



AMERICAN RIVER COLLEGE



Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

December 2021



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

American River College
4700 College Oak Drive
Sacramento, CA 95841

to

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

December 2021

Certification

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

From: Melanie Dixon
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

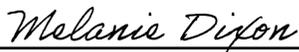
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12/1/2021

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A. Introduction

College History

In June 1954, voters agreed to the establishment of a new junior college district, followed by the approval of a \$3 million bond issue in November of that year and the American River Junior College District was born in the fall of 1955. For the first three years, classes were offered at the former Grant Technical College campus. However, soon after its first semester of classes had begun, the college purchased a 153-acre site known as the Cameron Ranch on which to construct a permanent campus. By October of 1958, when official dedication ceremonies were held, eight new building complexes had been erected among the magnificent oaks native to the area. Since that dedication date, the stately oak has been the official college symbol (including the campus seal), and many other facilities have been added to expand instructional and related services -- both on and off campus.

In 1965 the college became a part of the Los Rios Community College District and changed its name to American River College. At ARC, campus facilities development as part of the Los Rios District began with Davies Hall, a three-story classroom and faculty office building completed in 1966. In 1968-1969 new facilities for chemistry, physics, engineering, women's physical education, and technical vocational studies were added. The campus grew rapidly in the 1970s, including a three-story library, a horticulture complex, a major addition to the technical education facility, a childcare center and counseling center. In 1975, the College's first off-campus center was opened in the Natomas area. The 1980s saw the completion of the Rose Marks open-air pavilion and a new bookstore (remodeled in the 1990s). Later improvements include major remodeling of laboratories and the student services building, new faculty and administrative office buildings, and facilities for disabled student programs & services, and instructional technology.

In the 1990s, ARC took over leadership of the Sacramento Regional Public Safety Training Center, which provides training to police, sheriff, and fire professionals, as well as classes for ARC students in fire technology and the basic police academy. In 2001, the SRPSTC moved to new headquarters in McClellan Park, not far from the college. In the 1990's the college opened other off-campus centers on the grounds of Bella Vista High School and the Sunrise Center on Ethan Way. With the passage of districtwide and statewide bond measures, construction on new buildings began in 2004 and will continue well into the 21st century. New construction in recent years includes new theatre and performing arts classrooms, a gymnasium, the Learning Resource Center, Health & Education classrooms and offices, the Natomas Education Center, and an expanded college library.

In 2019 ARC adopted the ARC Indigenous Land Statement which can be found under the Mission and Value statements on the ARC website. It states that:

"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."

Today, at over 30,000 students, American River College is among the largest community colleges in the state and is looked upon as a leader in innovative programs and services. It transfers more students to UC Davis and CSU Sacramento than any other community college.

Student Enrollment Data

As shown in the following table, exclusive of Safety Center and Apprenticeship enrollments, the college has experienced a 3.6% enrollment decline between F20 and the 6-year peak enrollment of F17. Inclusive of the Safety Center and Apprenticeship programs, the College’s enrollment has fallen by nearly 20 percent between F17 and F20. Between F17 and F20, the Safety Center and Apprenticeship programs’ enrollments declined by 59% and 76%, respectively.

Table #1. Student Enrollment Trend

	F15	F16	F17	F18	F19	F20	% Change F17 to F20
ARC Overall Enrollment	30,509	32,841	33,055	32,579	32,824	26,548	-19.7%
Enrollment, less Safety Ctr & Apprenticeship	26,940	25,982	25,245	25,095	24,972	24,326	-3.6%
Safety Center	2,434	2,164	2,063	1,608	1,604	853	-58.7%
Apprenticeship	1,135	4,695	5,747	5,876	6,248	1,369	-76.2%

Source: Retrieved from *ir_archive_eos_arc* database, ARC Office of Institutional Research

Given that the Safety Ctr. and Apprenticeship programs’ enrollment patterns, data collection processes at intake, and achievement rates (nearly 100% success rates) differ so significantly from the rest of the student body, these two programs have been excluded from the remainder of the Student Enrollment Data section of this document, as well as the Labor Market, Demographic, and Socio-economic sections.

American River College attracts students from the entire greater Sacramento region. The following table shows those zip codes from which the college draws the greatest number of students and enrollments. Note that in this Top 20 list alone, Sacramento accounts for 8,045 students and 19,813 enrollments.

Table #2. Fall 2020 Student Headcount and Enrollment, by Zip Code and City – Top 20 Zip Codes, less Safety Ctr. & Apprenticeship

Zip Code	City	Headcount	Enrollment
95608	Carmichael	1,517	4,221
95835	Sacramento	1,074	2,651
95838	Sacramento	987	2,387
95821	Sacramento	978	2,558
95843	Antelope	874	2,421
95834	Sacramento	796	2,030
95825	Sacramento	773	1,886
95842	Sacramento	769	1,996
95833	Sacramento	762	1,814
95841	Sacramento	666	1,732
95628	Fair Oaks	660	1,733
95660	N Highlands	606	1,504
95630	Folsom	519	927
95624	Elk Grove	499	833
95826	Sacramento	462	1,073
95758	Elk Grove	441	768
95621	Citrus Heights	406	1,044
95823	Sacramento	390	758
95815	Sacramento	388	928
95610	Citrus Heights	377	983

Notes: Reflects residence zip code and city of all students, less Safety Ctr. And Apprenticeship.

Source: Retrieved from *ir_archive_eos_arc* database, *ARC Office of Institutional Research*

The following table reflects the percent of students enrolled full-time (12 or more units) or part-time, excluding Safety Center and Apprenticeship enrollments. Full-time enrollment status declined by 4.2 percentage points between Fall 2019 and Fall 2020, while the percent of students enrolled in less than 6 units increased 5.7 percentage points over the same time period.

Table #3. Full-Time versus Part-Time Student Enrollment Trend, less Safety Ctr. & Apprenticeship

Education Status (% of Total)	F15	F16	F17	F18	F19	F20	Change (in pct pts)
Full Time (12+ units)	26.7%	25.8%	24.2%	24.6%	24.5%	20.3%	-6.4
Part Time 1 (6-11.9 units)	40.0%	40.7%	40.5%	39.7%	39.8%	38.3%	-1.7
Part Time 2 (<6 units)	33.4%	33.6%	35.3%	35.7%	35.7%	41.4%	8.0

Source: Retrieved from *ir_archive_eos_arc* database, *ARC Office of Institutional Research*

Due to a districtwide course coding change initiated in 2018 to better align course coding practices across the district and to more accurately reflect the broad array of modalities being utilized, accurate and comparable enrollment data by modality exist only since Fall 2019. As shown in the table below, and just prior to the S20 emergency conversion of all courses to online modality due to the global pandemic, the percent of face to face (onground) versus online enrollments has changed dramatically in one year. In Fall 2020, 46% of the college’s enrollments were in fully online or hybrid (mixed modality) offerings, compared to 28% in Fall 2019. Spring 2020 statistics will eventually show that percentage at, or near, 100%.

Table #4. Enrollment by Modality, less Safety Ctr. & Apprenticeship

Modality	F19	F20
Face to Face	72%	54%
Fully Online	19%	36%
Hybrid < 50% Online	2%	1%
Hybrid >=50% Online	7%	9%

Source: Retrieved from *ir_archive_eos_arc* database, *ARC Office of Institutional Research*

The following table reflects the number of new, first time to college students transitioning from the college’s feeder high schools. It also shows gender, ethnicity, and race trends for this population. Between Fall 2019 and Fall 2020, the percent of female students transitioning to college increased by three percentage points (from 48.9% to 51.9%). F19 is the first semester non-binary was collected, so the change seen here is less likely an increase but a ramping up of data being collected. The percentage gains and losses shown here are similar to those seen for the entire student body (e.g., a notable decline in the percent of African Americans students and percent gains for Asian, Hispanic/Latino, Multi-Racial students).

Table #5. High School Transitions (New, 1st Time to College Students), less Safety Ctr & Apprenticeship

New, 1 st Time to College Students	F15	F16	F17	F18	F19	F20	% Change F15 to F20
Total	3,572	3,530	3,744	3,670	3,481	3,455	3.3%
Gender							Change (in pct pts)
Female	49.3%	46.9%	49.9%	48.2%	48.9%	51.9%	2.5
Male	48.3%	50.6%	48.5%	50.5%	49.3%	46.6%	-1.6
Non-Binary	0.0%	0.0%	0.0%	0.0%	0.1%	0.5%	0.5
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Ethnicity							Change (in pct pts)
Hispanic Origin	27.1%	27.0%	26.1%	28.4%	28.3%	27.9%	0.8
Race (non-Hispanic)							Change (in pct pts)
American Indian/Alaskan Native	0.5%	0.7%	0.5%	0.4%	0.5%	0.4%	-0.1
Asian	9.2%	9.2%	10.6%	12.3%	12.4%	12.5%	3.3
Black / African American	9.8%	9.5%	8.7%	8.0%	8.0%	7.6%	-2.2
Filipino	2.2%	1.9%	1.7%	2.0%	1.9%	2.4%	0.2
Multi-Race	7.8%	8.3%	8.3%	7.5%	6.7%	8.0%	0.2
Native Hawaiian/Pacific Islander	1.3%	0.8%	0.9%	1.0%	0.9%	1.1%	-0.2
Other Non-White	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0
White	41.7%	42.2%	42.7%	39.7%	35.9%	38.9%	-2.8
Unknown	0.4%	0.5%	0.6%	0.7%	5.4%	1.2%	0.8

Labor Market Data

The following table reflects population estimates for Sacramento County and the Census Designated Places (CDP) that most closely relate to the College’s service area.

