

PEER REVIEW TEAM REPORT

American River College
4700 College Oak Drive
Sacramento, CA 95841

This report represents the findings of the Peer Review Team that conducted a Focused Site Visit to American River College from October 10, 2022 to October 12, 2022. The Commission acted on the accredited status of the institution during its January 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Kristin Clark
Team Chair

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**American River College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Kristin Clark, Team Chair
West Hills Community College District
Chancellor

*Dr. Angelica L. Suarez, Vice Chair
Orange Coast College
President

ACADEMIC MEMBERS

Dr. Michael Cawdery
Leeward Community College
Professor, Teacher Education

*Ms. Catherine Indermill
Mendocino College
Professor of Psychology

Ms. Evelyn Lord
Laney College
Head Librarian

Dr. Michael Reese
Los Angeles Trade-Technical College
Vice President of Academic Affairs

Dr. Julia Wendt
Victor Valley College
Department Chair and Faculty

ADMINISTRATIVE MEMBERS

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Glendale Community College
Manager of Accreditation and Institutional Effectiveness

Mr. Bill McGreevy
Grossmont College
Vice President of Administrative Services

Dr. Robert Pimentel
Fresno City College
Vice President, Educational Services & Institutional Effectiveness

ACCJC STAFF LIAISON

Dr. Gohar Momjian
Vice President

*Persons who served as participants on the district review team are noted with an asterisk.

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FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: American River College

DATES OF VISIT: October 10-12, 2022

TEAM CHAIR: Dr. Kristin Clark

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In February 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team would pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A five-member peer review team conducted a Focused Site Visit to American River College on October 10, 11, and 12, 2022 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on September 29, 2022, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately fifty faculty, administrators, classified staff and students in formal meetings and group interviews. Team members met with one trustee from the District and conducted interviews with several district staff, including the Chancellor. The team held one open forum and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1 :

The team commends the institution's commitment to diverse student views and their participation in informing and shaping college practices as evidenced by the Student Design Team initiative. (IVA.2)

Team College Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends that the College adhere to its newly established process for developing and reporting improvement actions should the College or instructional programs ever fall below institution-set standards for institution-wide or program performance. (IB.3)

Recommendation 2 (improvement):

In order to increase effectiveness, the team recommends the College strengthen its process to ensure there is inclusion of feedback on student performance as related to regular and substantive interaction in distance education courses providing students with opportunities to adjust their performance. (IIA.3 and Commission Policy on Distance Education and Correspondence Education)

District Commendations:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

District Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

Introduction

American River College (ARC) was founded in 1955 as part of the American River Junior College District. The District changed its name to the Los Rios Community College District (LRCCD) in 1965 and the College gained its current name at that time. LRCCD is comprised of four colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

The College is in Sacramento, California on a 153-acre site. In addition to the main campus, the College has three centers including the Mather Center, the McClellan Center, and the Natomas Center. The College enrolls a diverse student body of over 30,000 students and transfers more students to UC (University of California) Davis and CSU (California State University) Sacramento than any other community college.

The peer review team participated in team training, met several times, and conducted its review of the College's ISER remotely through Zoom. The team thoroughly reviewed the College's ISER and the evidence, which included but was not limited to, meeting minutes, manuals, policies and regulations, program reviews, institutional plans, learning outcomes evidence, course syllabi, distance education classes, the college catalog, the website, and accreditation reports. Two open forums provided both the community and college constituents an opportunity to provide comments and share what they think is special about ARC. Attendees indicated that they were proud of their diversity, equity, and inclusion work as well as their culture of transparent and open dialogue.

The team was impressed with several notable practices. First, ARC's commitment to diversity, equity, and inclusion is thematic in the College's resources and practices. For example, the team was impressed with the College's Indigenous Land Statement, which is posted on the college website and reads, "We acknowledge the land which we occupy today as the traditional home of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Nisenan, Maidu, and Miwok people." Also, the team noticed a strong culture of collaboration both within the college and the district such as the collaboration between the libraries within the District. Finally, the team was impressed with the way the College engages students in its governance process as exemplified in the Student Design Team initiative.

Eligibility Requirements

1. Authority

The team confirms that American River College (ARC) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In addition, the College operates under the authority of the State of California Education Code, which establishes the California Community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

2. Operational Status

As exhibited in its Factbook, 2021 annual report to the ACCJC, and schedule of classes, the College is operational and has students actively pursuing its degree programs. About 27,000 students are enrolled in online, hybrid, and in-person modalities, down from over 33,000 in fall 2017. Students earn between 4,000 and 7,000 associate degrees for transfer, local degrees, and certificates every year. (ER 2)

The College meets the ER.

3. Degrees

The team confirms that a substantial portion of ARC's institutional educational offerings are programs that lead to degrees, and a considerable proportion of its students are enrolled in them. In addition, the College's degree programs are of two academic years in length.

The College meets the ER.

4. Chief Executive Officer

As described by Administrative Regulation R-4111 – Chancellor Authority, the chancellor serves as the chief executive officer of the Los Rios Community College District. The governing board delegates to the chancellor the administration of the District and the execution of all decisions concerning District operations. The chancellor delegates full responsibility and authority to the college president to implement and administer District policies and procedures. The president serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the chancellor and consistent with the District policies of the governing board. Neither the chancellor nor the president serves as the chair of the governing board. The accreditation liaison officer informs the Commission immediately when there is a change in the chief executive officer.

The College meets the ER.

5. Financial Accountability

The team confirmed that ARC undergoes and makes available an external audit by a certified public accountant and there have been no material weaknesses or significant deficiencies in audits over the last six years. The College demonstrates financial accountability by adhering to Board policies and regulations and through approval of budgets presented to the Board. The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College's student loan default rates have decreased over the last several years and the default rates fall within federal guidelines as evidenced on the Federal Student Aid website.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
<input checked="" type="checkbox"/>	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative :

The College has a link to the third-party comment form maintained by ACCJC, copies of correspondence with ACCJC, a copy of the College's Institutional Self Evaluation Report

(ISER), and timely notice of the peer review team's visit. ACCJC did not receive applicable third-party comments in advance of the site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has defined institution-wide and program metrics for student achievement and identified institution-set standards and a process to analyze its outcomes and address when it falls below its standards.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

All credit hour and degree program lengths are in alignment with the District Board policy 7241 Graduation Requirements. Additional evidence of alignment can be found in the College Catalog and the Curriculum Handbook. Policies about tuition and fees are posted in the ARC College Catalog. The College does not convert clock hours to credit hours. The College demonstrates compliance with the Commission Policy on Credits, Program Length, and Tuition.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The District articulation policy and regulation are clearly stated and are available to be viewed by students and the public. The College has an established Transfer Center offering workshops and counseling sessions and clearly states information and processes for transfer in their course catalog. The College demonstrates compliance with the Commission Policy on Transfer Policies.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The District has a Board policy and regulation on Distance Education that clearly addresses expectations for quality, integrity, and effectiveness of distance education instruction. The College verifies the identity of students enrolled in distance education and has comparable learning support services and student support services for distance education students.

Recommendations to Improve Quality:

Recommendation 2:

In order to increase effectiveness, the team recommends the College strengthen its process to ensure there is inclusion of feedback on student performance as related to regular and substantive interaction in distance education courses to providing students with opportunities to adjust their performance. (IIA.3 and Commission Policy on Distance Education and Correspondence Education)

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. The College has systems in place to maintain student files for the previous seven years. A review of student complaint files confirmed that the college followed the District Policy and Procedure 2412 on Student Grievances. Additionally, the college website and college catalog provide evidence of compliance with the listing of contact information for filing complaints with accreditation agencies that accredit specific instructional programs. The College demonstrates compliance with the Commission Policy on Student Complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team reviewed the College catalog and the College accreditation website and found that the institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status. The College demonstrates compliance with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence indicating that the student loan default rates are below the 30% threshold. An annual audit is performed by external auditors, which includes a complete review of Title IV compliance. The College demonstrates compliance with the Commission Policy on Title IV.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

ARC demonstrates dedicated support of student learning and achievement through its mission statement, vision statement, commitment to social justice and equity, and strategic goals. The mission, vision, and commitment are publicized widely, reviewed regularly, updated as necessary, and approved by the Board of Trustees. The College utilizes quantitative and qualitative data in its cyclic planning processes such as program review and annual unit planning to ensure that programs, services, and resource allocations align with the mission.

Findings and Evidence:

ARC describes its mission as consisting of its vision statement, mission statement, commitment to social justice and equity, and strategic goals. The vision and mission statements describe the broad educational purpose of the College as transforming the future of its students and community by providing an equitable and inclusive environment that inspires critical thinking, learning, achievement, and community participation. The mission statement indicates the intention of the College to serve residents from the greater Sacramento area, supporting them so they can strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career, academic, and personal goals. The College further demonstrates its commitment to student learning and achievement through the strategic goals of putting students first and providing an exemplary teaching, learning, and working environment. (I.A.1)

The College collects qualitative and quantitative data on how effectively it is accomplishing its mission and meeting the educational needs of students from annual unit plans, cyclical program reviews, campus climate surveys, student learning outcome assessments, and studies done by the Office of Institutional Research. The College reviews and analyzes the data, developing project teams to address specific strategic priorities. (I.A.2)

The College scrutinizes all plans, including program reviews and annual unit plans, through its participatory governance system to confirm alignment with the mission. All programs and service areas submit program reviews every seven years. Those seeking resources submit annual unit plans which are vetted through participatory governance to ensure they support institutional goals, including student learning and achievement. (I.A.3)

The College mission statement, vision statement, commitment to social justice and equity, and strategic plan were approved by the Los Rios Community College District Board of Trustees on May 10, 2017. The mission statement is widely published in the college catalog and on the

college website. The mission and vision statements are reviewed in year one of the accreditation and planning cycle, and the strategic plan is reviewed in year three of the cycle. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The Team determined that ARC puts significant effort, through continuous improvement, into ensuring the academic quality and effectiveness of its programming and instruction to meet the mission of the college. The College works to assess their student learning outcomes, drives the College in the direction of the achievement of standards for student success, and demonstrates this using data, evaluation, and analysis. Data is used in program reviews to demonstrate the effectiveness of programs and course delivery methods. The College uses disaggregated data based on the diversity of the student populations it serves. Once identified, and communicated to key stakeholders, the college uses the data, evaluation, and analysis to drive changes to policies, programs, and practices across the college, and to prepare for broader planning efforts across areas of the college, including the variety of resources required to meet students' needs.

