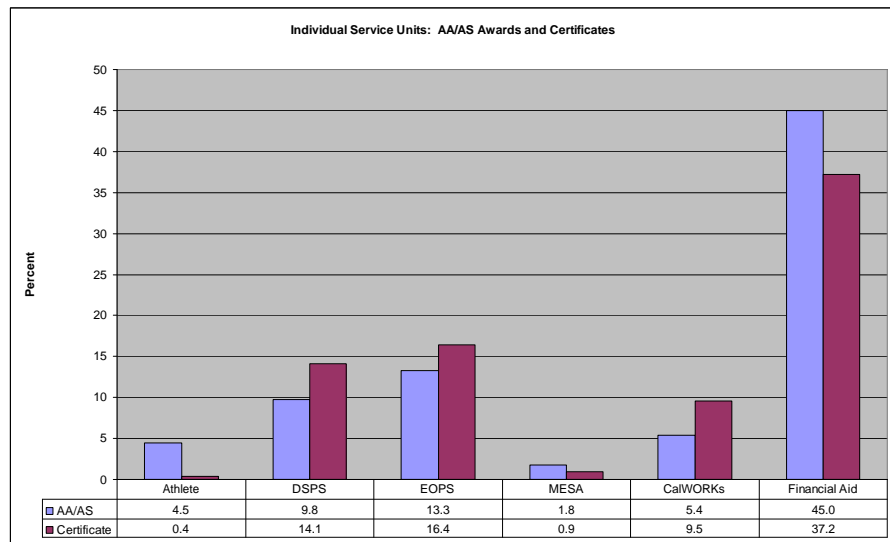
Awards for Student Service and Non-Student Service over Five Academic Years

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 units 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 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 groups provide services and support to a significant number of students who are generally perceived as underprepared for college level work.

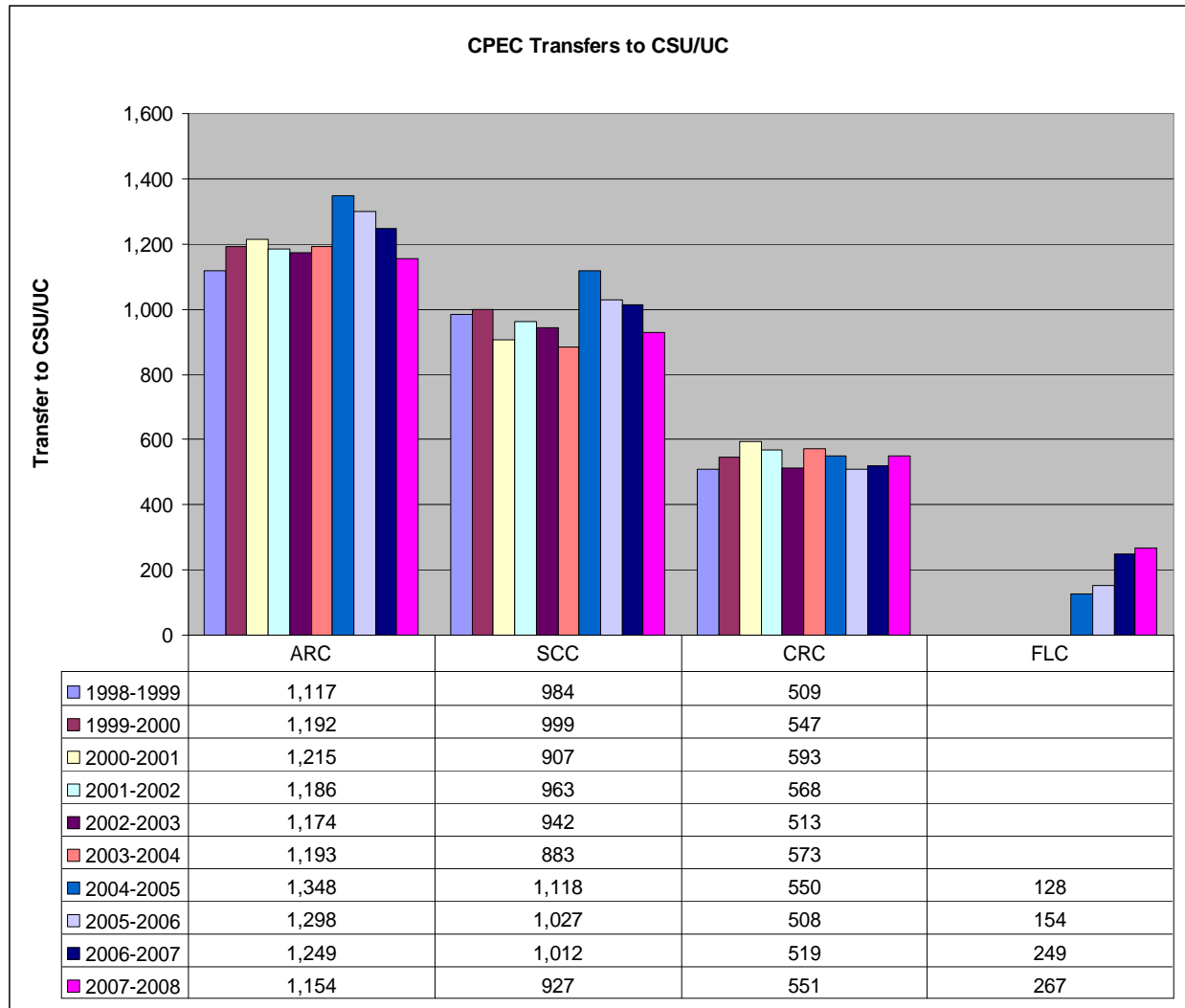
Awards for Individual Student Support Services over Five Academic Years