Table #6. County and Service Region Population

Geographic Area & Zip/City	Population
Sacramento County	1,552,058
Antelope CDP	48,398
Carmichael CDP	64,454
Fair Oaks CDP	31,032
Foothill Farms CDP	35,881
North Highlands CDP	47,661
Sacramento CDP	500,930

Notes: CDP is an abbreviation for Census Designated Place.

Source: U.S. Census Bureau. ACS Demographic and Housing Estimates, 2015-2019 American Community Survey 5-Year Estimates.

The following table reflects projected population and household size projections for Sacramento County. The Department of Finance projects a 22% population growth and a 25% household size growth between 2020 and 2050.

Table #7. Population and Household Size Projections

Geographic Area	2020	2022	2025	2030	2035	2040	2045	2050
Sacramento Co. Population Projection	1,562,242	1,571,846	1,615,713	1,687,220	1,751,463	1,808,307	1,857,394	1,901,507
Sacramento Co. Household Size Projection	1,567,975	1,578,347	1,637,045	1,697,555	1,766,519	1,840,788	1,905,955	1,963,265

Source: U.S. Department of Finance. County Population and Household Size Projections.

The table shown below reflects the Department of Finance projections for Sacramento County, by racial group. The multi-racial, Hispanic/Latino, and American Indian / Alaskan Native groups are projected to grow by 53%, 35% and 31%, respectively, between 2020 and 2050. The white and Asian groups are projected to grow 12% and 17%, respectively, between 2020 and 2050.

Table #8. Population Growth, by Race

Race/Ethnicity	2020	2022	2025	2030	2035	2040	2045	2050	% Change 2020 to 2050
American Indian/	8,942	9,048	9,416	10,042	10,499	10,933	11,287	11,691	31%

Alaskan Native										
Asian	224,826	225,498	230,732	239,197	246,872	253,480	258,787	263,699	17%	
Black/African American	156,031	157,615	163,199	172,498	180,403	187,305	192,797	197,760	27%	
Hispanic (any race)	360,280	365,295	379,908	404,657	428,567	450,787	470,776	487,192	35%	
Multi-Race	71,994	73,813	77,821	84,723	91,711	98,321	104,676	110,476	53%	
Native Hawaiian/Pacific Islander	15,510	15,535	15,802	16,212	16,455	16,589	16,504	16,328	5%	
White	724,659	725,042	738,835	759,891	776,956	790,892	802,567	814,361	12%	

Source: U.S. Department of Finance. County Population and Household Size Projections.

The following table shows Sacramento County’s unemployment rate for each month over the last three years. The Employment Development Department (EDD) reports Sacramento County’s current unemployment rate at about half of what it was at its three-year peak of 14.9% in August 2020. The most currently available statistic of 7.0% is more than double the County’s three-year low of 3.3% in May and September 2019.

Table #9. Unemployment Rate – Sacramento County

Year	J	F	M	A	M	J	J	A	S	O	N	D
2021	8.1%	7.7%	7.3%	7.1%	6.7%	7.5%	7.3%	7.0%				
2020	4.0%	3.7%	4.3%	14.9%	14.3%	12.9%	12.1%	10.9%	10.0%	8.8%	7.3%	8.3%
2019	4.4%	4.0%	4.1%	3.4%	3.3%	3.9%	4.1%	3.9%	3.3%	3.5%	3.5%	3.5%

Source: EDD Local Area Unemployment Statistics (LAUS) - Sacramento County

The following table reflects those Sacramento County occupations EDD projects will grow most rapidly between 2018 and 2028. While Solar Installers is the occupation with the highest percent growth, opportunities for Nurse Practitioners are projected to be four times more numerous, despite its much lower rate of growth.

Table #10. Occupations with Projected Highest Growth – Sacramento County

Occupations	Projected Employment	% Growth
Solar Photovoltaic Installers	280	64.7%
Nurse Anesthetists	170	41.7%
Occupational Therapy Assistants	250	38.9%

Physician Assistants	980	36.1%
Nurse Practitioners	1,130	34.5%

Source: EDD Sacramento Profile - Sacramento County

Demographic Data

The demographics of the college’s student body has become increasingly diverse, and this includes a consistent increase in the enrollment of students of color. The number of concurrently enrolled high school students has increased significantly, the percent of students less than 18 years of age (from less than 1% to nearly 5%). The percent of 18 to 20 year old students has increased nearly three percentage points as the percent of most other age groups have declined. Female students continue to out enroll male students by an increasing percent, with a current differential of 20.8 percentage points (59.3% female, 39.5% male). The number of African American students enrolled has declined 2.4 percentage points, from 10.2% to 7.8%, since Fall 2015. During the same period, the number of Hispanic/Latino and Asian students enrolled has increased by 3.5 and 3.2 percentage points, respectively.

Table #11. Student Age, Gender, Ethnicity, and Race, less Safety Ctr. and Apprenticeship

Demographic Category	F15	F16	F17	F18	F19	F20	% Change F15 to F20
Total	26,940	25,982	25,245	25,095	24,972	24,308	-9.8%
Age Group (% of Total)	Change (in pct pts)						
<18	0.7%	1.0%	1.7%	2.2%	3.7%	4.9%	4.2
18-20	25.3%	25.3%	25.4%	26.5%	27.0%	28.2%	2.9
21-24	25.1%	25.4%	24.7%	23.5%	22.7%	21.7%	-3.4
25-29	17.3%	17.1%	17.2%	16.4%	15.9%	15.2%	-2.1
30-39	16.4%	16.7%	16.8%	17.7%	17.5%	17.5%	1.1
40-49	8.0%	7.8%	7.5%	7.5%	7.3%	7.4%	-0.6
50+	7.2%	6.7%	6.6%	6.2%	6.0%	5.1%	-2.1
Gender (% of Total)	Change (in pct pts)						
Female	56.1%	55.4%	56.1%	56.5%	57.0%	59.3%	3.3
Male	41.7%	42.1%	41.7%	41.4%	41.0%	38.5%	-3.2
Non-Binary	---	---	---	0.0%	0.1%	0.2%	---
Unknown	2.2%	2.5%	2.2%	2.1%	2.0%	1.9%	-0.3

Ethnicity (% of Total)							Change (in pct pts)
Hispanic Origin	21.9%	23.0%	23.2%	24.3%	25.1%	25.4%	15.8%
Race (non-Hispanic) (% of Total)							Change (in pct pts)
American Indian/ Alaskan Native	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%	-0.1
Asian	10.1%	10.3%	11.1%	11.7%	12.4%	13.3%	3.2
Black/ African American	10.2%	9.4%	9.3%	8.6%	8.3%	7.8%	-2.5
Filipino	2.2%	2.3%	2.5%	2.5%	2.6%	2.7%	0.5
Multi-Race	6.4%	6.7%	6.9%	7.0%	6.6%	7.1%	0.7
Native Hawaiian/ Pacific Islander	0.9%	0.9%	0.9%	0.9%	0.8%	0.9%	0.0
Other Non-White	0.7%	0.5%	0.5%	0.3%	0.3%	0.2%	-0.5
White	45.5%	45.1%	44.0%	42.8%	40.7%	39.9%	-5.6
Unknown	1.3%	1.2%	1.2%	1.2%	2.7%	2.3%	0.9

Source: Retrieved from ir_archive_eos_arc database, ARC Office of Institutional Research

The following table reflects further changes in the college's student body, namely a notable upward shift in the percent of students with "Transfer with Degree" education goals (from 52.0% to 56.7% in two years) and declines in the percent of students with goals of "Transfer without a Degree," and "Degree without Transfer".

Table #12. Student Education Goal, Enrollment Status, Education Status, less Safety Ctr. and Apprenticeship

Demographic Category	F15	F16	F17	F18	F19	F20	% Change F15 to F20
Total	26,940	25,982	25,245	25,095	24,972	24,308	-9.8%
Educational Goal (% of Total)							Change (in pct pts)
Transfer with Degree	53.1%	55.1%	52.1%	52.0%	54.1%	56.7%	3.7
Transfer w/o Degree	12.1%	10.2%	12.8%	12.5%	10.4%	10.2%	-1.9
Degree w/o Transfer	20.2%	19.1%	0.2%	17.8%	18.3%	16.8%	-3.4
Certificate	1.4%	1.5%	1.7%	2.1%	2.0%	2.2%	0.8
Basic Skills/HS Diploma	0.8%	0.8%	0.8%	0.8%	1.1%	2.0%	1.2
Maint Cert/Lic/Devel Skills	3.7%	3.9%	4.6%	4.0%	3.9%	3.7%	0.0
Educational Devel.	1.4%	1.5%	1.7%	2.1%	2.0%	2.2%	0.8
Undecided	2.7%	3.2%	3.5%	3.7%	3.1%	2.2%	-0.5
Enrollment Status (% of Total)							Change (in pct pts)
Continuing	56.0%	55.2%	53.5%	51.9%	50.8%	47.6%	-8.5
New, First Time to College	13.3%	13.6%	14.8%	14.6%	13.9%	14.2%	1.0
First Time Transfer	13.6%	13.8%	13.3%	14.7%	15.3%	16.7%	3.0
Returning	16.5%	16.5%	16.9%	16.8%	16.3%	16.6%	0.1
Special Admit	0.6%	0.8%	1.5%	2.0%	3.7%	4.9%	4.4
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1

Source: Retrieved from *ir_archive_eos_arc* database, *ARC Office of Institutional Research*

The following table shows additional demographic elements, as well as the number of students that participated in the college’s programs and services between Fall 2015 and Fall 2020. Bearing in mind the college’s overall decline in headcount enrollment over this time, it is notable that programs such as MESA (up 13%) and Puente (up 210%) have continued to grow. The following statistics also show significant declines in the number of students benefitting from the Promise Grant, as well as CalWORKS, DSPS, first generation, foster youth, and Veterans programs, groups that may have been disproportionately impacted by the many changes implemented in response to the global pandemic.