Findings and Evidence:

The Team reviewed the Integrated Planning Guide and ARC Participatory Governance and Integrated Strategic Planning Framework, which describe the institutional structures and processes that allow for sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement. Through planning, stakeholders assess and document their instructional or service unit's contribution to the Strategic Plan goals for improvement in student learning and achievement. The governance framework is structured to increase the flow of information between councils, the Academic Senate, and the executive leadership team. Dialogue results in collaborations within and between departments, planning units, and governance councils. Additionally, professional development activities provide opportunities for substantive and collegial dialogue. (I.B.1)

The Team examined the Socrates curriculum management system, catalog, and College website and verified that student learning outcomes were defined for all courses and instructional programs. Program level learning outcomes assessment data are derived by mapping to course level assessments which are documented annually using the Authentic Assessment Review Record. Common student service outcomes are defined on the SLO (Student Learning Outcomes) website. The Team examined the Financial Aid department as an example for student services departments and confirmed that assessment data is reported on the Student Services Outcomes Assessment Report and reviewed as part of Annual Unit Planning. The Team examined the library as an example for all learning support services at the College and verified

that student learning outcomes are defined at the library website and their assessment findings are addressed through program review. (I.B.2)

The Team found that the College has defined institution-wide and program metrics for student achievement and identified institution-set standards and stretch goals and that the defined metrics are appropriate within higher education. The Team found that the College fell below its own institution-set standard for certificates and transfers during the 2018-2019 academic year. Although this data was reviewed by the Institutional Effectiveness Council during the subsequent spring, the council minutes, follow up evidence, and an interview with members of the Institutional Effectiveness Council showed no evidence of action taken or plans made when institution-set standards were not met. In the College's core inquiry update and in interviews with representatives from the Institutional Effectiveness Council, the Team was informed of a newly developed process that will be followed if the College falls below its standards. The process would result in the reporting of actions needed for improvement. Although the College has implemented a new process to address when the institution falls below its institution-set standards, the Team recommends that the College monitor its new process to ensure institutional improvement if the College falls below its institution-set standards. (I.B.3)

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. Institution level plans such as the Educational Master Plan, Institutional Equity Plan, Student Equity and Achievement Plan, and Strategic Plan and processes such as governance, focused plans, program review, and unit planning employ assessment data to inform decisions about support for student learning and achievement. (I.B.4)

The Team reviewed the Integrated Planning Guide which details the mission-driven processes of program review, goal evaluation, student learning outcomes assessment, and the examination of student achievement data. According to the ARC Inquiry Guide for instructional units, data for learning outcomes as well as student achievement are disaggregated by program and mode of delivery. (I.B.5)

The Team reviewed the Spring 2019 ARC ISLO (Institutional Student Learning Outcomes) Graduate Survey Results and confirmed that the institution disaggregates and analyzes learning outcomes data for subpopulations of students by characteristics such as ethnicity and sex. The Team further confirmed that when disproportionate impact was revealed, the Professional Development and Training project team and Disproportionate Impact project team provide recommendations for institutional changes to implement. The Team also found that the webpage for the Office of Institutional Research provides disaggregated achievement data through various dashboards. Any findings of equity gaps are addressed by faculty through Annual Unit Planning and Program Review. (I.B.6)

The Team reviewed the Integrated Planning Guide and found that much of the College's evaluation of policies and practices for the institution, instructional programs, and student and learning support occurs through Annual Unit Planning and Program Review. The College evaluates institutional planning, resource allocation, and governance processes through the administration of stakeholder surveys, the findings of which are discussed within the Institutional Effectiveness Council. (I.B.7)

The Team reviewed the Institutional Governance Online Repository which houses governance councils' agendas and notes that reflect results of the College's assessment and evaluation activities. The Beaver Bites newsletter and College website also broadly share assessment information with the College community. The institution broadly communicates the results of assessment and evaluation activities so that there is a shared understanding of strengths and weaknesses and subsequently sets appropriate priorities. (I.B.8)

The Team reviewed the Educational Master Plan which demonstrates that the institution engages in continuous, broad-based, systematic evaluation and planning. The Team also examined the ARC Integrated Planning Guide which describes the institution's integration of program review, planning, and resource allocation into a comprehensive process that allows for accomplishment of the mission and the improvement of institutional effectiveness and academic quality. Through institutional planning, short- and long-range needs are addressed for educational programs and services and for human, physical, technology, and financial resources. (I.B.9)

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

Recommendation 1:

In order to increase effectiveness, the team recommends that the College adhere to its newly established process for developing and reporting improvement actions should the College or instructional programs ever fall below institution-set standards for institution-wide or program performance. (IB.3)

I.C. Institutional Integrity

General Observations:

The College demonstrates that it provides clear and accurate information to students, the community, and other interested parties on its website, social media, and print publications. ARC publishes its mission, vision, values, accreditation status, student learning outcomes, instructional programs, student services, and college fees on the college website and in the college catalog. The ARC college catalog includes policies affecting students, requirements for all ARC programs, student services programs, and procedures for students' success. Student standards of conduct regarding academic integrity, honesty, and responsibility are outlined in Board Policies that define academic dishonesty, various types of such misconduct, and the process for reporting violations, and consequences.

Findings and Evidence:

The College provides clear and accurate information to students and the community on the college website and college catalog. The college publishes its mission, vision, and core values on its college website and in the college catalog. The College's website includes a land acknowledgement crediting the land it sits on to the Nisenan, Maidu, and Miwok Tribal nations. The team also observed ARC's commitment to social justice and equity by having a written statement on their website and in the college catalog.

ARC ensures that curriculum is kept up to date through the curriculum review process. Information on student services is available through the college website and the college catalog. The team found evidence of institutional learning outcomes and program level outcomes in the ARC college catalog, and information about accreditation is available to the public on the website. (I.C.1)

The team found evidence that ARC provides students with an updated college catalog that includes information on all courses, programs, and student services. The catalog includes information on Student Learning Outcomes for all programs and degrees and information on external accreditations for some of the career technical education programs. The catalog includes all required information such as cost of tuition, fees, and other financial obligations. It also includes policies on academic regulations, discrimination, grievance and complaints, and sexual harassment. (I.C.2)

The team reviewed evidence on documented assessment of student learning outcomes and evaluation of student achievement. The College follows annual unit planning and program review process. The seven-year program review process is in alignment with institutional learning outcomes, which are publicly available through the Integrated Planning Portal on the college website. (I.C.3)

The College provides detailed descriptions of their certificates and degrees in the college catalog. The information includes the purpose, content, course requirements, and expected learning outcomes. The team found evidence that ARC recently created road maps that follow the Guided Pathways Framework to provide students a semester-by-semester guide to graduation. (I.C. 4)

ARC has an established participatory governance structure as evidenced in the College's Participatory Governance and Integrated Strategic Planning Framework. The College provided evidence of the governance process and its framework for making recommendations to the college president through the Executive Leadership Team. The governance process assures representation of all in its mission, programs, and services. College publications, including the website and catalog, are reviewed regularly to maximize accuracy. (I.C.5)

The ARC catalog contains accurate information for current and prospective students regarding the cost of tuition, fees, and other expenses. Students can access the College's bookstore from the electronic schedule to determine additional materials costs. The electronic schedule of classes offers a filter for students to easily identify courses that have zero cost for textbooks. Career Technical Education courses are filtered by industry sector that allows students to review programs based on the industry they are interested in joining. (I.C.6)

The College includes Academic Freedom statements in the catalog and the Los Rios Community College District has an academic statement in the Los Rios College Federation of Teachers collective bargaining agreement. ARC demonstrates that the College actively commits to the free pursuit and dissemination of knowledge for all constituencies in its Administrative Regulation R-2411, which also includes information on student rights and responsibilities. (I.C.7)

The college establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity as evidenced in Administrative Regulation R-2411. The regulation includes information on student rights to support causes, free assembly, free to organize, and their voice in decision making. The course syllabi also include information on ARC's academic dishonesty and specific classroom policies related to academic dishonesty. The college also provided evidence of some of the consequences related to dishonesty, plagiarism, and cheating. (I.C.8)

The team reviewed evidence including Administrative Regulation R-7142 and Board Policy P-7142 that outlines the expectations for faculty to distinguish between professionally accepted views and the teaching in their disciplines. The team discovered that ARC publishes a Statement of Principles of Academic Freedom that reinforces that expectation. The team also discovered evidence of the collective bargaining agreement language under article 11.2 that outlines professional expectations of faculty. (I.C.9)

The college is compliant with publishing policies, and statements in the college catalog related to codes of conduct by students, staff, faculty, and administrators. Board Policy P-2442, Student Rights and Responsibility, establishes policy and procedures for standards of conduct and due process. The college catalog includes detailed processes and information on standards of conduct and discipline for students. Board Policy P-3114, Statement of Ethics, directs the board of trustees to focus on quality education, make decisions in the best interest of the district, and be sensitive to the needs of the diverse population the district serves. (I.C.10).

Board Policy and Administrative Procedure 3200 describe the College's commitment to complying with accreditation eligibility requirements. Required annual and midterm ACCJC reports are posted on the College's accreditation webpage. Further, the College provides evidence that it met all progress report deadlines during its follow-up period in 2016 and offers the ACCJC timely submissions concerning substantive changes. The College demonstrates its commitment to transparency by publishing all its correspondences with the Commission on its website. The team found evidence on the website that the College maintains program accreditation or licensure for eight different Career/Technical Education programs, which are identified in the College Catalog. Communications between the Commission and the College are posted on the College website, and the College indicates its accreditation status on its website home page. (I.C.12)

The College provided evidence that it demonstrates honesty and integrity with external agencies, including compliance with regulations and statutes. The college currently offers eight programs that require accreditation from external agencies. These programs have received accreditation through an independent accreditor that ensures the College follows industry standards. (I.C.13)

The College is committed to high quality education, student achievement and student learning. The college's mission statement and the institution's equity plan are examples provided that define ARC's commitment to high quality education. The team also discovered board policies that define the role of staff, faculty, and administration in the development of high-quality educational programming. The College's educational master plan outlines the institution's plan to prioritize student achievement and learning. At the core of the master plan is the institutions' commitment to closing opportunity gaps for historically underserved populations. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

ARC is a comprehensive community college that develops, implements, and assesses its board-approved academic programming across its various centers. The College offers 116 certificates, 112 associate degrees, 116 certificates of achievement, and 29 Associate Degrees for Transfer. Associate Degrees for Transfer that articulate with the CSU system. Some degrees and certificates are explicitly designed for direct employment after graduation. ARC focuses on preparing students for college-level coursework, transfer to four-year colleges, job skill development, and career preparation for incumbent workers and underemployed individuals. The college offers diverse pre-collegiate courses, general education, and career technical education programming. Supported by a qualified faculty, academic programs are high quality, rigorous, effectively scheduled, and consistent with higher education standards and professional expectations, credentials, and licenses. The College delivers programming through multiple modalities, and the offerings reflect the needs of the student body and community. The College uses the assessment of student learning and courses, including peer review, to engage in continuous improvement for curriculum and instruction. ARC cultivates student success resulting in either transfer to the next level of academics or for competencies required of specific professional licenses and careers.