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 units listed for 2003-2004 to 2007-2008. It should be noted that students can participate in more than one service unit, and as such, the percentage of students 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 depending to a greater or lesser extent on financial aid. For example, groups such as EOPS, CalWORKs are fully integrated with and dependant 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, so can all the other service units 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 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 is available, but the State Chancellor's Office or our own District may be providing more data in the future, allowing ARC to get a more realistic perspective on their total transfers to four-year colleges in and out of the state.

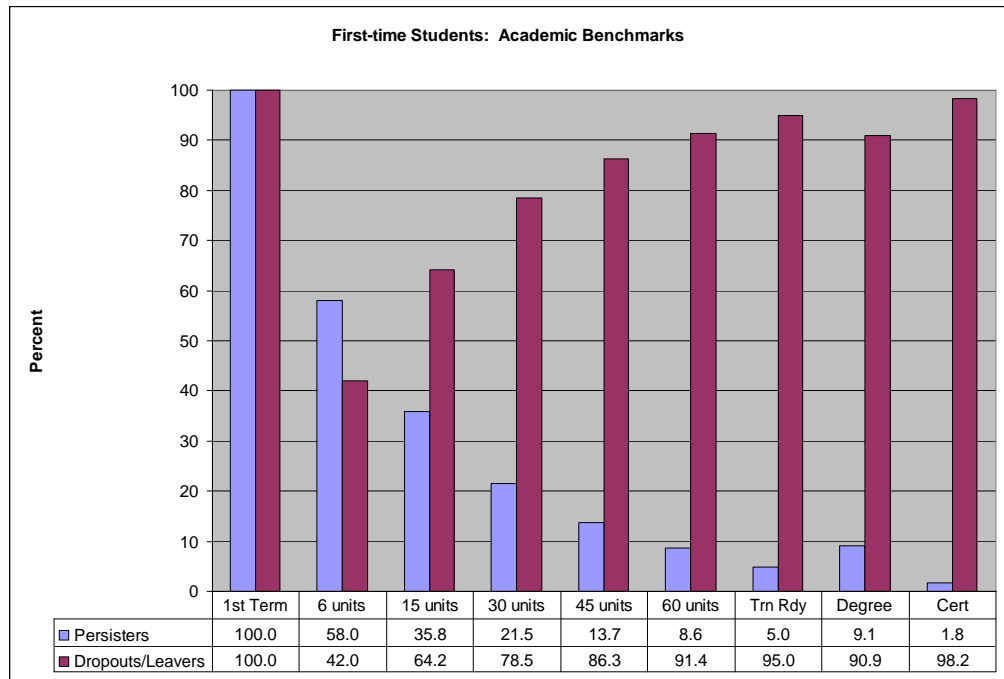
ARC	2002-2005	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CSU Transfers	973	983	1,128	1,099	1,043	936
UC Transfers	201	210	220	199	206	218
In State Private 4 yr			228	210		
Out of State Private 4 yr			223	181		
Total	1,174	1,193	1,799	1,689	1,249	1,154