Table #13. Other Demographic Elements and Programs/Services Participation, less Safety Ctr. and Apprenticeship

Program or Service	F15	F16	F17	F18	F19	F20	% Change F15 to F20
Athlete	368	375	324	327	333	450	22.3%
Beacon	---	864	681	732	723	336	---
Promise Grant	19,242	17,871	16,912	16,438	16,007	14,568	-24.3%
CalWORKS	603	629	628	683	582	370	-38.6%
DSPS	1,477	1,325	1,256	1,168	1,138	700	-52.6%
EOPS	860	838	847	814	792	626	-27.2%
First Gen.	9,365	8,297	7,804	7,559	7,429	7,033	-24.9%
Foster Youth	100	91	62	50	58	47	-53.0%
Homeless	---	---	33	62	88	52	---
MESA	171	180	136	162	220	193	12.9%
PELL Grant	---	7,193	6,639	6,556	6,845	6,008	---
Below Poverty Level	10,377	9,280	8,608	8,026	7,358	7,065	-31.9%
Pri. Lang. Not English	3,485	3,124	2,946	2,911	2,774	2,585	-25.8%
PUENTE	20	17	1	1	80	62	210.0%
UMOJA	36	22	95	10	103	193	436.1%
Veteran	1,000	619	605	560	455	274	-72.6%

Source: Retrieved from *ir_archive_eos_arc* database, ARC Office of Institutional Research

Socio-economic Data

The following table shows three socio-economic indicators of the college's student body. The percent of students below the poverty line and the percent indicating that they are first generation to college has declined fairly consistently since Fall 2015. The percent of students identifying as homeless also fell since Fall 2019. Currently, nearly 30% of the student body is living in poverty status (down from 39% in Fall 2015), which is nearly three times that experienced across Sacramento County.

Table #14. Poverty Status, First Generation to College, and Homelessness Status, less Safety Ctr. and Apprenticeship

Socio-economic Indicator	F15	F16	F17	F18	F19	F20	% Change F15 to F20
Total	26,940	25,982	25,245	25,095	24,972	24,308	-9.8%
Poverty Level							Change (in pct pts)
Well Above Poverty	26.9%	29.8%	31.5%	32.6%	33.7%	37.4%	10.5
Low but Above Poverty	26.2%	26.6%	27.0%	27.7%	28.5%	23.9%	-2.3
Below Poverty	38.5%	35.7%	34.1%	32.0%	29.5%	29.1%	-9.4
Unknown	8.4%	7.9%	7.4%	7.7%	8.4%	9.7%	1.3
First Generation to College							Change (in pct pts)
Yes	34.8%	31.9%	30.9%	30.1%	29.7%	28.9%	-5.8
No	65.2%	68.1%	69.1%	69.9%	70.3%	71.1%	5.8
Homeless							Change (in pct pts)
Yes	0.0%	0.0%	0.1%	0.2%	0.4%	0.2%	---
No	100.0%	100.0%	99.9%	99.8%	99.6%	99.8%	-0.2%

Source: Retrieved from *ir_archive_eos_arc* database, ARC Office of Institutional Research

The following tables reflect household income and poverty levels across Sacramento County. Note that more than a third of County residences report a family income of less than \$50,000. Adult poverty rates are reported at nearly 13%.

Table #15. Household Income Level, Sacramento County

Household Income	%
Under \$50,000	34.0%
\$50K-\$100K	31.0%
\$100K -\$200K	26.0%
Over \$200K	8.0%

Table #16. Poverty Level, Sacramento County

Poverty Level	Adults	Children (under 18)	Seniors (65 and over)
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Poverty	12.6%	6.0%	8.0%
Non-poverty	87.4%	94.0%	92.0%

Source: CensusReporter on ACS 2019 data.

Sites

American River College
4700 College Oak Drive
Sacramento, CA 95841

Mather Center
10150 Missile Way
Mather, CA 95655

McClellan Center
5146 Arnold Avenue
McClellan, CA 95652

Natomas Center
2421 Del Paso Road
Sacramento, CA 95835

Specialized or Programmatic Accreditation

In addition to the current ACCJC collegewide accreditation, specified programs at American River College are authorized by the California Community Colleges Chancellor's Office (CCCCO) and accredited by the following external organizations:

Automotive Technology Program
National Automotive Technical Education Foundation (NATEF)

The Dietary Manager (Dietary Service Supervision) option
California State Department of Public Health

Fire Technology Program
California State Fire Marshal's Office

Funeral Service Education Program
American Board of Funeral Service Education (ABFSE)

Human Services option, Chemical Dependency Studies
California Consortium of Addiction Programs and Professionals

Nursing Program (A.S. Degree)

California State Board of Registered Nursing

Paramedic Program

Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)

Respiratory Care Program

Commission on Accreditation for Respiratory Care (CoARC)

B. Presentation of Student Achievement Data and Institution-Set Standards

In 2016, American River College adopted a consistent College-wide methodology for computing Institution-Set Standards. Institution-Set Standards are computed by first taking the average of the preceding 3 years (not including the current year). Then a 95% Confidence Interval is constructed around this preceding 3-year average. The lower limit of this 95% Confidence Interval is formally recognized as the Institution-Set Standard. In 2017, American River College formally recognized the upper limit of the 95% Confidence Interval as the Stretch Goal.

As the Institution-Set Standard and Stretch Goal depend on the preceding 3 years for their computation (i.e., a rolling 3-year period), the standard and stretch goal vary from year to year. Each spring, the Institution-Set Standard and Stretch Goal are computed and then compared to the most recent year to assess institutional effectiveness in student achievement. Over the last 5 years, ARC has consistently met or exceeded the Institution-Set Standard for successful course completion and number of degrees. ARC exceeded the Institution-Set Standard for certificates in every year except 2018-19, and for transfers in every year except 2018-2019. ARC once exceeded the stretch goal for successful course completion in 2016-17 (2016-17 actual: 74% vs 2016-17 stretch goal: 73%).

In 2019, the procedure for setting Stretch Goals for certificates, degrees, and transfers was modified to align with the California Community College Chancellor's Office Vision for Success Goals and American River College's Strategic Planning Goals. This alignment resulted in a stretch goal of a 20% increase for certificates and degrees, and a 35% increase for transfers by 2021 - 2022 using the 2016 - 17 year as a baseline. Thus far, ARC has yet to meet the stretch goal for number of certificates, degrees, or transfers.

The college's annual unit planning system, which is part of program review, was updated in 2018-19 to include a review of Institution-Set Standards (these are called department-set standards in the annual unit planning system) at the course designator (e.g., ACCT) and course level (e.g., ACCT 300) as standard practice for annual unit planning and resource allocation. College-wide, 80 separate planning actions were submitted in the annual unit planning system to address performance against these department-set standards. Of these actions, 23.8% involved resource allocation requests.

Table #17. Institution-Set Standards and Stretch Goals for successful course completion, certificates, degrees, and transfers

Data Element	Current Institution-Set Standard*	Current Stretch Goal*	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Avg
Successful Course Completion %	73%	78%	72%	74%	75%	76%	73%	74%
Number of Certificates (16+ Units)	1,020	1,512	1,359	1,260	1,376	1,175	1,317	1,297
Number of Associate Degrees	1,960	2,460	1,951	2,050	2,003	2,064	2,197	2,053
Number of Transfers to UC/CSU	867	1,700	1,187	1,259	1,229	1,032	1,087	1,159

*Institution-Set Standards and Stretch Goals vary from year to year. The current standard and stretch goal serve as appropriate benchmarks for the 2019-20 academic year.

Successful Course Completion %: Includes Fall and Spring semesters, includes EW grades in the denominator. *Source:* Retrieved from *ir_archive_eos_arc* database, *ARC Office of Institutional Research*

Number of Certificates (16+ Units): Includes all certificates requiring 16 or more units for completion. *Source:* Retrieved from *DOPSOFT* server, *curriculum* table, *ARC Office of Institutional Research*

Number of Associate Degrees: *Source:* Retrieved from *ir_archive_eos_arc* database, *lr_degree* table, *ARC Office of Institutional Research*

Number of Transfers to UC/CSU: *Source:* UC transfers Retrieved from

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

CSU transfers retrieved from <https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

Programs where students are required to pass national, state, or other licensure exams to qualify for employment in their chosen field annually report their licensure exam pass rates and compare them to Institution-Set Standards and Stretch Goals. Department chairs for each program are responsible for providing licensure exam data. These Institution-Set Standards and Stretch Goals are set by the individual programs. Each program has consistently exceeded their Institution-Set Standards.