Findings and Evidence:

The team found that the ARC has an established program development process to ensure that instructional programs meet the standards appropriate to higher education and are consistent with the College's mission. The College uses a district-developed policy and a rigorous, and effective program tracking and review platform, known as Socrates. These processes ensure college programming is consistent with the mission and vision of the college and meets minimum standards for higher education. New program proposals for implementation require approval from the District Curriculum Coordinating Committee and the Board of Trustees. The Curriculum Committee receives annual training on the California Community College Chancellor's Office (CCCCO) course and program approval processes as outlined in the Course and Program Approval Handbook (PCAH), Title 5 regulations, and local processes. The college catalog descriptions contain information that is linked to student learning outcomes, transfer, and/or career objectives. The College regularly and publicly communicates outcomes associated with student achievement including degrees, certificates, employment, and transfer. (II.A.1)

The college's curriculum is reviewed on a continuous cycle and includes the assessment of student learning outcomes, and the review and analysis of student success, achievement, and the reaching of department-set standards. The College analyzes reported data to identify trends and opportunities for improvement, and all instructional programs undergo a complete review every

seven years. The college pays particular attention to common factors for analysis such as enrollment, productivity, retention, and persistence, instructional methods, disaggregated student success, course completion, and degrees and certificates awarded. Other relevant data assessed include national certifications/licensure, labor market information, and employment outcomes. Based on the reporting and analysis of these metrics, ARC provides continued professional development to faculty, and the College pays particular attention to providers of instructional services for diverse and historically marginalized student populations. Professional development includes equity-focused training on Equitable Practitioner Communities of Practice, racial consciousness, actional equity faculty series, and others all with the intent to improve outcomes for minoritized student populations. (II.A.2)

Student learning outcomes and their assessment are required of all courses, degrees, and certificates. The College uses faculty-driven curriculum and services review processes. These processes, within a continuous cycle, lead to the review of courses, programs, and instructional services. ARC's Student Learning Outcomes Committee ensures the evaluation of student learning outcomes throughout the institution. In addition, the team identified processes for the evaluation of student learning outcomes on the College's SLO website, in the SLOAC Official Handbook, the ARC website, and in the College's program reviews. The handbook defines the purpose of evaluating student learning outcomes, the importance of student learning outcome assessment, and the cycle for evaluating student learning outcomes. The College uses the Course Outline of Record to document course student learning outcomes and makes course outlines available to all faculty through their Socrates curriculum management system. During the ISER review process, it was unclear how the college ensures that student learning outcomes are consistently published on course syllabi. The team confirmed that the College strengthened the process through the Student Learning Outcomes Assessment Committee as evidenced in the response to Core Inquiry 4 and interviews and evidence provided during the Focused Site Visit. (II.A.3)

The team examined the College's pre-collegiate coursework and found that the courses include requisite academic skills to ensure student learning and success. The college offers a range of pre-collegiate coursework that is designated in a unique numerical fashion. The College is following AB 705 legislation for promoting transfer-level courses to all students. These courses are situated within a transfer/non-transfer credit structure that has been designed to specifically meet the needs of the students and is aligned both to the College's mission and the student's matriculation, completion, and transfer goals. The College, addresses identified achievement gaps, with particular focus on English as a Second Language student populations, thereby maximizing all student's opportunities to complete pre-collegiate coursework within the first year of enrollment. The College provides evidence of offering a strong support system that includes a Math Learning Center, Science Success Center, the Reading and Writing Across Curriculum Centers, and ESL Centers. (II.A.4)

ARC has over 2,000 courses in its catalog culminating in approximately four hundred degrees and certificates. The College has programs of study across fields common to higher education institutions, including in the arts and humanities, sciences, social sciences, and career technical education. Many of these lead to articulation and transfer with four-year institutions, namely the California State University and the University of California systems. The work is guided by

advisory groups and committees and includes employers, professionals, and community members who are familiar with the needs of industry and community. (II.A.5)

The College delivers instructional programming across campuses and centers, including Natomas, McClellan, and Mather. Courses are offered “via an assortment of time frames, ranging in length from full-term 16.4-week courses to five-week mini-courses; locations; and modalities, including standard on-ground, labs, self-paced computer labs, work experience, field studies, and distance education.” The College uses district policies such as Board Policy P-7252 on Academic Standards to ensure their review of curriculum and programming is in compliance with state regulations, meeting minimum requirements for contact hours, program length, units, and other higher education standards ARC coursework and programming are strategically scheduled based on analytics from the Enterprise Level Scheduling Solution (ELSS) project team, using Ad Astra. With data from Ad Astra, the Strategic Enrollment Management (SEM) produced a report to help with enrollment management. At the student level, the college communicates with program roadmaps, which allow students to see achievement, degree completion, and potential avenues for employment. Special notifications are provided to students when courses that are not offered every semester and are required for students' degrees and certificates. (II.A.6)

The College ensures that programming meets the needs of all students by evaluating the needs of specific groups, including Black/African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+. ARC’s commitment to student diversity and equity is evidenced by their use of CVC-OEI Course Design Rubric and Peralta Equity Rubric, 2019 ARC Distance Education Plan, and professional development for faculty that is designed to improve course delivery, and teaching. The College partners with the Equity Action Institute, a two-semester faculty cohort program, and the eight-week Equity and Diversity in the Classroom: A Reaching and Learning Institute. The College also uses an institutional climate survey to ensure student needs are being met. The team identified distance education approvals are on the course outline of record. ARC has identified being a part of and implementing the California Virtual Campus-Online Education Initiative (CVC-OEI) as their way of ensuring methods of instruction align with the general standards for effective and demonstrates substantive contact. Los Rios Community College District regulation P-7145 on Distance Education and regulation R-7145 clearly address expectations for quality, integrity, and effectiveness of distance education instruction. The team reviewed a sample of distance education courses from Fall 2021 and Spring 2022 and the Curriculum Committee’s Standards for Regular Effective Contact and Regular and Substantive Interaction in Online Classes. Of the thirty-two distance education courses reviewed during the Focused Site Visit, the team found that in 25% of the courses, the instructor provided consistent feedback on assignments and in 75% of the courses, the instructor provided limited or no feedback. The District’s policy and the College’s processes support compliance with the Commission Policy on Distance Education and Correspondence Education; however, the team recommends that the College strengthen its inclusion of feedback on student performance as related to regular and substantive interaction to ensure that students have opportunities to adjust their performance. (II.A.7)

ARC does not standardize course and/or program examinations. In cases where industry accreditation or licensure requires a particular examination, exams are managed by the relevant credentialing bodies. (II.A.8)

The College provides evidence for clearly defined policies on the transfer of credit. The articulation process is outlined in Board Policy P-7135 and Regulation R-7135, which also details the role of the articulation officer. The college catalog also provides information on a course's transferability to the university and if it meets the CSU GE Patterns, IGETC patterns, and private colleges. Of note, the college schedule can also be filtered by "transfer level" courses only. The college articulation officer is involved with the Curriculum Committee and participates in curriculum development to ensure courses meet the minimum requirements for transferability. The college participants in ASSIST.org to house all their articulation agreements. (II.A.9-10)

The Institutional Student Learning Outcomes (ISLOs) review process is outlined on the ARC website and requires faculty to use the Authentic Assessment Review Record (AARR) for assessment. The team identified evidence that ARC assesses ISLOs each academic year. The College is focused on employability skills, respectful communication, effective communication, working with others, research, responsible citizenship, and demonstrating an understanding of basic content in general education areas. In addition, ARC utilizes a graduate survey to ensure its programming meets the needs of students and college stakeholders. The general education areas and ISLOs are aligned in the catalog and undergo regular review. The ISLOs are published on the SLOAC web page. (II.A.11-12)

The team found that ARC publishes available and appropriate programs and courses, which are clearly aligned to articulations with the California State University and the University of California systems as supported by SB1440 Associate Degree for Transfer legislation. Completion of the college degree programs requires grades of "C" or better in one area of study or an interdisciplinary emphasis. The associate degrees require completion of a minimum of 18-semester credits in prescribed major coursework. Complete degree requirements are described in ARC's online catalog. (II.A.13)

In addition to transfer, ARC offers a wide variety of Career and Technical Education Courses and programs, all of which align with the California Community College Chancellor's Office established priorities. Students are required to demonstrate industry-supported learning outcomes, licenses, and certifications. The Career Technical Education programs align with the needs of the community and industry partnerships and are based on labor market information. Career Technical Education programs are reviewed by unique advisory committees and by the College through the program review process. The CTE Employment Outcomes Survey indicates strong success and achievement, with 79% of students entering related employment with an average of a \$9 per hour wage increase. (II.A.14)

ARC uses evaluation and assessment data to make recommendations and decisions regarding programs that require significant programmatic changes or are no longer viable. These functions are managed by the Program Focus Review Committee (PFRC) that uses guidelines provided by the Curriculum Committee to identify a variety of criteria that would begin a process for

program discontinuance. If such measures are needed, the college ensures that no student academic goals or financial supports are deterred or disrupted in the process. (II.A.15)

The College engages in research processes to ensure they meet the educational needs of students. This information is reported with the program review process and on the Integrated Planning Portal. The College pays particular attention to completion and success data for historically marginalized populations, the meeting of department-set standards, and the assessment of student learning outcomes. The data is linked to the evaluation and improvement of associates degrees, transfer, pre-collegiate, and career & technical instructional programming for programs. Program evaluation is conducted for all delivery modes and across educational facilities. (II.A.16)

Conclusions:

The College meets the standard.

Recommendations to Improve Quality:

Recommendation 2:

In order to increase effectiveness, the team recommends the College strengthen its process to ensure there is inclusion of feedback on student performance as related to regular and substantive interaction in distance education courses to ensure that students have opportunities to adjust their performance. (IIA.7 and Commission Policy on Distance Education and Correspondence Education)

II.B. Library and Learning Support Services

General Observations:

ARC offers a wide array of in-person and virtual library and tutorial services. Library resources and services are especially extensive, and the College has an impressive culture of collaboration among the District's libraries, which includes shared e-resources, intra-district book loans, and district coordination of online reference. Librarians offer an assortment of in-person and virtual instructional options. Tutoring services are expansive and include significant offerings of discipline-specific and virtual assistance. Librarians collaborate with faculty in the selection and maintenance of resources to support student learning. Both the Library and the Learning Resource Center participate in the annual program review process and conduct assessment activities, including student surveys. The College documents agreements with service providers and regularly evaluates these services to ensure that they meet the learning needs of students.