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 ESL (English as a second Language) 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 choose to use the term developmental as a primary dimension in the mission to describe the essentially the same process. 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 (reentry) that are assessed will need to begin in developmental level English and/or math courses, the college is also 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 dialog 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. An authentic analysis of the reality of the developmental education process takes courage and honesty and the following represents evidence of ARC's current commitment to this process. Developmental education in English and math are the primary focus, as ESL students (English as a Second Language) as noted in an earlier section flourish not only in the ESL department 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, first-time transfers, and returning students (reentry) 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 indicates 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 of course account for the approximately 1,500 to 1,700 student who transfer to instate and out of state four-year institutions.

First-Time Students

It has been traditional to think of our new students as first-time freshmen. But this perception is changing as you will find in the pages that follow. Flying under the radar and largely ignored in research evaluations, have been two other groups of students who for all purposes are overall, just as underprepared for college level work as are the majority of new freshmen. The first-time transfer and returning student (reentry) 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 estimate that about 75% of first time students will need to enroll in developmental level English and/or math courses, and when you examine the actual enrollment numbers of these students and their demographics on the next page, you will discover that collectively they represented 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 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% are not representative of the more traditional academic tracts represented by the 27,047 students in the table to the right. When demographics of the first-time freshmen, first-time transfer, and returning student are examined, it becomes apparent that all three of these groups share much in common. For example, though the average age for each group is quite different, the success rates for all

	First-time Freshmen		Returning Students		First-time Transfer		All First-time Students		Continuing Students	
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
All Student n = 27,047	4,188	15.5	4,351	16.1	5,262	19.5	13,801	51.0	13,246	49.0
Gender										
Female	2,175	51.9	2,652	61.0	3,332	63.3	8,159	59.1	8,078	61.0
Male	1,960	46.8	1,651	37.9	1,852	35.2	5,463	39.6	5,024	37.9
Unknown	53	1.3	48	0.1	78	1.5	179	1.3	144	1.1
Ethnicity										
Native American	62	1.5	66	1.5	60	1.1	188	1.4	192	1.5
Asian	349	8.3	590	13.6	479	9.1	1,418	10.3	1,333	10.1
African American	518	12.4	480	11.0	570	10.8	1,568	11.4	1,218	9.2
White	2,126	50.8	1,985	45.6	2,654	50.4	6,765	49.0	7,153	54.0
Hispanic	603	14.4	567	13.0	647	12.3	1,817	13.2	1,603	12.1
Filipino/Pacific Isl.	151	3.6	219	5.0	214	4.1	584	4.2	488	3.7
Other	379	9.0	444	10.2	638	12.1	1,461	10.6	1,259	9.5
Enrollment Status										
Full-time	1,910	45.6	740	17.0	599	11.4	3,249	23.5	4,558	34.4
Middle time	1,377	32.8	1,383	31.8	1,638	31.1	4,398	31.9	5,044	38.1
Part-time	901	21.5	2,228	51.2	3,025	57.5	6,154	44.6	3,644	27.5
Student Goal										
Transfer and/or Degree	3,018	72.0	2,457	56.5	2,916	55.4	8,391	61.0	10,502	79.3
Certificate	235	5.6	241	5.5	310	5.9	786	5.7	513	3.9
Other	404	9.7	1,134	26.1	1,334	25.4	2,872	20.8	1,408	10.6
Undeclared	531	12.7	519	11.9	702	13.3	1,752	12.7	823	6.2
Average Age	22.9		29.4		33.4		29.1		30.7	
Success Rates	59.1		63.6		62.8		61.5		70.7	

three groups in the first term are very 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. As these first-time students represented 51% of the fall 2007 academic tract students, and that about 75% of these students will need developmental level education, the magnitude of the challenge is apparent.