Table #18. Institution-Set Standards and Stretch Goals for licensure examination pass rates

Program	Current Institution-Set Standard	Current Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Avg
Funeral Service Education	65%	75%	92%	81%	90%	96%	96%	91%
Nursing	75%	85%	94%	94%	94%	100%	100%	96%
Paramedic	70%	90%	100%	100%	100%	100%	100%	100%
Respiratory Care	78%	85%	92%	100%	100%	100%	100%	98%

Each program above requires students to pass a national licensure exam for employment in their chosen field.

Career Education programs regularly review job placement data and compare them to Institution-Set Standards and Stretch Goals. Job placement data are retrieved from the state MIS Perkins IV/V website, except where individual programs have more accurate or updated data to supersede data retrieved from the Perkins website.

The methodology used to compute Institution-Set Standards and Stretch Goals for job placement rates is similar to that used for successful course completion, but with adjustments made for ceiling effects (100% job placement) and lack of variability (0 standard deviation) for some programs. Institution-Set Standards and Stretch Goals are computed by taking the average job placement rate over the last 3 years for each program (not including the most recent year). Then a 95% confidence interval is built around that average. The lower limit is used as the Institution-Set Standard and the upper limit is used as the Stretch Goal. In cases where the 3-year standard deviation equals 0, the confidence interval is invalidated as the Institution-Set Standard and is replaced by calculating 75% of the 3-year average. In cases where the Stretch Goal exceeds 100%, the Stretch Goal is capped at 100%. Job placement rates reported in the indicated year were the most recently available data in that year from the state MIS Perkins IV/V website.

Career Education programs at ARC have consistently exceeded the Institution-Set Standards for job placement rates. Programs that had a least 10 graduates in each reporting year are listed below:

Table #19. Institution-Set Standards and Stretch Goals for job placement rates

Program	Current Institution-Set Standard	Current Stretch Goal	2014-15 Rate	2015-16 Rate	2016-17 Rate	2017-18 Rate	2018-19 Rate	5-Year Avg
Accounting	75%	89%	79%	83%	79%	84%	85%	82%
Administration of Justice	93%	100%	96%	96%	98%	96%	97%	97%
Art New Media	50%	100%	75%	69%	94%	80%	57%	75%
Automotive Collision Technology	68%	75%	61%	73%	70%	72%	82%	72%
Automotive Technology	67%	89%	66%	74%	77%	83%	78%	76%
Carpenter Apprenticeship	75%	100%	100%	100%	100%	100%	100%	100%
CIS: Computer Networking Management	77%	100%	86%	95%	85%	94%	73%	87%
CIS: Programming	35%	100%	68%	54%	73%	81%	75%	70%
Commercial Music	46%	100%	67%	73%	86%	63%	83%	74%
Design Technology	45%	95%	75%	71%	60%	80%	82%	74%
Diesel Technology	75%	80%	65%	76%	78%	78%	82%	76%
Drywall/Lathing Apprenticeship	75%	100%	100%	100%	100%	100%	100%	100%
Early Childhood Education	67%	78%	75%	74%	70%	74%	74%	73%
Electronic	68%	80%	73%	72%	75%	76%	72%	74%
Environmental Conservation	56%	100%	58%	80%	88%	69%	58%	71%
Funeral Service Education	85%	100%	94%	89%	91%	100%	95%	94%
General Business	71%	77%	70%	75%	75%	73%	82%	75%
Geographic Information Systems (GIS)	81%	100%	75%	91%	88%	96%	95%	89%

Hospitality Management: Baking	66%	76%	63%	74%	69%	71%	79%	71%
Hospitality Management: Culinary Arts/Restaurant Management	56%	97%	86%	68%	79%	84%	84%	80%
Human Services	48%	97%	60%	62%	80%	76%	71%	70%
Legal Assisting	51%	100%	78%	67%	83%	89%	92%	82%
Management	40%	100%	74%	65%	70%	92%	86%	77%
Nursing	87%	97%	92%	90%	93%	92%	87%	91%
Respiratory Care	59%	100%	100%	77%	100%	100%	84%	92%
Sign Language Studies: Interpreter Training	82%	100%	100%	100%	93%	90%	86%	94%
Speech Language Pathology Assistant Training	72%	100%	95%	88%	100%	86%	95%	93%
Welding Technology	75%	91%	87%	83%	86%	80%	84%	84%

Source: Job Placement Rates retrieved from state MIS Perkins IV/V Website:

https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx

Student Achievement Data

American River College regularly reviews student achievement data as part of the annual unit planning and program review process. In addition, the Institutional Effectiveness Council and the Student Success Council review student achievement data as a regular part of college governance. Where appropriate, project teams sponsored by these Councils are formed to address achievement gaps and disproportionate impacts. In addition to successful course completion, the college regularly tracks a variety of student achievement metrics aligned with the college's mission and strategic planning goals.

Successful Course Completion – ARC Overall

Successful course completion percentages decreased in Fall 2020 for ARC overall compared to the previous Fall terms over the last 5 years. This reduction largely reflected the significant decrease in enrollment for the Apprenticeship and Public Safety programs in Fall 2020 that regularly yield very high successful course completion percentages. These programs made up only 4% of total enrollments in Fall 2020, vs 15% to 18% of total enrollments in each of the pre-Covid Fall 2016 to Fall 2019 terms. (see next table for more details regarding Apprenticeship and Public Safety successful course completion percentages).

Table #20. Successful Course Completion – ARC Overall

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ARC Overall	74%	75%	76%	76%	71%

Source: ARC Data on Demand System. Retrieved September 2021.

Successful Course Completion by Public Safety, Apprenticeship, Not Public Safety or Apprenticeship

As shown in the table below, students in the Apprenticeship and Public Safety programs at ARC have regularly achieved very high successful course completion percentages (between 97% and 98%). By contrast, students in non-Apprenticeship and Public Safety programs at ARC have regularly achieved successful course completion percentages between 70% and 71%.

Table #21. Successful Course Completion by Public Safety, Apprenticeship, Not Public Safety or Apprenticeship

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Apprenticeship	97%	97%	97%	98%	98%
Not Public Safety & Apprenticeship	70%	70%	71%	71%	70%
Public Safety	98%	98%	98%	97%	98%

Source: ARC Data on Demand System. Retrieved September 2021.

Due to the exceedingly high successful course completion percentages achieved by students in Apprenticeship and Public Safety programs, the following disaggregated analyses exclude performance in Public Safety and Apprenticeship programs.

Successful Course Completion by Ethnicity

As shown in the table below, successful course completion percentages vary by ethnicity. ARC has identified African American, Hispanic/Latino (Latinx), Native American, and Pacific Islander students as being disproportionately impacted. In response, individual ethnicity-specific project teams have been created to address these disproportionate impacts in their reports (African American Disproportionate Impact Project Team Report 2019-20, Latinx Disproportionate Impact Project Team Report 2019-20, Native American Disproportionate Impact Project Team Report 2019-20, Asian/Pacific Islander Disproportionate Impact Project Team Report 2020-21). The recommendations of these project team reports are currently in the process of being implemented.

Table #22. Successful Course Completion by Ethnicity

Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	57%	56%	58%	59%	58%

Asian	75%	75%	77%	78%	79%
Filipino	74%	74%	74%	73%	73%
Hispanic/Latino	65%	66%	67%	67%	64%
Multi-Race	66%	68%	70%	66%	67%
Native American	64%	61%	59%	63%	74%
Other Non-White	75%	75%	71%	68%	65%
Pacific Islander	67%	61%	69%	69%	58%
Unknown	78%	77%	75%	71%	72%
White	75%	75%	76%	76%	74%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Gender

As shown in the table below, successful course completion percentages by gender have remained relatively consistent over the last 5 years, with percentages being slightly lower for ARC's male students compared to ARC's female students.

Table #23. Successful Course Completion by Gender

Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	71%	71%	72%	72%	71%
Male	69%	69%	70%	71%	69%
Non-Binary	N/A	N/A	100%	64%	70%
Unknown	71%	71%	74%	73%	71%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Age

As shown in the table below, successful course completion percentages by age group have remained relatively consistent over the last 5 years, with percentages being consistently lower for the 18-20 and 21 to 24 age groups, compared to students 25 and over and students under 18 years of age.

Table #24. Successful Course Completion by Age

Age	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<18	85%	87%	88%	87%	81%
18-20	69%	69%	69%	69%	67%
21-24	67%	68%	70%	69%	66%
25-29	71%	71%	71%	71%	71%
30-39	72%	73%	75%	75%	75%
40-49	74%	73%	77%	77%	78%
50+	75%	71%	74%	76%	77%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Modality

In 2018, course coding for modality was changed to align practices across the district and to more accurately reflect the broad array of modalities being utilized. Therefore, accurate and comparable data regarding successful course completion percentages by modality exist only for Fall 2019 onward. As shown in the table below, successful course completion percentages by modality increased from Fall 2019 to Fall 2020 for the Fully Online and Hybrid (equal or over 50% Online) modalities. By contrast, successful course completion percentages decreased slightly for the Face-to-Face modality.

Table #25. Successful Course Completion by Modality

Modality	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Face to Face	N/A	N/A	N/A	73%	70%
Fully Online	N/A	N/A	N/A	67%	70%
Hybrid < 50% Online	N/A	N/A	N/A	76%	77%
Hybrid >= 50% Online	N/A	N/A	N/A	64%	72%
N/A	70%	70%	71%	N/A	N/A

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Course Type (Lab vs Lecture)

As shown in the table below, successful course completion percentages by course type (Lab vs Lecture) have remained relatively consistent over the last 5 years, with percentages being consistently lower for lecture classes vs lab classes.