Findings and Evidence:

The Library and Learning Resource Center (LRC) buildings sit near one another in a central location on the ARC campus. The library offers an assortment of services, including eighty computer workstations, printing, photocopying, nineteen group study rooms, and open study

space. The library instructional program include orientations (in-person, synchronous online, and asynchronous online), credit courses, and self-paced online research tutorials. A librarian provides individual research assistance, by appointment or on a drop-in basis. Additionally, librarians from the four colleges coordinate to provide 24/7 virtual reference assistance. The four Los Rios libraries share print and most electronic collections. For resources not held by the system, interlibrary loan is available. The library also provides a textbook collection. The college offers tutoring services in a variety of formats, including drop-in, by appointment, and virtual. The LRC houses a wide range of learning support services, such as the Tutorial Center, Beacon Program (group study sessions), English as a Second Language Center, Student Tech Center, Reading Across the Disciplines, Writing Across the Curriculum, Virtual Tutoring Services, and a computer lab. The Science Success Center offers additional specialized support outside the LRC. The Natomas Center provides similar learning support services, supplemented by the adjacent joint-use North Natomas Public Library. The college uses a peer tutoring model. (II.B.1)

Library, LRC, and Informational Technology staff work together to identify and support student technology needs. The library follows a multi-faceted collection development policy that addresses diverse material formats. A librarian serves on the Curriculum Committee. Librarians are responsible for collection development and weeding in assigned areas, also serving as the subject liaisons who work with faculty in the discipline. The library also adheres to a district-wide Electronic Collection Development Policy for shared e-resources. District collaboration among librarians is extensive and active, with nine district-wide groups meeting monthly. (II.B.2)

Both the Library and LRC conduct program review. For assessment, both areas administer a student satisfaction survey and review usage data to identify student needs, and both have analyzed data for disproportionate impact. The library and LRC have made programmatic improvements based on these assessments. (II.B.3)

The College collaborates with a variety of providers to enhance library and learning support services for students. The Library is a member of the statewide CCC (California Community College) Library Services Platform (LSP). In conjunction with the LSP, the Library contracts with OCLC for cataloging and interlibrary loan services. As a member of the LRCCD library system, the Library contracts with vendors to provide LibAnswers, a 24/7 online virtual reference service, and a multitude of electronic resources. The college maintains a joint-use agreement with the North Natomas Library to provide services to students at the Natomas Center. NetTutor, an online tutoring service used to supplement the College's virtual tutorial options, is available through an arrangement with the California Virtual Campus Online Education Initiative. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College demonstrates its commitment to providing appropriate and effective student support service in keeping with its mission. The College has support services at the main campus and its centers, as well as remote services for all students such as learning labs and Counseling and Transfer Center. ARC communicates certificate and degree requirements via multiple modalities. Co-curricular programs such as athletics and student clubs operate to support students academically and culturally and are governed by Board policy.

Findings and Evidence:

The College has an established cycle (seven-year) to review and evaluate programs, including student support services. The Program Review process is college-wide and includes programs and services at all locations. The Program Reviews provided as evidence include sections specifically related to the Mission of the college, including an emphasis on equity and social justice. (II.C.1)

The College provides broad support services designed for all students and for special populations such as the NextUp program to support foster youth, WEAVE Confidential Advocate, and Veterans Success Center. All student support services have common Student Service Outcomes (SSOs) and the SSOs are straightforward and clear. The team reviewed the three SSO assessments provided by the College: Financial Aid, Counseling, and the Transfer Center and found that only the program review for Financial Aid had a complete assessment cycle included in the Student Services Outcome Assessment Report (SSOAR) which includes data analysis and proposed follow up actions. (II.C.2)

The College website includes information about the services provided at the various centers which include financial aid, counseling, assessment, admissions and records, an Accelerated College Education program, Math Learning Center, Reading Across Disciplines, and “other student services.” With the advancement of remote services, the College is demonstrating appropriate, comprehensive services to students regardless of the service location. It is commendable that the college created U.N.I.T.E Center which allows students, staff, faculty, and administrators to share lived experiences, realities, and stories as equity education. The center offers spaces for LGBTQA, AA, Latinx, and Asian Pacific Islander to share experiences. It is also noteworthy that there is a focus on social justice and equity in numerous planning documents, most specifically the Integrated Planning Guide. (II.C.3)

The college provides evidence of the institutional philosophy pertaining to the Intercollegiate Athletics programs, which are clear, appropriate, and easily accessible on the website. There is evidence that the Dusty Baker Center provides appropriate support for the student athletes. The team reviewed evidence including a list of all fifty student clubs. Each club has a faculty advisor who is responsible for ensuring it complies with the policies and mission of the college. The clubs have clear guidelines, which are outlined in the Student Club Handbook. In addition, the Los Rios Community College District has Board policies P-2311 and P-2312 to address student organizations and activities. (II.C.4)

The college has counseling services available to all students and encourages them to meet with a counselor each semester. Students can meet with counselors in person, via phone and remotely.

The Counseling and Transfer Center website provides accurate and current information about certificate and degree requirements, as well as transfer requirements for the California State University, University of California, and private and out-of-state colleges. Additional publications, such as the College Catalog include transfer information. Additional counseling services are available for special populations, such as CalWORKs, DSPS, EOPS (Extended Opportunities Programs & Services), and Veterans. The services provided for students in these special populations are geared towards their unique needs and supporting academic success. There are six HomeBase Pathway communities that provide additional support centered in the student's "interest area." These success teams include counselors, success coaches, faculty liaisons, and peer mentors. It is noteworthy that ARC created virtual HomeBase Pathways to continue supporting students during the pandemic. The website includes links for students to access either an in person or online orientation, and an overview of the Canvas module demonstrates that information shared with students is pertinent to their success. Counselors and advisors participate in regular training such as the ASCCC (Academic Senate for California Community Colleges) Curriculum Institute, California Association of Post-secondary Education conference, and FLEX. (II.C.5)

Board policy P-2211 addresses admission requirements that are consistent with the College's mission. The policy includes enrollment eligibility consistent with Education Code and guidelines for non-discrimination, open enrollment, and registration priorities. The HomeBase Pathways Communities provide clear information about certificate and degree requirements, as well as program "roadmaps" to help guide the students through the course requirements to a specific goal and/or transfer. The college uses Degree Planner to help students understand their progress and to track their achievements. Counselors develop Educational Plans to advise students of the required courses to take to achieve their academic goals. (II.C.6)

The College recently replaced the Assessment Center with a Placement and Assessment Services Team, made up of faculty and staff from Admissions, Counseling and Financial Aid. The assessment tools have been replaced with placement instruments that are consistent with state requirements for placement. Evaluation of admissions and placement instruments to validate their effectiveness and minimization of bias are evident. (II.C.7)

The College has policies and regulations that relate to the maintenance, security, and release of student records, which include information outlining how students can obtain their records. The team reviewed evidence that confirms that the College follows the Family Educational Rights and Privacy Act, 1974 (FERPA) and information about the release of confidential documents is included on the website and college catalog. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College and the Los Rios Community College District have systematic and transparent processes to hire and evaluate personnel. All job descriptions are related to the college mission and goals and include an equity statement. The District provides guidelines for authorizing new and replacement faculty hires and an annual faculty hiring prioritization process is in place using information obtained from annual unit plans. The College provides regular opportunities for professional development and training for all employees.

Findings and Evidence:

ARC functions closely with the District as part of a multi-college district. The College and the Los Rios Community College District (LRCCD) have policies, procedures, processes, and practices in place to recruit broadly, onboard, and retain new administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support programs and services. Processes are transparent in hiring personnel to meet the ARC vision, mission, and values. The District revised faculty and administrative job descriptions to reflect the District's stated values and commitment to equity and inclusion. All screening committees include an equity representative. Professional development training is provided on a regular basis for employees interested in serving as an equity representative. The District collaborated with the University of Southern California Center for Urban Education to improve racial equity in hiring. This work resulted in a revised Faculty Hiring Manual and an Equity Handbook for Hiring Process. The College also has a Hiring Practices Administrative Guide. Job descriptions are related to the institutional mission and goals. (III.A.1)

The Los Rios Community College District provides guidelines for authorizing new and replacement faculty hires and sets a productivity goal for ARC to maximize student access and maintain fiscal viability. The College has an annual faculty hiring prioritization process that uses information from annual unit plans. The College adheres to minimum qualifications for faculty positions based on the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges. Faculty job descriptions include language regarding development and review of curriculum as well as assessment of learning. The central Human Resources Department verifies that applicants meet minimum qualifications. All positions include a minimum qualification supporting the District goal of improving educational outcomes for students from different racial/ethnic backgrounds. (III.A.2)

The College and District have clear policies and processes in place for administrative hiring, including the Los Rios Hiring Practices Administrative Guide. Official transcripts are verified by

the human resources department to ensure that candidates possess required credentials. All positions include a minimum qualification that supports the District's goal of improving educational outcomes for students from different racial/ethnic backgrounds. (III.A.3)

Employee applicant documents across all operating units are verified to include required degrees, or their equivalent, to meet minimum qualifications for the positions for which applicants are applying. This process also includes verification that degrees are from institutions accredited by recognized U.S. accrediting agencies. Foreign transcripts are only accepted after they have been evaluated by the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE), and their partner organizations and equivalence has been established. (III.A.4)

ARC has policies, processes, and resources in place to evaluate employees on a consistent basis and provides training to managers regarding best practices for evaluating employees. Performance review processes are negotiated with bargaining units. Established evaluation instruments are used to assess performance and participation in institutional responsibilities and employee evaluations are documented and maintained in the employee's personnel file. (III.A.5)

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting. (III.A.6)

The District provides guidelines for authorizing new and replacement faculty hires and sets a productivity goal for the College to maximize student access and maintain fiscal viability. The College adheres to State regulation regarding maintaining full-time faculty positions at an established level to achieve institutional mission and purposes. The District maintains a written document, "Guidelines for Authorizing New and Replacement Faculty Positions," including State compliance information for faculty replacement. (III.A.7)

New adjunct faculty are included in the District New Hire orientation process and receive a New Employee Handbook. Specific instructional areas also have specialized orientations for new adjunct faculty hires. Adjunct faculty are included in College and faculty meetings and events. They also are encouraged to participate in governance and curriculum development, for which they receive extra-duty compensation. Professional development opportunities are available to adjuncts, and they are encouraged to participate. (III.A.8)

ARC has an established Classified Hiring Prioritization Process using data from the annual unit planning process. The number of permanent Classified Professionals has significantly decreased since the onset of the COVID-19 pandemic. As noted in the ISER and evidence provided, budget cuts and a hiring freeze placed a strain on departments throughout the College. The College recognizes this as an issue and is planning to address the need to fill open positions as it recovers from pandemic conditions. The College provided additional evidence on the hiring freeze noting that the hiring freeze had been lifted and that vacant manager and supervisor permanent positions were approved for recruitment starting in February 2021. The filling of vacant classified positions was approved and started May 2021. The College provided several hiring files to support and confirm the statements. (III.A.9)