Fall to Fall and Spring to Spring Persistence Rates for First-time Students over fifteen years

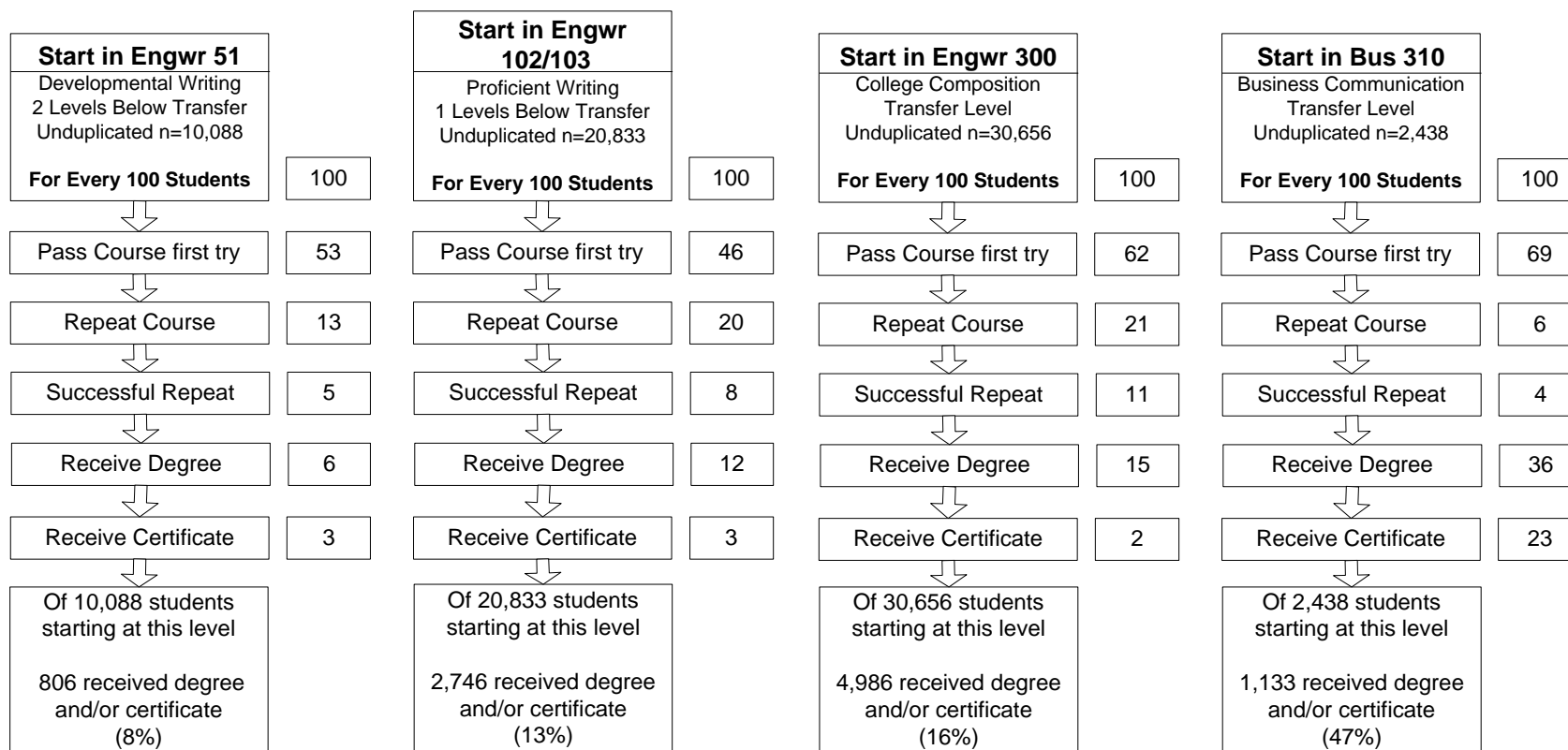
As can be seen in the table to right, over the past 15 years, the persistence rate of *first-time freshmen* starting during a fall term who are still enrolled one year later has ranged from 43% to 52%. What is generally not reported is the significantly lower persistence rates for first-time freshmen 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 an important priority. The data indicates that approxi-

mately 2 out of 3 first-time-students over the past fifteen years did not reenroll 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 attempts to explore potential causal factors to better understand low student persistence by examining student performance in the developmental level