Table #26. Successful Course Completion by Course Type (Lab vs Lecture)

Course Type (Lab vs Lecture)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Laboratory	79%	80%	82%	82%	77%
Lecture	69%	70%	71%	71%	70%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Units (Full Time vs Part Time Status)

As shown in the table below, successful course completion percentages by unit load have remained relatively consistent over the last 5 years, with percentages being consistently lowest for students taking under 6 units, in the middle for students taking 6 to just under 12 units, and highest for students taking a full time course load, of 12 units or more. ARC has published academic program roadmaps, and the College guides students to use the interactive planning tool Degree Planner, which helps students with completing their degree as efficiently as possible by mapping out what courses to take and when to take them.

Table #27. Successful Course Completion by Units (Full Time vs Part Time Status)

Units (Full Time vs Part Time Status)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
6 - 11.9 Units	68%	68%	69%	69%	69%
<6 Units	65%	67%	68%	68%	67%
FT (12+ Units)	74%	74%	75%	75%	73%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Enrollment Status

As shown in the table below, successful course completion percentages by enrollment status have remained relatively consistent over the last 5 years, with percentages being consistently lower for new first time college students and returning students as compared to continuing students, first time transfer students, and special admit students.

Table #28. Successful Course Completion by Enrollment Status

Enrollment Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Continuing Student	73%	73%	74%	75%	73%
First Time Student (New)	67%	69%	66%	66%	63%
First Time Transfer Student	67%	68%	72%	68%	70%
Returning Student	63%	62%	64%	65%	65%
Special Admit	93%	93%	93%	88%	83%
Unknown	29%	N/A	N/A	85%	64%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Educational Goal

As shown in the table below, successful course completion percentages vary by educational goal. Those students earning a degree or transferring with or without a degree achieve percentages near the college average (~70%). By contrast, students seeking to earn a certificate, acquire or update job skills achieved percentages above the college average (~75-80%)

Table #29. Successful Course Completion by Educational Goal

Educational Goal	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Acquire Job Skills Only	72%	74%	77%	75%	73%
Complete High School/GED	65%	72%	88%	81%	76%
Discover Career Interests	64%	65%	69%	72%	65%
Earn AA/AS Degree- no Transfer	69%	71%	72%	72%	71%
Earn a Certificate	73%	73%	75%	74%	75%
Educational Development	75%	76%	81%	78%	73%
Four-yr Student Mtg 4-yr Reqs	66%	67%	71%	71%	63%
Improve Basic Skills	62%	69%	72%	72%	70%
Maintain Certificate/License	68%	72%	70%	69%	70%
Move from noncred to credit	65%	54%	62%	56%	78%
Transfer to 4-Year after AA/AS	70%	70%	70%	70%	69%
Transfer to 4-Year- no AA/AS	71%	72%	72%	73%	71%

Undecided on Goal	67%	66%	71%	68%	70%
Update Job Skills Only	75%	80%	81%	75%	75%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Course Schedule (Number of Weeks)

As shown in the table below, successful course completion percentages by course schedule have remained relatively consistent over the last 5 years, with percentages being consistently lower for the eight week second course schedule compared to the other course schedule types. The full term schedule mirrors the college overall. The highest performing schedule was the five week first course schedule.

Table #30. Successful Course Completion by Course Schedule (Number of Weeks)

Schedule (Number of Weeks)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Eight Week - First	70%	73%	75%	72%	71%
Eight Week - Second	60%	59%	62%	59%	58%
Eight Week 2nd - Alt. Dates	67%	71%	77%	78%	70%
Five Week - First	82%	86%	89%	83%	87%
Five Week - Second	81%	77%	78%	79%	76%
Five Week - Third	75%	74%	75%	75%	77%
Full Term	70%	70%	71%	71%	71%
Other Term	78%	75%	76%	80%	69%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by First Generation College Student Status

As shown in the table below, successful course completion percentages by first generation college student status have remained relatively consistent over the last 5 years, with percentages being slightly lower for first generation college students than non-first generation college students.

Table #31. Successful Course Completion by First Generation College Student Status

First Generation	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	71%	72%	72%	70%
Yes	70%	69%	70%	70%	69%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Poverty Level

As shown in the table below, successful course completion percentages by poverty level have remained relatively consistent over the last 5 years, with percentages being consistently lowest for students in the below poverty range (~68%), in the middle for the low but above poverty level range (~70%), and highest for students in the middle and above poverty level range (~74%). (Note: income levels provided by external guidance from HHS, factoring in both household income and household size)

Table #32. Successful Course Completion by Poverty Level

Poverty Level	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Below Poverty Level	67%	67%	69%	68%	68%
Low but Above Poverty Level	70%	69%	71%	70%	69%
Middle & Above	75%	75%	75%	75%	73%
Unknown	72%	72%	73%	73%	71%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Foster Youth

As shown in the table below, successful course completion percentages by former foster youth status have remained relatively consistent over the last 5 years, with percentages being significantly lower for former foster youth college students than non-former foster youth students.

Table #33. Successful Course Completion by Foster Youth

Foster Youth	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	72%	71%	70%
Yes	49%	52%	51%	51%	55%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Primary Language (English vs Not English)

As shown in the table below, successful course completion percentages by primary language have remained relatively consistent over the last 5 years, with percentages being significantly higher for college students whose primary language was not English compared to students whose primary language was English.

Table #34. Successful Course Completion by Primary Language (English vs Not English)

Primary Language (English vs Not English)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
English	69%	69%	70%	70%	69%
Not English	80%	80%	81%	82%	83%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Veteran Status

As shown in the table below, successful course completion percentages were slightly higher for Veteran college students than non-veteran students from Fall 2016 to Fall 2018, at an equal level in Fall 2019, but were lower by 6 percentage points in Fall 2020.

Table #35. Successful Course Completion by Veteran Status

Veteran Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	71%	71%	70%
Yes	72%	73%	72%	71%	65%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Athlete

As shown in the table below, successful course completion percentages were higher for student athletes than non-student athletes from Fall 2016 to Fall 2019 but student athletes experienced a decrease of 7 percentage points in Fall 2020.

Table #36. Successful Course Completion by Athlete

Athlete	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Yes	73%	80%	77%	78%	71%
No	70%	70%	71%	71%	70%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by CalWORKS

As shown in the table below, successful course completion percentages were significantly higher for CalWORKS students than non-CalWORKS students over the last 5 years, especially in Fall 2020, where the difference increased from about 10 to 12 percentage points in the preceding years, to 21 percentage points in Fall 2020.

Table #37. Successful Course Completion by CalWORKS

CalWORKS	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	71%	71%	70%
Yes	80%	81%	82%	83%	91%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by EOPS

As shown in the table below, successful course completion percentages were significantly higher for EOPS students than non-EOPS students over the last 5 years, especially in Fall 2020, where the difference increased from about 8 to 13 percentage points in the preceding years, to 18 percentage points in Fall 2020.

Table #38. Successful Course Completion by EOPS

EOPS	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	71%	71%	69%
Yes	79%	78%	82%	84%	87%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by DSPTS

As shown in the table below, successful course completion percentages were similar for DSPTS students and non-DSPTS students over the last 5 years. In Fall 2020, successful course completion percentages were slightly higher for DSPTS students than non-DSPTS students (by 3 percentage points).

Table #39. Successful Course Completion by DSPTS

DSPTS	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Disability	70%	68%	68%	70%	73%
No Disability	70%	70%	72%	71%	70%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by High School GPA

As shown in the table below, high school GPA is positively associated with successful course completion percentage. (Note: HS GPAs below 1.50 have very small cell sizes)

Table #40. Successful Course Completion by High School GPA

High School GPA	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
0.0 - 0.49	57%	23%	69%	64%	51%
0.50 - 0.99	N/A	N/A	N/A	19%	36%
1.0 - 1.49	43%	33%	55%	45%	44%
1.50 - 1.99	38%	48%	53%	44%	42%
2.0 - 2.49	48%	50%	52%	55%	49%
2.50 - 2.99	51%	53%	60%	62%	58%
3.0 - 3.49	56%	57%	63%	67%	67%
>= 3.50	64%	69%	75%	77%	77%
Unknown	72%	72%	75%	76%	76%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by High School Student

As shown in the table below, successful course completion percentages were significantly higher for high school students concurrently enrolled at ARC (special admit/dual enrollment students) than non-high school students over the last 5 years. However, the successful course completion percentages for high school students concurrently enrolled at ARC decreased in Fall 2020 by 5 percentage points and has decreased by 10 percentage points since Fall 2018.

Table #41. Successful Course Completion by High School Student

High School Student	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	71%	71%	70%
Yes	93%	93%	93%	88%	83%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Homeless

As shown in the table below, successful course completion percentages were significantly lower for homeless students than non-homeless students over the last 5 years, especially in Fall 2020, where the difference grew to 32 percentage points.

Table #42. Successful Course Completion by Homeless

Homeless	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	70%	70%	72%	71%	70%
Yes	N/A	46%	45%	47%	38%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Instructor Type (Full Time vs Part Time)

As shown in the table below, successful course completion percentages did not differ between full time and part time instructors over the last 5 years.