The College has hiring policies and processes in place to ensure that administrators have appropriate qualifications, preparation, and expertise to provide leadership supporting the College mission. The overall number of ARC administrators increased by ten between the 2015 and the 2020. But the number of administrators decreased by three between 2019 and 2020. Subsequently, four dean positions are currently filled on an interim basis. When a hiring freeze was put in place, other administrative units absorbed the duties of the vacant position. Even though ARC's staffing challenges extend to administrative position needs, the College has worked to provide sufficient and effective leadership and continuity of programs and services. (III.A.10)

The District establishes personnel policies and procedures that are publicly available to view on the District's website. New policies or changes to existing policies originate from a variety of stakeholders. Training on personnel policies and union contracts is available to managers and supervisors each semester to support consistency and equity in complying with personnel policies and procedures. (III.A.11)

The College and the District provide annual training to help attract, hire, and retain a diverse workforce. Topics of equity, diversity, and implicit bias are included in trainings. The institution has implemented a Faculty Diversity Internship Program (FDIP) to recruit prospective faculty interested in pursuing a career in community college teaching. Information about the FDIP is available publicly through PeopleAdmin and on the institutions Jobs web page. The District tracks the racial/ethnic composition of FDIP intern cohorts. (III.A.12)

The College's strategic plan has written values that support a commitment to professional ethics. These include integrity, transparency, accountability, honesty, and professionalism. ARC has an established Faculty Professional Code of Ethics, which is published in the Academic Senate Canvas site. Board policies are in place related to professional ethics and standards of conduct for employees. Administrative regulations include potential consequences and disciplinary actions for violating these established policies. (III.A.13)

ARC provides regular opportunities for professional development and training for all employees. Individual departments may request professional development through the annual unit planning process. The College has undergone a realignment of resources to create a Professional Development and Training department as part of the Office of Equity and Inclusion. This is part of an intentional initiative to increase capacity regarding equitable practices in alignment with the College mission and values. The College evaluates professional development activities through post-event surveys to identify both problems and positive experiences. Professional development opportunities are also provided through other District colleges. (III.A.14)

The Human Resources Department stores personnel records electronically in a system called OnBase. Access to personnel records is limited to employees, their direct supervisors, and confidential Human Resources staff. Board policies are in place specifying the rights and procedures regarding personnel file access, confidentiality, and content. The College has an improvement plan in place and is currently working to design job description and job-posting templates to improve uniformity. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The team determined that ARC provides appropriate and safe physical resources at all the college's locations, per state and federal regulations. Evidence substantiates that the multiple ARC campuses and learning centers are well-maintained. ARC ensures that students and employees have access to effective, safe, and productive learning opportunities and that employees are secure and productive in their working environments and the College works directly with the District to oversee general maintenance and improvement to school facilities. Through this collaboration, the District allows for the college to achieve its goals of maintenance or improvement of its various buildings, infrastructure, and property.

Findings and Evidence:

Planning and resource allocation for facilities and other physical resources occur at the various state, district, and college levels. The District supports the college's efforts within the facilities planning process to include acquiring new school facilities and equipment. These acquisitions are governed by planning, district metrics, and a systematic documentation process. To ensure stakeholders are connected to valuable information, including regulations, training, and reporting, the College utilizes an Operations Council. During the COVID-19 pandemic, the district maintained the re-opening procedures and policies and looked to the individual campuses to examine implementation plans for a return to services. (III.B.1)

The Operations Council conducts regular assessments of facilities and equipment. While the priorities are determined at the District level, the team found that the nuances of physical resources maintenance and procurement are discussed and advocated for at the College level and through the college planning and evaluation processes. Capital improvement projects are managed by the Operations Council, which provides continuity as proposals move from level to level and from ideation to design to build and use. The college ensures this information is accessible in the College Facilities Master Plan, Sustainability Plan, and with direction from the Facilities Management and Operations Council. The team reviewed evidence of facilities planning process for the new STEM Innovation Center and Health and Wellness Center. (III.B.2)

The College engages in several evaluative processes to ensure physical resources needs are met. The District uses the data provided by the California Community College Chancellor's Office Facility Condition Index Report to inform decisions when the District updates its Facility Master Plan for each campus and its annual Schedule Maintenance and Special Repair (SMSR/ Deferred Maintenance) plan. Evaluation procedures are aligned to the college planning processes, District Facilities Management plans, and general efforts of the various state regulating and permitting

bodies for safety and health. College compliance is evidenced by the regularly conducted Statewide Association of Community Colleges (SWACC) Safety Assessment which is documented on a safety inspection checklist collected from those responsible on a regular basis. Most work that results from these evaluations is conducted by the Facilities management team at the district level and documented within the district computerized maintenance management system. These maintenance adjustments are also documented in the California Community College Chancellor's Office's FCI Report and in the annual Schedule Maintenance and Special Repair (SMSR) plan. The college engages in several evaluative processes to ensure physical resources needs are met and that future projects adhere to meeting established needs. (III.B.3)

The College depends on the District Facilities Master Plan and the College Facilities Master Plan to ensure that the college can meet its long-range planning needs as they relate to student learning, safety, and the inclusivity of the college's academic and career and technical education offerings. Long-range planning is tied to institutional goals, programmatic needs, and community and workforce indicators. The Board is responsible for outlining the facilities planning process for the District. The District's regulation, R-8417-Facilities Planning, includes long-range planning including growth projections, population served, staffing, space, and finances. (III.B.4)

Conclusions :

The College meets the Standard.

III.C. Technology Resources

General Observations:

The District and College Information Technology Departments work collaboratively to provide a full range of well-rounded technology services to support the operational, educational, and support programs of the College. Based on needs identified in program review and other assessments, the College follows a District Technology Plan that addresses the needs of the College. The College ensures that appropriate, reliable, secure technology resources are available at all locations and provides both in-person and virtual support. The College follows Board policies and regulations that guide the use of technology in teaching and learning.

Findings and Evidence:

Aligned with the District Strategic Plan, the District Technology Plan (2017-2022) provides initial assessments, plans, and timelines for projects in the areas of 1) Network, Infrastructure, and Security, 2) Technology Environment, 3) Academic and Instructional Computing, 4) Student Services Support Computing, and 5) Administrative Services Computing. The District Technology Plan identifies urgent issues as well as ongoing needs. District and College Information Technology staff collaborate to implement the plan. The importance of educational technology is evident in District and College planning documents, and the focus of the District Education and Technology Committee. (III.C.1)

In accordance with the District Technology Plan, the College maintains a regular replacement cycle for computers. Regular assessment of technology needs occurs through annual Unit Planning, Program Review, and through communication with the Operations Council, Audio Visual Services Department, Office of the VPAS, and other groups. The College IT Department conducts a program review and assessment of its services. During the pandemic-related campus closure, the College issued employees laptops that used their office computer as a VPN (virtual private network) host. Expanding on this innovation necessitated by increased staff mobility, the College is replacing many desktop computers with docking stations and external monitors that connect to an employee's laptop. The team supports the College's own improvement recommendation to include a survey as an additional means of gathering feedback. (III.C.2)

Each College site operates with a core technology infrastructure, including computer hardware, software, Internet/Wi-Fi access, and IT support. Computer labs are available at the main campus and the Natomas Center. The College also offers Chromebooks and virtual computer lab access. Information Technology provides both on-site and remote desktop support. The Student Tech Center focuses on student technology support. The College follows accessibility guidelines established in the Information & Communication Technology Accessibility Program. Both District and College IT maintain disaster recovery plans. A District Information Security Officer group provides oversight for network security. (III.C.3)

The Instructional Technology Center offers drop-in labs and appointments for one-on-one training, assistance, and troubleshooting for employees and students. The ARC Online Teaching Institute prepares faculty for online instruction. Through the LRC, students can also receive technology training through multiple modalities (online, in-person, individual, or group workshops). The Disabled Student Program and Services (DSPS) provides guidance on assistive technology. Specialized technical support for students is available at the Financial Aid Lab and for help with enrollment and registration at the e-Services Lab. (III.C.4)

The College follows several board policies and administrative regulations that address the use of technology in teaching and learning, covering user rights, access, ethics, nondiscrimination, privacy, and copyright. Additionally, the College Academic Senate has approved guidelines on distance education practices. (III.C.5)

Conclusions :

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College receives funding using an agreed-upon District Funding Methodology. This includes specific criteria allocating available resources and following District policies and procedures, as well as administrative regulations in developing and submitting tentative and adopted District budgets. The District and College have received unmodified audit opinions for the past six years.

The College's integrated-planning and annual unit-planning processes serve as the foundations for identifying needs that are tied to the mission and strategic priorities. The College allocates categorical and restricted funding based on unit priorities and engages the internal community in financial planning through participatory governance structures of the Operations Council and the Executive Leadership Team.

Findings and Evidence:

ARC utilizes multiple means to ensure that financial resources are available and sufficient to support institutional operations and instruction. As part of a multi-college District, the College receives funding using an established District Funding Methodology with specific criteria that allocates available resources and follows District policies, procedures, and administrative regulations in developing and submitting tentative and adopted budgets. The formula for college allocations is based on usable campus square footage, Weekly Scheduled Contact Hours (WSCH), full time equivalent (FTE) staff, and a base allocation related to the institution size. Resource allocation formulas are designed in collaboration with collective bargaining units. ARC uses an established Integrated Planning Process for resources not allocated by the formula, relying on program review and annual unit plans to determine needs. (III.D.1)

The College and the District align financial planning with the District's Strategic Plan and the College's mission, vision, values, and strategic goals. Financial resource planning occurs at all levels of program planning and is reviewed by college constituencies, as determined by Board policy. The ARC Integrated Planning Guide provides clearly defines processes to link all college-wide planning to resource allocation. A clear budget-planning process, along with policies, regulations, and procedures are in place to ensure sound financial practices and financial stability. Budget information is shared in the Operations Council and is included in the minutes, which are available in the ARC Institutional Governance Online Repository (IGOR). Budget training is provided to ARC staff, managers, and supervisors through a formalized ongoing program. Managers also receive email messages regarding their budget allocations. (III.D.2)

ARC has clearly defined guidelines and processes for financial planning and budget development, which includes opportunities for participation in developing the institutional plans and budgets. The District Budget Committee includes representatives from all constituency groups. The District's Budgeting Principles and Formulas document is clearly written and provides details regarding processes implemented in developing the District's budget. The Executive Leadership Team (ELT) provides transparent communication to and from all governance and constituency groups and the Operations Council reviews the college-wide budget and makes recommendations to the ELT. The ELT provides input and makes a final recommendation to the President's Executive Staff (PES). The College has a distributed budget development process for Program Development Funds and other discretionary funds provided to constituent groups. (III.D.3)

The College's budget planning processes is designed to provide a realistic assessment of available financial resources. The District uses an X, Y, Z budget model (three scenarios) to ensure that planning can proceed without undue contingencies in the event of a budget reduction

or elimination of projected revenues. The District also has an established procedure for allocating new revenue sources that first deducts associated costs. A Grants Office supports the College in securing external funding sources and managing grants and contracts. (III.D.4)