FIRST-TIME STUDENTS: 15 YEARS:											1993-1994 to 2007-2008		
Fall & Spring Percent		42.2			27.8			29.5			Fall & Spring Percent		33.1
Start Term/yr	Target Next Fall	First-time Freshmen			First-Time Transfers			Returning Students			All First-time Start Cnt	Next Fall Cnt	All First-time Rate
		Start Cnt	Next Fall Cnt	Persist Rate	Start Cnt	Next Fall Cnt	Persist Rate	Start Cnt	Next Fall Cnt	Persist Rate			
Start In Fall As First-time Freshmen													
F1993	F1994	3,782	1,637	43.3	3,190	924	29.0	3,426	1,112	32.5	10,398	3,673	35.3
F1994	F1995	3,527	1,568	44.5	2,855	866	30.3	3,404	1,064	31.3	9,786	3,498	35.7
F1995	F1996	3,673	1,645	44.8	2,992	937	31.3	3,555	1,103	31.0	10,220	3,685	36.1
F1996	F1997	3,809	1,664	43.7	2,992	861	28.8	3,827	1,152	30.1	10,628	3,677	34.6
F1997	F1998	3,957	1,708	43.2	2,928	801	27.4	3,730	1,097	29.4	10,615	3,606	34.0
F1998	F1999	4,102	1,858	45.3	2,744	723	26.3	3,872	1,161	30.0	10,718	3,742	34.9
F1999	F2000	4,522	2,122	46.9	3,066	847	27.6	3,870	1,183	30.6	11,458	4,152	36.2
F2000	F2001	4,584	2,150	46.9	2,778	807	29.0	3,650	1,138	31.2	11,012	4,095	37.2
F2001	F2002	5,431	2,687	49.5	3,539	1,099	31.1	3,841	1,133	29.5	12,811	4,919	38.4
F2002	F2003	4,830	2,204	45.6	2,491	712	28.6	5,125	1,455	28.4	12,446	4,371	35.1
F2003	F2004	4,096	1,980	48.3	2,356	668	28.4	5,292	1,541	29.1	11,744	4,189	35.7
F2004	F2005	4,454	2,143	48.1	3,973	1,165	29.3	4,544	1,362	30.0	12,971	4,670	36.0
F2005	F2006	4,548	2,301	50.6	3,821	1,143	29.9	4,769	1,603	33.6	13,138	5,047	38.4
F2006	F2007	4,507	2,329	51.7	4,166	1,251	30.0	4,871	1,554	31.9	13,544	5,134	37.9
Start In Spring As First-time Freshmen													
S1994	S1995	1,959	566	28.9	2,616	698	26.7	3,253	952	29.3	7,828	2,216	28.3
S1995	S1996	1,820	528	29.0	2,331	641	27.5	3,284	957	29.1	7,435	2,126	28.6
S1996	S1997	1,851	523	28.3	2,687	648	24.1	3,189	904	28.3	7,727	2,075	26.9
S1997	S1998	1,846	537	29.1	2,754	676	24.5	3,471	1,023	29.5	8,071	2,236	27.7
S1998	S1999	1,939	546	28.2	2,354	596	25.3	3,337	892	26.7	7,630	2,034	26.7
S1999	S2000	2,078	617	29.7	2,370	529	22.3	3,420	957	28.0	7,868	2,103	26.7
S2000	S2001	2,261	743	32.9	2,349	631	26.9	3,303	979	29.6	7,913	2,353	29.7
S2001	S2002	2,310	770	33.3	2,376	650	27.4	3,227	878	27.2	7,913	2,298	29.0
S2002	S2003	2,812	950	33.8	2,870	757	26.4	3,479	930	26.7	9,161	2,637	28.8
S2003	S2004	2,447	824	33.7	2,247	559	24.9	5,167	1,447	28.0	9,861	2,830	28.7
S2004	S2005	2,425	888	36.6	2,165	688	31.8	5,147	1,422	27.6	9,737	2,998	30.8
S2005	S2006	1,952	741	38.0	3,194	872	27.3	3,900	1,082	27.7	9,046	2,695	29.8
S2006	S2007	2,125	811	38.2	3,263	884	27.1	3,992	1,162	29.1	9,380	2,857	30.5
S2007	S2008	2,117	866	40.9	3,504	898	25.6	4,248	1,298	30.6	9,869	3,062	31.0