Table #43. Successful Course Completion by Instructor Type (Full Time vs Part Time)

Instructor Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	70%	70%	71%	71%	70%
Part-Time	70%	71%	72%	71%	70%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Successful Course Completion by Pell Grant

As shown in the table below, successful course completion percentages were higher for Pell grant recipients than non-Pell grant recipients over the last 5 years.

Table #44. Successful Course Completion by Pell Grant

Pell Grant	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	67%	67%	69%	69%	68%
Yes	75%	76%	76%	75%	74%

Source: ARC Data on Demand System. Retrieved September 2021. Note: Excludes Public Safety and Apprenticeship

Degrees

As shown in the table below, the total number of degrees awarded has remained relatively stable over the last 5 years.

Table #45. Degrees

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Degrees	2,773	2,619	2,736	2,866	2,659

Source: ARC Data on Demand System. Retrieved September 2021.

Degrees by Ethnicity

As shown in the table below, the total number of degrees by ethnicity has remained relatively stable over the last 5 years. There is some evidence of an upward trend for ARC's Hispanic/Latino (Latinx) students, and possibly for ARC's Asian and Native American students both of which reached new highs in 2020-2021.

Table #46. Degrees by Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	185	218	185	228	188
Asian	292	200	281	271	302
Filipino	38	60	82	62	70
Hispanic/Latino	578	559	572	673	629
Multi-Race	173	184	195	199	163
Native American	17	13	12	10	20

Other Non-White	25	15	21	19	5
Pacific Islander	25	34	23	30	27
Unknown	54	41	40	65	45
White	1,386	1,295	1,325	1,309	1,210

Source: ARC Data on Demand System. Retrieved September 2021.

Degrees by Degree Type

As shown in the table below, the total number of degrees awarded by degree type (Arts vs Science) has remained relatively stable over the last 5 years, with slightly more Arts degrees being awarded than Science degrees.

Table #47. Degrees by Degree Type

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts (AA & AA-T)	1,434	1,416	1,449	1,503	1,382
Associate in Science (AS & AS-T)	1,339	1,203	1,287	1,363	1,277

Source: ARC Data on Demand System. Retrieved September 2021.

As shown in the table below, the total number of Associate Degrees for Transfer (ADT) has increased over the last 5 years, both for Associate in Arts for Transfer degrees (AA-T) and for Associate in Science for Transfer degrees (AS-T). By contrast, the total number of traditional Associate degrees (AA, AS) has decreased over the last 5 years, both for Arts and Sciences. These contrasting trends for transfer degrees and traditional associate degrees have resulted in relatively stable aggregate counts of degrees when combined over the last 5 years.

Table #48. Degrees by Specific Degree Type

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts (AA)	1169	1108	1138	1132	989
Associate in Arts for Transfer (AA-T)	265	308	311	371	393
Associate in Science (AS)	1008	866	964	957	863
Associate in Science for Transfer (AS-T)	331	337	323	406	414

Source: Retrieved from *ir_archive_eos_arc* database, *lr_degree* table, ARC Office of Institutional Research

Certificates (Chancellor Approved or 18 or more units)

As shown in the table below, the total number of certificates decreased significantly in 2020-2021 compared to the prior 4 years. The earning of certificates was impacted by the cancellation of many “impossible to convert” on-ground career education courses brought on by the move to remote operations and remote learning as a result of the COVID-19 pandemic.

Table #49. Certificates (Chancellor Approved or 18 or more units)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificates	1,644	1,846	1,592	1,415	865

Source: ARC Data on Demand System. Retrieved September 2021.

Certificates (Chancellor Approved or 18 or more units) by Ethnicity

As shown in the table below, the total number of certificates decreased significantly in 2020-2021 compared to the prior 4 years, particularly for African American, Hispanic/Latino (Latinx), Multi-Race, Unknown, and White students.

Table #50. Certificates (Chancellor Approved or 18 or more units) by Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	99	135	92	90	50
Asian	165	144	186	109	119
Filipino	28	40	39	30	24
Hispanic/Latino	383	411	363	337	213
Multi-Race	78	110	118	86	58
Native American	10	14	5	12	4
Other Non-White	4	10	6	3	3
Pacific Islander	8	14	14	6	9
Unknown	39	55	61	136	17
White	830	913	708	606	368

Source: ARC Data on Demand System. Retrieved September 2021.

Certificates (Chancellor Approved or 18 or more units) by Units

As shown in the table below, the total number of certificates by units decreased significantly in 2020-2021 for all certificates regardless of the number of required units. Large decreases were also observed for 2019-2020 for certificates under 30 units.

Table #51. Certificates (Chancellor Approved or 18 or more units) by Units

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Cert 12-18 Units (Chancellor Approved)	248	330	259	59	1
Certificate 18 - 29.99 Units	172	189	156	53	0
Certificate 30 - 59.99 Units	1,224	1,327	1,177	1,303	864

Source: ARC Data on Demand System. Retrieved September 2021.

Transfers to CSU and UC

As shown in the table below, the total number of transfers to CSU and UC have decreased slightly, starting in 2018-2019, and carrying forward into 2019-2020.

Table #52. Transfers to CSU and UC

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CSU	936	987	983	828	880
UC	251	272	246	204	207
Total	1,187	1,259	1,229	1,032	1,087

Source: UC transfers Retrieved from

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school> CSU transfers retrieved from <https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

Transfers to CSU by Ethnicity

As shown in the table below, the downward trend noted above for the total number of transfers to CSU was particularly evident for White, Multi-Race and Unknown students. In contrast, the total number of transfers to CSU reached a new high for Asian and Hispanic/Latino (Latinx) students in 2019-2020.

Table #53. Transfers to CSU by Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
African American	64	50	57	57	50
Asian	118	130	118	95	132
Hispanic/Latino	151	169	171	142	205
Native American	2	6	3	8	1
Pacific Islander	3	3	3	10	6
Multi-Race	63	79	71	61	49
Unknown	84	95	81	57	57
White	413	418	457	371	360

Source: CSU transfers retrieved from <https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx> Note: Ethnicity categories available from the website are listed above. Non-resident alien was also listed as an ethnicity, but has been excluded from the table above.

Transfers to UC by Ethnicity

As shown in the table below, the downward trend noted previously for the total number of transfers to UC was evident for White and Hispanic/Latino (Latinx) students. In contrast, the total number of transfers to UC reached a new high for African American students in 2019-2020.

Table #54. Transfers to UC by Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
African American	13	18	12	15	23
Asian	46	66	52	43	53
Hispanic/Latino	40	52	44	35	34
Native American	4	6	4	less than 3	less than 3
White	125	113	119	97	85

Source: UC transfers Retrieved from <https://www.universityofcalifornia.edu/infocenter/admissions-source-school> Note: Ethnicity categories available from the website are listed above. Counts less than 3 were masked on the

website. Domestic-Unknown and International were also listed as ethnicity categories but have been excluded from the table above.

Persistence (One Term: Fall to Spring)

As shown in the table below, one term persistence (from Fall to Spring) decreased slightly for Fall 2020 (persisting to Spring 2021) compared to the prior 4 years.

Table #55. Persistence (One Term: Fall to Spring)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ARC Overall	64%	63%	63%	62%	58%

Note: Excludes Public Safety and Apprenticeship

Persistence (One Term: Fall to Spring) by Ethnicity

As shown in the table below, one term persistence decreased slightly for most ethnicity groups for Fall 2020 compared to the prior 4 years, including for Asian, Filipino, Hispanic/Latino (Latinx), Multi-Race, Pacific Islander, Unknown, and White students.

Table #56. Persistence (One Term: Fall to Spring) by Ethnicity

Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	60%	58%	59%	59%	58%
Asian	64%	63%	61%	62%	60%
Filipino	62%	61%	65%	59%	54%
Hispanic/Latino	64%	63%	63%	60%	55%
Multi-Race	65%	63%	65%	62%	60%
Native American	58%	58%	59%	59%	61%
Other Non-White	54%	52%	56%	52%	52%
Pacific Islander	58%	62%	64%	62%	55%
Unknown	61%	66%	57%	56%	53%
White	65%	65%	65%	64%	59%

Persistence (One Year: Fall to Fall)

As shown in the table below, one year persistence (from Fall to Fall) decreased for Fall 2019 (persisting to Fall 2020) compared to the prior 4 years.

Table #57. Persistence (One Year: Fall to Fall)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ARC Overall	46%	45%	45%	45%	41%

Persistence (One Year: Fall to Fall) by Ethnicity

As shown in the table below, one year persistence (from Fall to Fall) decreased for almost every ethnicity group for Fall 2019 (persisting to Fall 2020) compared to the prior 4 years. Except for Native American students, every other ethnicity group reached a new 5-year low persistence rate in Fall 2019.

Table #58. Persistence (One Year: Fall to Fall) by Ethnicity

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	39%	41%	38%	40%	37%
Asian	45%	46%	43%	46%	41%
Filipino	44%	47%	44%	46%	39%
Hispanic/Latino	47%	46%	46%	45%	39%
Multi-Race	46%	45%	45%	44%	41%
Native American	43%	34%	39%	35%	43%
Other Non-White	40%	48%	34%	31%	28%
Pacific Islander	41%	39%	41%	44%	38%
Unknown	46%	45%	48%	40%	37%
White	47%	46%	46%	46%	43%

C. Organization of the Self-Evaluation Process

In fall 2020, the Executive Leadership Team, which is chaired by the College President, chartered the Accreditation Self-Evaluation Project Team ([C.1](#)). The team, consisting of ten faculty, fifteen managers, and five classified professionals, was chaired by the ALO and co-chaired by the faculty accreditation co-chair. The charge of the Accreditation Self-Evaluation Project Team was to draft the ISER and included assigning faculty, staff, and managers to serve as Standards leads. The Standard team leads were aligned with the leadership of the College's three governance councils: Institutional Effectiveness Council (Standards I and IV), Student Success Council (Standard II), and Operations Council (Standard III). The Accreditation Self-Evaluation project team participated in a District wide accreditation training on May 1, 2020 ([C.2](#)).