The College and District regularly evaluate fiscal management practices to strengthen internal controls. A licensed independent external auditor annually audits the District. This includes interaction with Business Services staff to discuss processes and related controls over various functions and practices in Business Services. There have been no audit findings for the last six years. The institution shares financial information through a variety of means and has policies, regulations, and procedures in place to ensure sound financial practices and financial stability. (III.D.5)

External auditors audit the institution yearly and consistently has had unmodified audit opinions for the last six years. (III.D.6)

The District has historically received only unmodified audit opinions and no audit findings in the past six years. Audit reports are shared in a timely and transparent manner, and are communicated to the Board of Trustees, to the College, and to the public. (III.D.7)

The District maintains an authorized signer list noting who is authorized to sign which types of financial documents for each college, including ARC. The College also maintains a list noting a clear delineation of roles in the PeopleSoft Enterprise Resource Planning (ERP) system. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. The ERP access process requires one level of approval for view-only access, but access requests allowing an employee to change data in the system requires a two-level approval process. External auditors perform an assessment of internal controls as part of the annual audit process. (III.D.8)

The District maintains an uncommitted fund balance of 5%, and projected total unrestricted fund balance of 20%, per Board policy. The District has a conservative budgeting approach, allowing it to manage economic uncertainty. On June 30, 2020, the unrestricted cash and cash equivalents noted in audited financial statement showed a balance equal to five months of the average monthly operating expenses of the District. Reserves were sufficient to avoid the need to issue short-term debt, such as Tax Revenue Anticipation Notes, and to meet cash-flow obligations. The District has a 3.1% risk score on the Fiscal Health Risk Analysis for Community Colleges self-assessment by the Fiscal Crisis & Management Assistance Team (FCMAT). (III.D.9)

The District maintains comprehensive manuals detailing procedures to ensure effective oversight of finances, including specific procedures for expenditures related to Federal Grants. Audited financial statements with no findings support evidence of effective oversight and strong internal controls processes. (III.D.10)

The District maintains a minimum of five percent undistributed reserve or contingency reserve for the general fund in accordance with fiscal policies/guidelines recommended by the California Community College State Chancellor's Office. The institution maintains established business practices to manage short- and long-term financial solvency and provided evidence of the

District's Board policy regarding debt management, including plans for payment of liabilities and future obligations. The District has exercised conservative fiscal management by expending funds only when revenues have been materialized. The District received insured ratings of AAA from both Standard and Poor's and Moody's on the three bond issuances. (III.D.11)

Per Board policies, the District designates assets through a Trust to fund its total retiree healthcare benefit obligation. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and is prepared according to Government Accounting Standards Board (GASB) standards. Audited financial statements indicate that the District has appropriate resources to fund compensated absences and other employee-related obligations. (III.D.12)

Annual audited financial statements include all long-term debt. The District regularly assesses and allocates resources to repay its locally incurred debt instruments. Voters authorized bonds and the process for payment of the bonds through property tax assessments. (III.D.13)

A certified public accounting firm audits all District funds annually and there have been no findings for the past six years. Bond measures also undergo annual independent financial and performance audits, and these indicated that funds are used with integrity and in a manner consistent with the intended purposes of the funding sources. The Citizens' Bond Oversight Committee reviews bond expenditures and presents an annual report to the Board of Trustees. This committee has oversight responsibilities for two bond measures. A collaborative network of District and ARC staff review enforces effective and efficient use of District resources, including auxiliary activities, fundraising and grants to ensure that proper controls and processes are in place. (III.D.14)

For the last five years of available data, student loan default rates have declined from 24.8% in FY2013 to 17.3% in FY2017. The College provides comprehensive financial aid information on its website and in workshops. Students can schedule financial aid appointments through the online SARS system. (III.D.15)

ARC contractual agreements are governed by Board policies and regulations. Agreement proposals are reviewed at the College level and by several District entities. The review process for agreements for grants or special programs in which the College receives funding to perform activities is detailed in a formalized grant submission and acceptance form. Reviews include ensuring that the grant or program is consistent with the mission and goals of the College and District. (III.D.16)

Conclusions :

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Governance roles are defined and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Findings and Evidence:

The Team reviewed the ARC Participatory Governance and Integrated Strategic Planning Framework which describes the governance structure and process, tiers of participating entities, decision-making workflow, and the roles and responsibilities of each constituency group. Systematic participative processes allow for students, staff, faculty, and administrators to participate in improving practices, programs, and services. As evidenced by the Project Initiative Request Form, the intentionality of project teams is documented, and the teams are a means by which stakeholders can take initiative for improving practices, programs, and services when ideas have policy or institution wide implications. The Team confirmed that project team deliverables and final reports are available in the ARC Institutional Governance Online Repository. The Team found that project teams' recommendations contribute to institutional improvement in the areas of student equity planning, diversity, professional development and training, and master planning. (IV.A.1)

The Team reviewed Board Policy 3411 which codifies governance representation by constituent groups (including students) and ensures they participate in decision-making processes. The Team also examined the ARC Participatory Governance and Integrated Strategic Planning Framework which details the way individuals bring forward ideas and work together on policy, planning, and special-purpose committees. The Team confirmed evidence of the Associated Student Body-led implementation of a smoke-, vape-, and tobacco-free campus policy which is also codified by Board Policy and Administrative Regulation 1411 -- Use of School Facilities by the Public. The Team additionally confirmed the College's commendable support for student-driven leadership regarding the HomeBase Pathways Communities and Student Design Teams. The initial intended purpose of the Student Design Teams was to amplify the student voice in the governance of the institution; yet the outcomes have gone beyond intended purposes by immersing the student in a personal development journey of transformation through experiential learning. As a result, both the institution and the student benefit from this experience, and the team commends the College for this innovative process. (IV.A.2)

The Team reviewed Board Policy and Administrative Regulation 3412 - Participatory Governance which codify the primacy of faculty in policy development and implementation for

academic and professional matters. The Team also verified the ARC Participatory Governance and Integrated Strategic Planning Framework's establishment of substantive and clearly defined roles of faculty and administrators in governance. (IV.A.3)

The Team reviewed Board Policy and Administrative Regulation 7141 - Instructional Program which establish the authority of the curriculum committee in making recommendations regarding course and program development. The Team verified evidence that faculty consult with relevant academic administrators when proposing the creation, revision, or deletion of courses or programs. (IV.A.4)

The Colleges 'Integrated Planning Guide and ARC Participatory Governance and Integrated Strategic Planning Framework confirms that the system of board and institutional governance is designed to ensure appropriate consideration of diverse perspectives and decision-making aligned with expertise and responsibility. The Integrated Planning Guide provides a timeline and protocol for assessing all planning and decision-making processes and the ARC Governance Framework describes how project teams should result in timely deliverables and recommendations. The Team confirmed that committee and council minutes and notes in the ARC Institutional Governance Online Repository document consideration of relevant perspectives and actions on institutional plans, project team deliverables, curricular changes, and other matters. (IV.A.5)

The Team verified that processes for decision-making are documented in the ARC Participatory Governance and Integrated Strategic Planning Framework which is available at the ARC IGOR. The Team also confirmed that councils and both senates post agendas, minutes, and supporting documents in the ARC IGOR which document resulting actions as well as background information used to inform decisions. The Team found that decisions about plans, recommendations, and actions are widely communicated across the institution through webpages, reports to councils and academic senate, and reports from members of constituent groups. (IV.A.6)

The Team verified evidence that the Integrated Planning Guide and ARC Participatory Governance and Integrated Strategic Planning Framework, which describe leadership roles as well as governance and decision-making procedures and processes, undergo regular review and updates. The Team also confirmed that Annual Unit Planning, Program Review, and survey results gathered from College stakeholders are means for assessing and improving governance, decision-making, leadership, and institutional effectiveness processes. (IV.A.7)

Conclusions :

The College meets the Standard.

Commendation 1 :

The team commends the institution's commitment to diverse student views and their participation in informing and shaping college practices as evidenced by the Student Design Team initiative. (IVA.2)

IV.B. Chief Executive Officer

General Observations:

ARC's Chief Executive Officer (CEO) has primary responsibility for the College and provides effective leadership for maintaining quality of instruction and services. The CEO establishes a vision of student completion, equity, and social justice, which are at the forefront of the College's strategic planning and goal setting and communicates regularly with constituents. The CEO has experience serving on several accreditation peer review teams and has a clear understanding of the standards, regulations, and policies.

Findings and Evidence:

The President serves as the chief executive officer of the institution and has primary responsibility for the quality of the institution as outlined in Board Policy P-4111, which outlines the role of the President as part of a multi-college district. This role and authority is further delineated in the President's Job Description noting "the educational leader and the chief administrative officer of the college" and reinforced through established governance roles and responsibilities outlined in the College's Participatory Governance & Integrated Strategic Planning Framework which notes "The College President retains final decision-making authority for the college." (IV.B.1)

Through a four-tiered structure of governance that includes Executive Leadership, Governance Councils, Project Teams, and Constituent Groups, the President delegates authority to administrators and others consistent with their individual roles and responsibilities. The President successfully plans, oversees, and evaluates organizational structures utilizing existing governance processes and systems to ensure that the institution has capacity to meet its mission. Examples of this work are demonstrated in ARC Redesign effort within the student services' administrative structure to support the guided pathways framework and the creation of a cabinet level position to support equity and diversity recommended through the participatory governance structure. (IV.B.2)

As evidenced in the College's Integrated Planning Guide, the CEO establishes the strategic direction for the College with support of the executive staff and retains final decision-making authority for the College including decisions regarding institutional planning and resource allocation. The ARC Participatory Governance and Integrated Strategic Planning Framework outlines the procedures for institutional improvement of teaching and learning, and the CEO is responsible to ensure that the College planning and decision-making processes in support of improving learning are conducted to support the College mission, vision, and values. In spring 2017 the CEO led the revision of the College mission statement and process to establish local college goals. In 2019, the institution expanded its institution-set standards to include stretch goals for outcomes and student achievement, relying on data and analysis in determining minimum standards of performance and goals of excellence. Through the Integrated Planning Guide, the President advances a practice of evaluation and planning that ensure educational planning is integrated with resource allocation to support student achievement and learning. The President's Executive Staff have the primary responsibility of allocating resources based on the integrated planning process that includes the annual unit planning and resource requests. The

CEO has oversight for ensuring that the Strategic Plan, Educational Master Plan, the Facilities Master Plan, are current. (IV.B.3)

The President has oversight and authority of accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standard, and Commission policies. In Fall of 2020, the Executive Leadership Team (the main participatory governance council) chaired by the President, commissioned the Accreditation Institutional Self-Evaluation Report Project Team, with cross constituency representation, to begin the planning cycle for accreditation. The project team was established with clear goals and objectives that included drafting of the ISER and QFE and was provided training in Spring 2021. Communication to the Executive Leadership Team was provided monthly and collaboration with the District Accreditation Coordination Committee facilitated communication and feedback from constituency groups. (IV.B.4)

The President ensures that statutes, regulations, and governing board policies are implemented at the college. Utilizing the Governance Framework, the President assures that the appropriate groups are engaged in the review and implementation of policies, procedures and regulations that lead to meeting of institutional mission. Recommended revisions to Board policies and regulations flow from the college to the Chancellor's Cabinet (a representative group) per policy and regulation P-4111. The President demonstrates effective control of budget and expenditures through discussions at the Presidents Executive Staff meetings, regular meetings with the Vice President of Administrative Services and the regular reporting of the Operations Council to the Executive Leadership Team. (IVB.5)

The President communicates effectively with communities served by the institution utilizing multiple approaches that include serving on local and regional boards, meetings with city leaders, presenting at chambers of commerce and rotary organization and hosting community breakfasts with local feeder principals and superintendents. The President communicates with the college community through meetings with constituency leaders, townhalls, established participatory governance councils, Beaver Build Together newsletter, college exchange sessions, convocations, and the college's social media platforms. (IVB.6)

Conclusions :

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Board of Trustees ("Board") of the District exercises its authority and responsibility by working as a single entity to ensure Board Policies and Administrative Regulations are appropriate to assure academic quality, integrity, and the effectiveness of student learning programs and services.