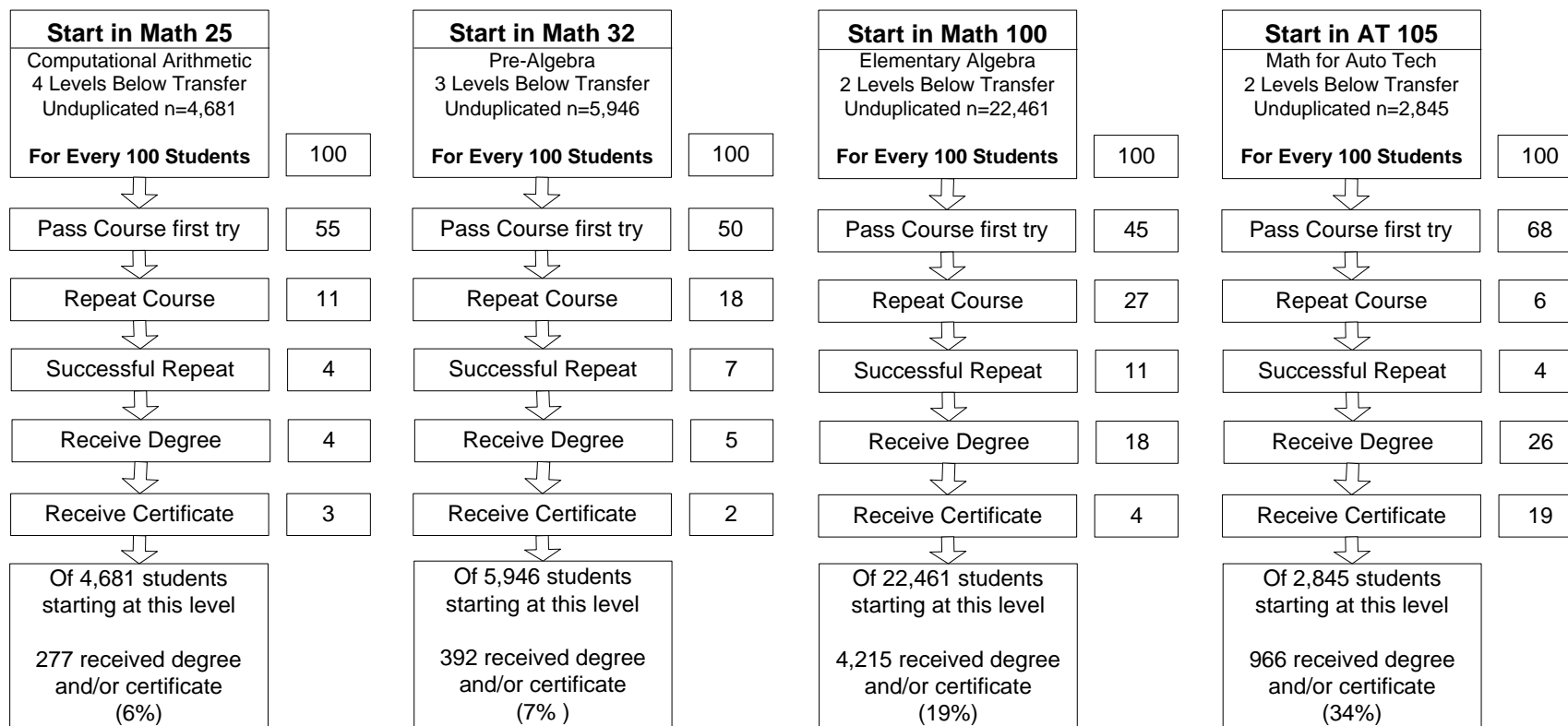
English writing and math course sequences. Success in these developmental level courses is essential for students if they have made graduation and/or transfer their goal.