Over the course of the fall 2020 semester, the Standards leads worked with team members to gather evidence and begin to draft responses. The Standards leads also worked with additional teams of individuals who were called up and contributed based on their expertise, such as the faculty student learning outcomes assessment coordinator and the articulation officer.

The Executive Leadership Team (ELT) discussed the process for developing the ISER ([C.3](#)) as well as ideas for the Quality Focus Essay (QFE) during fall 2020. The ELT chose to focus the QFE on the College's HomeBase Pathways Communities. Draft evidence lists and Standards responses were shared among the project team members via Google Docs.

In spring 2021, the Accreditation Self-Evaluation project team participated in ACCJC's Advanced ISER Training on March 22, 2021, which was facilitated by the College's ACCJC liaison ([C.4](#)). Team members continued to work on gathering evidence and drafting responses for the Standards. The ISER was also discussed with the governance councils.

In fall 2021, as the draft was being finalized, Standards were shared with the Associated Student Body Senate, the Classified Senate, and the Academic Senate ([C.5](#), [C.6](#), [C.7](#), [C.8](#)), as well as with the Institutional Effectiveness Council, Student Success Council, and Operations Council ([C.9](#), [C.10](#), [C.11](#)) to gather feedback. The final draft of the ISER was shared with the President's Executive Team and the Executive Leadership Team before finalizing and submitting the document ([C.12](#)).

Evidence List

[C.1](#) Accreditation Self-Evaluation (2020-2021) Project Team Charter

[C.2](#) ISER Project Team Training 5-1-2020

[C.3](#) Executive Leadership Team Agenda 12-3-2020

[C.4](#) American River Advanced ISER Training 3-22-2021

[C.5](#) ASB Senate Agenda 10-15-2021

[C.6](#) Classified Senate Agenda 10-13-2021

[C.7](#) Academic Senate Agenda 10-14-2021

[C.8](#) Academic Senate Agenda 10-28-2021

[C.9](#) Institutional Effectiveness Council Agenda 10-18-2021

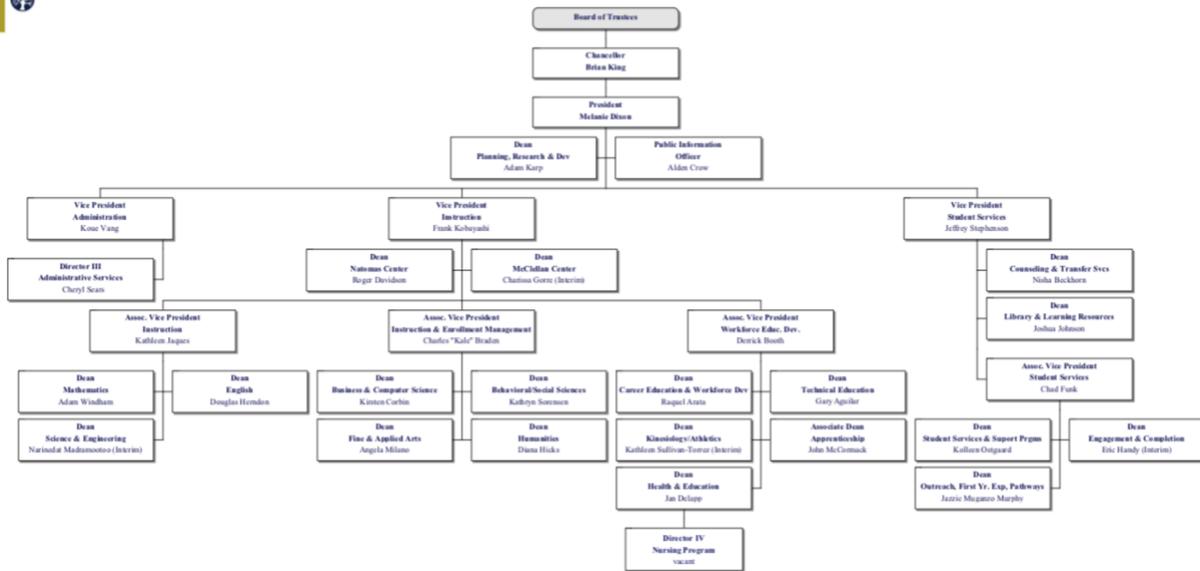
[C.10](#) Student Success Council Agenda 10-19-2021

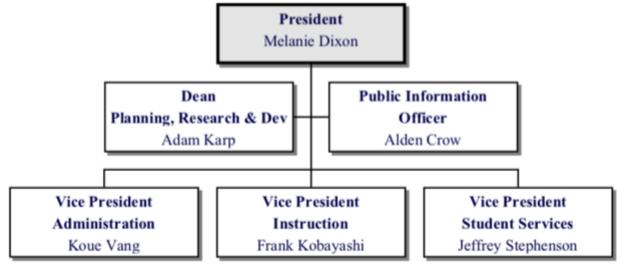
- C.11 Operations Council Agenda 10-26-2021
- C.12 Executive Leadership Team Agenda 11-1-2021

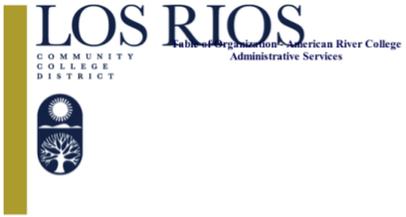
D. Organizational Information



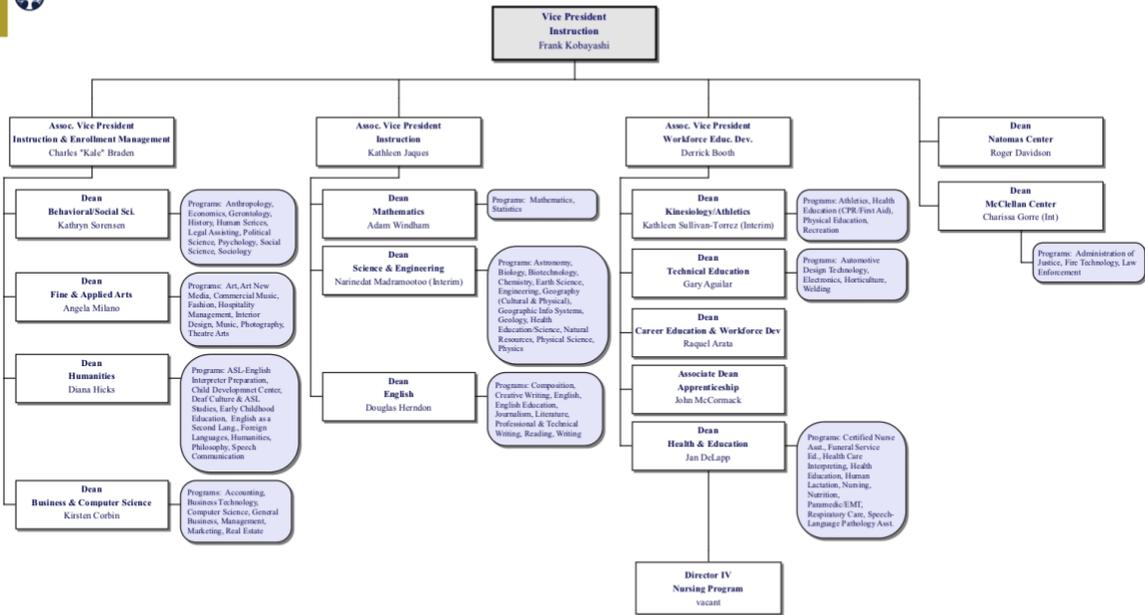
Table of Organization - American River College
Management

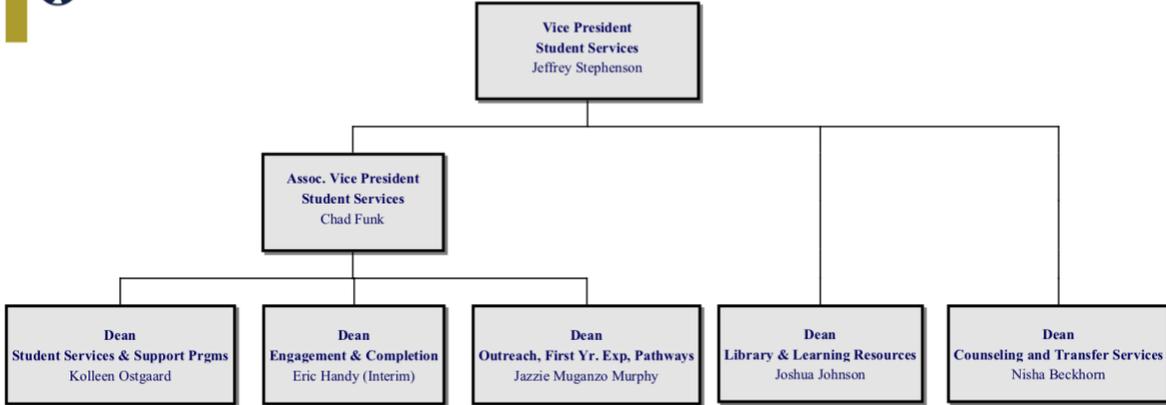






Last Modified
9/27/2021





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9/27/2021

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

American River College is a part of the Los Rios Community College District (LRCCD). The Los Rios Community College District Board of Trustees derives its authority from the Education Code of the State of California and from its status as the elected community entity holding the institution in trust for the benefit of the public ([ER.1.1](#)). The Board of Trustees is subject to provisions of the Constitution of the State of California and the laws of the State of California (Ed. Code, 70902). American River College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER.1.2](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