Findings and Evidence:

The Board exercises the authority and responsibility it has in policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. The Board works in unison; once it reaches a decision the full Board supports it. In 2016, the Board updated the Administrative Regulation for selecting and evaluating the District Chancellor and College Presidents. The work of the Board aligns with its role as a policy-making body that is focused on the educational quality of the District. (IV.C.1.)

The Board, through documented evidence in meeting minutes, illustrates it acts as a collective entity. Based on evidence, the Board votes on action agenda items, once it reaches a decision, the Board acts as one in support of the decision. (IV.C.2)

The Board follows a clearly defined policy for selecting and evaluating the CEO of the district. This is evidenced by policies and regulations that outline the timelines for these respective processes. (IV.C.3)

The Board acts on behalf of the District as an independent body that sets policy and maintains a focus on community as it applies to high quality educational programs. Through policies and regulations, the Board has set attributes, guidelines, and ethics for Board behavior in protecting the District. (IV.C.4)

The Board has established policies that ensure the quality, integrity, and improvement of student learning programs and services. This is evidenced by the Board receiving regular reports on student achievement both at regular Board meetings and at retreats. The Board has policies that set its authority for educational quality, legal matters, financial integrity, and stability. (IV.C.5)

The Board composed of seven members has established bylaws and policies that outline operating structure, responsibilities, and procedures. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws and conducts an annual self-evaluation as evidenced in the Fall 2020 Board Retreat Agenda in accordance with Board Policy 3112.

The District General Counsel reviews annually the Board Policies and Administrative Regulations for legal compliance. If the District General Counsel determines that a substantive revision is needed, General Counsel engages specific college vice presidents in discussion when the policy addresses their areas of responsibility. General Counsel also engages the Academic Senates in discussion if the proposed revision is in the senates' purview. Then the proposed revision is brought to the Chancellor's Cabinet for discussion before going to the Board for consideration. The District General Counsel also drafts new Board Policies and Administrative Regulations, as needed, and follows the same consultation process as noted above. The team learned during interviews that any constituent group or employee can propose revisions of existing Board Policies and Administrative Regulations or creation of new ones. However, the process for doing so is not clear or documented. It is also apparent that stakeholders are not involved in the regular review of all Board Policies and Administrative Regulations.

The Board Policies and Administrative Regulations that the District General Counsel determines do not need to be revised are brought to the Board to be reaffirmed as a consent item on the Board agenda. Those Board Policies and Administrative Regulations that underwent substantive revisions are agendaized for discussion and two readings by the Board. During the visit, the Board vice president confirmed this process. However, the date when Board Policies and Administrative Regulations were last reaffirmed by the Board is not noted on the specific Board Policy or Administrative Regulation which creates the impression that many of them were not revised or reviewed in many years or decades and are severely outdated. The team suggests that the date of last review or reaffirmation by the Board be consistently added to the respective Board Policies and Administrative Regulations. (IV.C.7)

The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality as noted on the Board's retreat agenda in fall 2020. A review of Board agendas confirms that the Board requests updates on student learning and achievement, such as dual enrollment and course success in English and Math. Board reports include disaggregated data to highlight trends that may lead to disproportionate impact, as evidenced in the October 2020 Board retreat agenda. (IV.C.8)

Consistent with Board Policy 3113, the Board maintains an ongoing training program for board development and new member orientation. New Board members are oriented to the District and colleges through briefings provided in a Trustee Candidates Workshop (September 2020), that includes the Chancellor's executive team, and through their participation in the California Community League of California Effective Trusteeship Workshops. Additionally, new Board members are introduced to Board Policies, such as P-3113, regarding the expected attributes of and guidelines for the conduct of board members. The Board maintains staggered terms of office to provide continuity of board membership. (IV.C.9)

Board Policy 3112, Section 2.3.4, establishes the process for board evaluation, goal setting, regular review of progress toward goals at midyear, and regular informal discussion of performance. In concert with its policy, the Board's annual evaluation begins with a self-evaluation during the Fall retreat and concludes with results of the evaluation being discussed at a spring retreat. The results are used as a basis for the Board's annual goals set in the spring. The Board's self-evaluation assesses its success in promoting and sustaining academic quality and institutional effectiveness and the results of that evaluation are made public. (IV.C.10)

The Board adheres to a code of ethics as outlined in Board Policy 3114 (Statement of Ethics) and to conflict-of-interest policies and processes to address violations as outlined in Board Policy 8630 (Conflict of Interest Rules) and Board Policy 8610 (Conflict of Interest Code). Board members are required to recuse themselves from participating in issues/decisions where they have a conflict of interest. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer Board Policies, as outlined in Board Policy 4111 (Chancellor Authority) and Board Policy 3112 (Duties and Responsibilities). The Board holds the Chancellor accountable for the operation of the District, as outlined in Board Policy 9142 (Evaluation). In concert, these policies

provide the Chancellor with full authority to operate the District without Board interference, and the Board evaluates the Chancellor annually to provide accountability toward achievement of mutually established goals. (IV.C.12)

Through Board retreats, regular Board updates, relevant reports, and trainings, the Board is informed and knowledgeable regarding eligibility requirements, accreditation standards, commission policies, and accreditation processes. The Board supports the District and College's efforts to maintain full accreditation through institutional effectiveness initiatives. (IV.C.13)

Conclusions:

The College meets the Standard.

District Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The team noted that roles and the division of responsibilities of the District and the colleges may not be sufficiently clear as outlined in the Functional Map. Board Policies, Administrative Regulations, and business processes provide a clearer understanding of the roles and responsibilities of the District and the College.

The District has agreed upon resource allocation formulas that allow the colleges to operate in alignment with their missions and allow for the operations and sustainability of the colleges and the District. The college presidents are given full authority to implement programs, college resource plans, and Board Policies and Administrative Regulations.

There are various districtwide standing committees that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District's strategic plan. Decisions are communicated through the organization by the Chancellor through Chancellor's Executive Staff and Chancellor's Cabinet meetings.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through weekly meetings with the Chancellor's Staff, which includes the Presidents, Vice Chancellors, Associate Vice Chancellors, and District General Counsel, and the at-least monthly meetings of the Chancellor's Cabinet, which includes leaders of constituent groups. (IV.D.1)

The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. The team suggests that the District Office publishes, preferably on the District website, a list of the departments at the District Office and a brief description of the responsibilities and functions of each department. (IV.D.2)

The District started the process of reorganizing and centralizing Admissions and Records and Financial Aid, respectively. At the time of the visit, the team learned that the reorganization of Financial Aid is further along but still in the initial stages of a three-phase implementation. The reorganization of Admissions and Records has not yet started but an initial analysis was performed. It is the team's understanding that all staff in Admissions and Records and Financial Aid, respectively, will report to the District Office but some staff will continue to be located at each of the Colleges. It will be important to monitor and evaluate the effectiveness of the new structures and operations once implemented. (IV.D.2)

The resource allocation model, which uses the proportionate share or "bucket" concept, was mutually agreed upon by all constituencies and is followed as part of the budgeting process. Allocations and reallocations of resources are defined and followed in the District budget model. If the District receives new funds, 80 percent of the new funds are allocated to the respective collective bargaining units based on a proportionate share. The compensation formula includes a provision known as the "trombone clause" whereby a reduction in base funding is applied, also following the 80/20 split. The District recognizes that this method ensures equity in the distribution of 80 percent of its resources, but it also has the effect of limiting the District's operating revenue on an annual basis to 20 percent. It also limits growth in the District's ending reserve. Program Development Funds (PDF) refers to the 20 percent of the new funds available after the distribution of the 80 percent bucket revenues. This 20 percent of new revenue is used to fund increases in operational costs as well as program improvement costs. To administer the 20 percent PDF, the District Budget Committee reviews recommendations of priority items. Formulas are used for many of the allocations of the PDF. (IV.D.3)

Board Policy 4111 notes that the Chancellor serves as the CEO of the District and that the Board delegates the administration of the District and the implementation of Board Policies to the Chancellor. The same policy states that the College President serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with Board

Policy. The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board Policies without interference and holds the college presidents accountable for the operation of the colleges. Board Policy 9142 states that the Chancellor reviews the college presidents' performance annually based on achievement of each's established goals for the year. The college presidents' job description sets the expectations for the responsibilities of the position, including implementing Board Policies at the colleges. The college presidents are given full responsibility to run their respective colleges. (IV.D.4)

Planning is integrated between the District and College. The Board delegates to the Chancellor, and the Chancellor ensures that each College has plans that align with its mission, vision, and values. College constituents, college committees, and District committees are involved in the formulation, review, and implementation of the Colleges' and District strategic plans. In response to longstanding achievement gaps for African American and Latinx students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for these students. The team suggests the College clarify the timetable for the achievement of these targets and conduct regular evaluation of progress towards the targets. (IV.D.5)

The District communicates with the colleges in a variety of ways. Through the Chancellor's Executive Staff, the Chancellor meets with the college presidents and District Office executives to discuss districtwide issues. Through the Chancellor's Cabinet, the Chancellor meets with the college presidents and leaders of all constituent groups to also discuss districtwide issues. There are a number of districtwide standing committees—budget, educational technology, curriculum, accreditation, and research—and the District Academic Senate that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions from the districtwide committees to the Chancellor and to the District Office and College Executive teams. The team suggests that the District develops such a document. During the visit, the members of the Executive Council indicated that College representatives in the various districtwide committees relay the information, recommendations, and decisions to their colleagues on campus. (IV.D.6)

The District conducts regular employee satisfaction surveys to inform the evaluation of District and College role delineations, governance, and decision-making processes. Governance and structure are also discussed at the Chancellor's Cabinet. The team encourages the College to more clearly document and communicate how improvements are made as a result of these surveys and discussion. (IV.D.7)

Conclusion:

The College meets the Standard.