Student Progression through the English Writing Sequence



The data above represents 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 the 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 rate rises for the ENGWR 102/103 (20%) and the transfer level ENGWR 300 (21%) that indicate that more than 1 of every 5 of these students repeated these courses, with about 25% of the repeaters, repeating the course more than once.

Student Progression through the Math Sequence

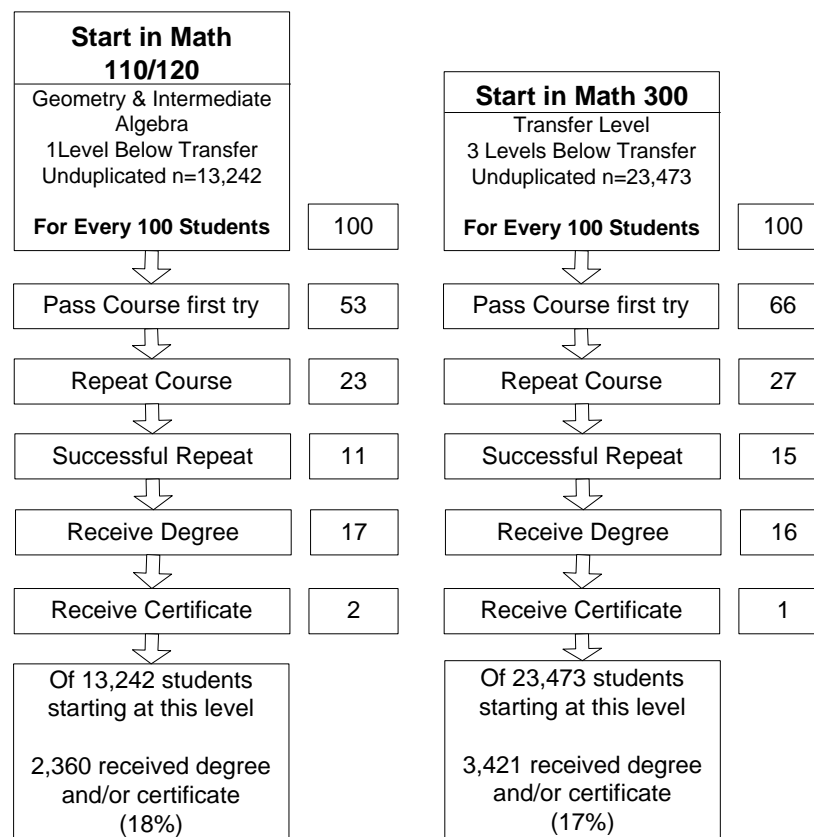


The data to the right and on the next page represents an overall snapshot of ARC math enrollments over the past 14 Academic Years. Each course level contains students at their initial math placement (no prior math course work at ARC). For example, of every 100 students who began at Math 25 (Computational Arithmetic), 55 passed the course on first try, 11 repeated and of the repeaters, 4 successfully completed the course; four will 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, note the number of students who repeat math courses both on this page and the next where approximately 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-