Quality Focus Essay

The purpose of the Quality Focus Essay (QFE) is to innovate and propose innovative ideas and projects that will improve student learning and/or achievement at the institutional level. In 2019 ARC formed a HomeBase Pathway Communities Implementation team to explore ways to leverage their HomeBase Pathways. The College's QFE project's objective is to: 1) engage and connect students to people, programs, services, and resources that enable pathway completion; 2) foster relationships and a sense of community to ensure that students equitability persist, learn, and succeed, particularly marginalized and underserved students; and 3) facilitate and encourage each student's progress along recognizable pathways through and beyond the College.

The HomeBases project aligns with ARC's strategic goals: Students First and Clear and Effective Paths with particular focus on disproportionately impacted student populations that include Black/African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ students. Each Homebase team includes a counselor, coach, peer mentor, and faculty liaison who build relationships with the students in their HomeBase, guide them through the onboarding process, and support them through their educational journey. Through this initiative, students learn about the various resources and communities the College has available to support them, especially those who may not qualify or connect with the College's identity-based communities.

ARC believes that the HomeBases will provide more streamlined onboarding for first time students, just-in-time communication and support for students, and a holistic approach to ensure completion. The College will measure the effectiveness of their HomeBases project by 1) measuring persistence, semester to semester and year to year, 2) reduction of achievement gaps between disproportionately impacted and non-disproportionately impacted students, and 3) decrease in time to goal attainment. ARC intends to complete this project by the end of Spring 2022.

The team believes that the College's QFE project is student-centered, thorough, and tied to its mission and strategic goals.

Appendix A: Core Inquiries

CORE INQUIRIES

American River College
4700 College Oak Drive
Sacramento, CA 95841

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on February 22, 2022.

Dr. Kristin Clark
Team Chair

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American River College

Peer Review Team Roster

Team ISER Review

February 22, 2022

Dr. Kristin Clark, Team Chair West Hills Community College District Chancellor	Dr. Angelica Suarez*, Vice Chair Orange Coast College President
ACADEMIC MEMBERS	
Dr. Michael Cawdery Leeward Community College Professor, Teacher Education	Ms. Catherine Indermill* Mendocino College Professor of Psychology
Ms. Evelyn Lord Laney College Head Librarian	Dr. Michael Reese Los Angeles Trade-Technical College Vice President of Academic Affairs
Dr. Julia Wendt Victor Valley College Department Chair and Faculty	
ADMINISTRATIVE MEMBERS	
Dr. Daphne Dionisio Glendale Community College Manager of Accreditation and Institutional Effectiveness	Mr. Bill McGreevy Grossmont College Vice President of Administrative Services

Dr. Robert Pimentel Fresno City College Vice President, Educational Services & Institutional Effectiveness	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian Vice President	

Summary of Team ISER Review

INSTITUTION: American River College

DATE OF TEAM ISER REVIEW: February 22, 2022

TEAM CHAIR: Dr. Kristin Clark

A 10-member accreditation peer review team conducted a Team ISER Review of American River College on February 22, 2022. The Team ISER Review is a one-day, off-site analysis of an institution’s self-evaluation report. The peer review team received the college’s institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2021 and held a pre-review meeting with the college CEO on January 11, 2022. The entire peer review team received team training provided by staff from ACCJC on February 3, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the

College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of October 10, 2022.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. During the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team would like to understand what action for improvement the institution takes when it does not meet its own institution-set standards.</p>
<p>Standards or Policies: Standard I.B.3</p>
<p>Description: The team reviewed the College’s ISER and evidence including a Presentation of Student Achievement Data, Institution-Set Standards (ISS), the ACCJC Annual Report, and minutes from the Institutional Effectiveness Council. Although the ISS data was reviewed by the Institutional Effectiveness Council during their examination of the ACCJC Annual Report, the council minutes showed no evidence of action taken or plans made when the institution-set standards were not met.</p> <p>Additionally, ISER evidence consisting of screenshots of the portal for annual unit planning and program review states that the department-set standards data are only for course completion. Therefore, department-set standards do not include all applicable institution-set standards.</p>

Topics of discussion during interviews:

The role of the Institutional Effectiveness Council in establishing and assessing ISS, and actions taken when institution-set standards are not met.

Request for Additional Information/Evidence:

N/A

Request for Observations/Interviews:

Members of the Institutional Effectiveness Council (i.e., chair/co-chair, or others involved in working with institution-set standards, such as Dean of Institutional Effectiveness, Faculty Coordinator of Program Review)

Core Inquiry 2: The team reviewed the evidence in the ISER and would like to further understand the college’s role in using the facilities master plan and long-range capital plan to support institutional improvement goals for new facilities and equipment, which includes projections of the total cost of ownership.

Standards or Policies: Standard IIIB.4

Description:

The team could not find evidence of total cost of ownership being projected when planning for new facilities and equipment. While the college provided information showing how it plans for facilities maintenance in the “Five-Year Capital Outlay Plan” and “Scheduled Maintenance/Special Repair Projects,” it was not clear whether the college includes a total cost of ownership for new facilities and equipment. Furthermore, it is unclear if the College’s physical resources planning is the direct responsibility of the District or the College or a cooperation between the two entities. In addition, this information was not provided as evidence in the District or ARC’s Facilities Master Plan.

Topics of discussion during interviews:

Total cost of ownership for new facilities and equipment

Request for Additional Information/Evidence:

Examples of total cost of ownership being projected for planning new facilities and equipment.

Request for Observations/Interviews:

Persons/Councils responsible for planning new facilities and equipment at college and/or district level.

Core Inquiry 3: The Team was impressed with the institution’s commitment to diverse student views and their participation in informing and shaping college practices as evidenced by the Student Design Team initiative. The team would like to learn more about this initiative.

Standards or Policies: Standard IVA.2

Description:

The team reviewed evidence in the ISER and the website that describes the student design team: *A diverse group of ARC students will help inform the future direction of the college and improve our student-facing programs, services, processes, tools, and communication.* Additional evidence was provided by the supervisor of the Beaver Cares Basic Needs program.

Topics of discussion during interviews:

- The origin of the Student Design Team idea
- Ways the student team has provided insight and perspective to the College
- Outcomes that have resulted from the student team’s efforts
- Characteristics/conditions that enable ARC to implement this initiative

Request for Additional Information/Evidence:

Status reports/updates on Student Design Team

Request for Observations/Interviews:

- Individuals responsible for the implementation of the Student Design Team
- Students who participate on the Student Design Team

Core Inquiry 4: The Team would like to know how the college ensures that it follows required policies/processes on distance education and publication of SLOs (Student Learning Outcomes) on syllabi.

Standards or Policies: Standard II.A.3 and Policy on Distance Education and Correspondence Education

Description:

The team reviewed the sample of distance education courses provided by the college, the Curriculum Committee Standards for Regular Effective Contact and Regular and Substantive Interaction in Online Classes, and LRCCD Policy 7145 – Distance Education. The team did not see the application of regular and substantive interaction in the majority of the courses reviewed. In addition, SLOs were not consistently included in syllabi. In both instances, the institution does not appear to be following its policies and procedures.

Topics of discussion during interviews:

- Processes for regular and substantive interaction in distance education courses
- Processes for inclusion of SLOs on syllabi for all courses

Request for Additional Information/Evidence:

Review another sample of distance education courses from a subsequent term (Spring 2022)

Request for Observations/Interviews:

Individuals/Committees responsible for ensuring the implementation of distance education policies and procedures and compliance with syllabi requirements.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team would like to better understand how the Board ensures a regular cycle of review of its board policies to ensure their effectiveness in fulfilling the district's mission and revises the policies, as necessary.

Standards or Policies: IV.C.7

Description:

The team reviewed the college's ISER, which indicated that policies and regulations are created and amended to address changes in law, District operations, and the needs of students. The evidence supports the ISER's statement that "*On a quarterly basis, the general counsel informs the board of the need to update policies or regulation.*" The team also confirmed that the Board reaffirms all Board Policies and Administrative Regulations in batch form (1000-9000). The Board has Board Policy 3112, which addresses the process for adoption of policies.

However, in a random sampling of the Board Policies and Administrative Regulations online, the team found Board Policies that had not been updated since the 1980s and 1990s. The team would like to better understand how the Board ensures a regular cycle of review of its Board Policies and Administrative Regulations to confirm their effectiveness in fulfilling the District's mission.

Topics of discussion during interviews:

- Cycle for the regular assessment and revision of Board Policies and Administrative Regulations.

Request for Additional Information/Evidence:

Request for Observations/Interviews:

- Individuals responsible for ensuring the regular updating of Board Policies and Administrative Regulations (e.g., Board Office).

District Core Inquiry 2: The team would like to deepen its understanding of the specific delineation of college and district roles and responsibilities in order to better understand the following:

- The interface between district level governance and college level governance
- The autonomy of the colleges
- The functions carried out at the district office
- The impact of completed reorganizations on the colleges and the district office
- The analyses being done for planned reorganizations

Standards or Policies: IV.D.2, IV.D.3, IV.D.4, IV.D.7

Description:

- a. The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. There are references to District reorganizations and centralizations, but it is not clear what the impact on the delineation of responsibilities is.
- b. The team read the references to the 80/20 resource allocation formulas; however, it is not completely clear what would happen in the event the district experiences a revenue reduction in terms of impact on personnel and the colleges.
- c. The team did not see a district-level decision making guide that would help clarify the roles of the various districtwide committees.
- d. District governance and structure are discussed at the Chancellor’s Cabinet. However, it is not evident how improvements are made as a result of these discussions.

Topics of discussion during interviews:

- a. Delineation of responsibilities between the District and the colleges.
- b. Resource allocation mechanisms.
- c. The evaluation of district/college delineations, governance processes, and improvements.
- d. How the colleges place items of interest on the agenda of the Chancellor’s Executive Staff meetings.

Request for Additional Information/Evidence:

- a. Brief description of the functions carried out at the district office.
- b. Minutes of Chancellor's Cabinet meetings when District governance and structure were discussed.
- c. Agendas of Executive Staff meetings where college-initiated items of interest were discussed.
- d. Evidence of examples of any changes made in District governance.
- e. Example of how the 80/20 allocation formula works in the event of a reduction in revenue.
- f. Reports or analyses done leading to completed reorganizations, such as the centralization of the Public Information Officers and the Philanthropy office.
- g. Analyses of proposed reorganizations such Admissions and Records and Financial Aid.

Request for Observations/Interviews:

- Members of the Chancellor's Executive Staff
- Members of the Chancellor's Cabinet
- Members of District Academic Senate and other district-level participatory governance committees/councils (e.g., Technology, Curriculum, Research)