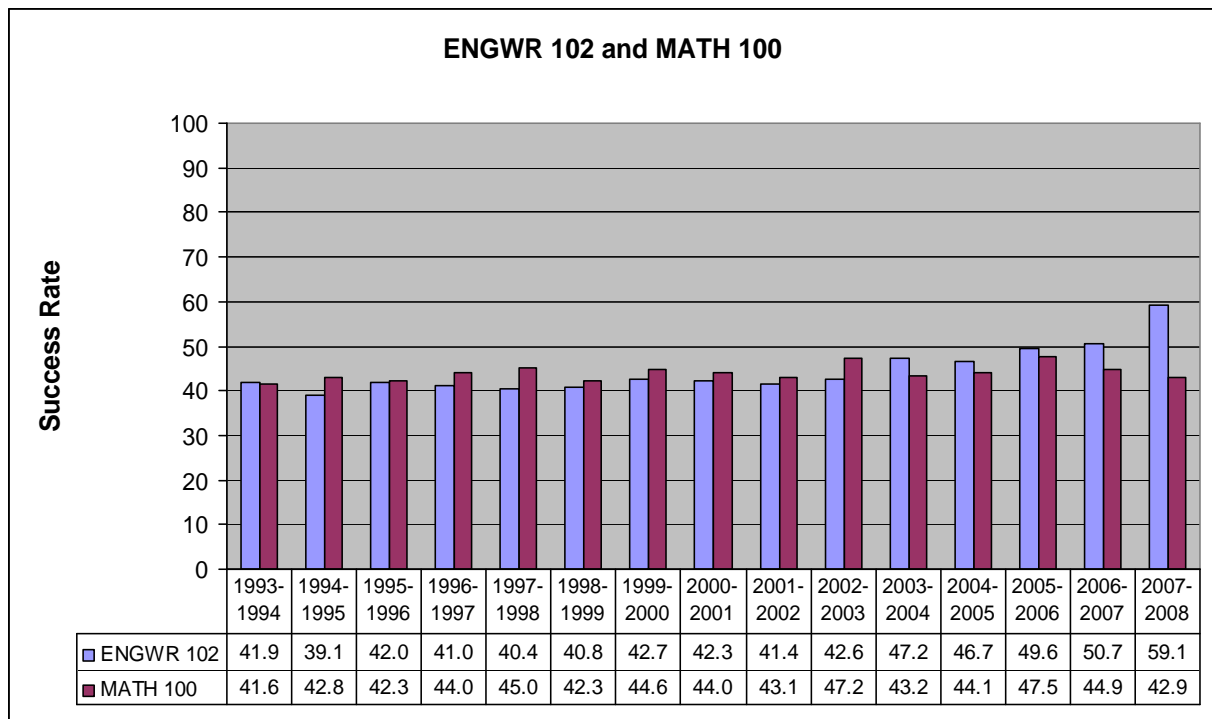
2008. With the new 2009 graduation standards in place, students will now have to complete a Math 120 level course, on level higher than in the past. The last two math levels, 1 level below and transfer are shown on the next page.

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) that indicates the alignment between high school and college math courses is not good. 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. The result is that 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 above 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 rightfully believe they should be prepared for these one level below transfer courses, often they are not, as the 53% pass rate for the course indicates.



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)

There are two critical courses that will stand as the bell weather for any significant improvement in the developmental education curriculum and for that matter, all college outcomes. ENGWR 102 and MATH 100 represent 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 on not only English, and math, but in all other college courses as well. So 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. This translates to 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 it meant that 407 more students would continue transfer level English writing than would have in the past. In all fairness to math, much of the College's early efforts with developmental education had focused on English success. Though challenges still exist for Elementary Algebra (MATH 100), it is anticipated that the current focus on the Basic Skills Initiative will impact this department in an equally positive fashion.

Student Learning Outcomes

American River College launched its institutional discussion of student learning outcomes in 2006 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.

The college 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-prong approach for the assessment of course SLOs (indirect by means of student questionnaires and direct by means of faculty-designed tests).

A broadly based SLO assessment committee, with representatives from all constituency groups, oversees the process. The SLO assessment committee leadership is charged with the responsibility of briefing department chairs to assist them in the implementation of SLO assessment.

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.

By this point in the Spring 2009 semester, American River College 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.

[Worksheet for American River College (Spring 2009), SLOs]

[American River College Student Learning Outcomes Assessment: Outlining the Initial Phase]

[ARC Curriculum Manual 2007]

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 6100 students. Smaller centers cannot cost-effectively justify the presence of on-site support staff and services for all college functions, which problem 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.

[http://www.arc.losrios.edu/off_campus_centers.htm]

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.

[http://inside.arc.losrios.edu/committees/Documents/PCC/DE_Plan_Final_Feb2008.pdf]

[http://ic.arc.losrios.edu/~itc/institutes/Online-D2L_2009/OnlineHome.htm]

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.

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.