American River College is operational, currently with approximately 27,000 students enrolled in classes taught via in-person, hybrid, and online modalities ([ER.2.1](#)). Students actively pursue certificates, terminal associate degrees, and/or associate degrees for transfer ([ER.2.2](#)). In addition to earning degrees or certificates, many students transfer to four-year institutions to complete their bachelor's degree ([ER.2.3](#)). Students also enroll in courses that help them achieve workforce goals, such as career advancement or career retraining ([ER.2.4](#), [ER.2.5](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Consistent with its mission, American River College offers terminal Associate of Arts and Associate of Science degrees, Associate of Arts and Associate of Science Degrees for Transfer (ADTs) as well as Certificates of Achievement and Certificates of Completion. The majority of the College's course offerings are in programs that lead to degrees, as described in the College Catalog. The College Catalog contains a listing of degrees offered, course credit requirements, and unit length of study for each degree program ([ER.3.1](#), [ER.3.2](#)). All degrees offered by the college include a comprehensive general education curriculum, and all degree programs require at least 60 units of coursework ([ER.3.3](#), [ER.3.4](#), [ER.3.5](#)). The College's course numbering system allows students to identify whether courses are developmental and not applicable to an associate degree or transferable; degree-applicable but not transferable; or articulated with four-year institutions for transfer and intended to meet major, general education, or elective credit requirements ([ER.3.6](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The current College President, Melanie Dixon, was appointed by the Chancellor of the LRCCD and confirmed by the Board of Trustees on December 16, 2020, with a start date of January 1, 2021 ([ER.4.1](#)). President Dixon's message to the College and biographical information are available on the College website ([ER.4.2](#)). The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans, and establish priorities for the institution. The Chancellor of the LRCCD is appointed by and reports to the Board of Trustees ([ER.4.3](#)). Neither the College President nor the Chancellor serves on the Board. The ALO informs the Commission immediately when there is a change in the institutional chief executive officer and ensures that the College's directory information is accurate and up-to-date.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

American River College demonstrates financial accountability by adhering to Board-approved policies and regulations governing the responsible allocation of funds to support educational programs and support services. Annual tentative budgets are presented to and approved by the Board of Trustees in June ([ER.5.1](#), [ER.5.2](#), [ER.5.3](#), [ER.5.4](#), [ER.5.5](#), [ER.5.6](#)), and adopted budgets are typically presented and approved in September or October ([ER.5.7](#), [ER.5.8](#), [ER.5.9](#), [ER.5.10](#), [ER.5.11](#), [ER.5.12](#)). The Board of Trustees secures an independent public agency to perform annual fiscal audits. Audit letters are shared with the Board of Trustees ([ER.5.13](#), [ER.5.14](#), [ER.5.15](#), [ER.5.16](#)), and the Board takes a formal vote to accept the findings of the independent audit ([ER.5.17](#), [ER.5.18](#), [ER.5.19](#), [ER.5.20](#), [ER.5.21](#)).

Evidence List

[ER.1.1](#) LRCCD P-3111

[ER.1.2](#) American River College - ACCJC Directory

[ER.2.1](#) ARC Factbook Headcount

[ER.2.2](#) ARC Factbook Degrees and Certificates

[ER.2.3](#) ARC ACCJC Annual Report 2021

[ER.2.4](#) Career Education Web Page

[ER.2.5](#) Internships and Career Center Web Page

[ER.3.1](#) ARC Catalog - List of Degrees and Certificates
[ER.3.2](#) Psychology Degree Requirements
[ER.3.3](#) Associate Degree Graduation Requirements
[ER.3.4](#) 2021-2022 CSU General Education Requirements
[ER.3.5](#) 2021-2022 Intersegmental General Education Transfer Curriculum Requirements
[ER.3.6](#) Course Renumbering

[ER.4.1](#) Board of Trustees Minutes 12-16-2020
[ER.4.2](#) President Melanie Dixon
[ER.4.3](#) LRCCD P-4111

[ER.5.1](#) LRCCD Tentative Budget 2015-2016
[ER.5.2](#) LRCCD Tentative Budget 2016-2017
[ER.5.3](#) LRCCD Tentative Budget 2017-2018
[ER.5.4](#) LRCCD Tentative Budget 2018-2019
[ER.5.5](#) LRCCD Tentative Budget 2019-2020
[ER.5.6](#) LRCCD Tentative Budget 2020-2021
[ER.5.7](#) LRCCD Adopted Budget 2015-2016
[ER.5.8](#) LRCCD Adopted Budget 2016-2017
[ER.5.9](#) LRCCD Adopted Budget 2017-2018
[ER.5.10](#) LRCCD Adopted Budget 2018-2019
[ER.5.11](#) LRCCD Adopted Budget 2019-2020
[ER.5.12](#) LRCCD Adopted Budget 2020-2021
[ER.5.13](#) Audit Letter 12-6-2017
[ER.5.14](#) Audit Letter 12-3-2018
[ER.5.15](#) Audit Letter 12-3-2019
[ER.5.16](#) Audit Letter 2-4-2021
[ER.5.17](#) Board of Trustees Minutes 12-14-2016
[ER.5.18](#) Board of Trustees Minutes 12-13-2017
[ER.5.19](#) Board of Trustees Minutes 12-12-2018
[ER.5.20](#) Board of Trustees Minutes 12-18-2019
[ER.5.21](#) Board of Trustees Minutes 2-10-2021

F. Certification of Continued Institutional Compliance with Commission Policies

American River College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College informs the public of any upcoming comprehensive review for reaffirmation of accreditation ([F.1](#)). The College has made an appropriate and timely effort to solicit third party comments in advance of its comprehensive evaluation visit ([F.2](#)). Standard [I.C.12](#) provides more information about the College's compliance with ACCJC requirements.

Standards and Performance with Respect to Student Achievement

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

As detailed in Standard [I.B.3](#), the College establishes institution-set standards for programs and across the institution and reports these outcomes in its Annual Report to ACCJC. These standards and outcomes are used to guide planning and institutional improvement. Standards [I.B.4](#), [I.B.5](#), [I.B.6](#), [I.B.9](#), [II.A.3](#), and [II.A.9](#) include information about how the College defines elements of student achievement performance within courses and programs as well as across the institution, as well as the performance indicators that demonstrate achievement, including course completion, course success, job placement rates, and licensure exam pass rates.

Credits, Program Length, and Tuition

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

Policies on the minimum number of credits required for a degree or certificate, which are within the range of good practice in higher education and are in compliance with the California Education Code and Title 5, are described in Standard [II.A.5](#). Standard II.A.5 also identifies where that information can be found in the College catalog. Policies regarding tuition and fees, as well as catalog pages informing students about tuition and fees for courses and programs, are outlined in Standard [I.C.6](#). Standard [II.A.9](#) provides information about clock-to-credit-hour conversions.

Transfer Policies

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

Standard [II.A.10](#) outlines the College's transfer policies and how they are communicated to students and to the public. Standard II.A.10 also clarifies the criteria the College uses to accept credits for transfer.

Distance Education and Correspondence Education

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

The College has clear policies and processes for approval of distance education courses, as described in Standard [II.A.2](#) and [II.A.7](#). These processes ensure that distance education courses have regular and effective instructor-initiated interaction, as well as online activities as part of the student's grade. Students enrolled in distance education courses are authenticated using the single sign-on process, which provides the student access to Canvas, Google Drive, and their Gmail account as described in Standard [I.C.8](#). Standard [III.C.1](#) provides information about the College's technology resources, planning processes for sustaining distance education efforts, and ensuring that students have the technology they need in order to succeed in their coursework.

Student Complaints

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

LRCCD Board Policies and Administrative Regulations related to student complaints are outlined in Standard [I.C.8](#). Information about students' rights and responsibilities, including grievance procedures is provided to students in the college catalog as described in Standard [I.C.2](#). The College maintains student complaint files for the duration of each accreditation review cycle, and information recorded in these files indicates accurate implementation of policies and procedures.

As documented in Standard [I.C.1](#), the College posts the name and contact information of our institutional and program-specific accreditation agencies, in the event an individual wishes to file a complaint.

Institutional Disclosure and Advertising and Recruitment Materials

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

As described in Standard [I.C.1](#), the College informs the public of its accredited status on its website, which is linked to the College homepage. Standard [I.C.2](#) identifies how the College provides accurate, timely and current, and appropriately detailed information to students about its programs, locations, and policies.

Title IV Compliance

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.

Student loan default rates have been on a downward trend over the last five years. Standard [III.D.15](#) outlines the processes the College follows in monitoring and managing student loan defaults, as well as the results of financial aid audits. Processes for establishing contractual relationships and MOUs are described in more detail in Standard [III.D.16](#) and are in compliance with ACCJC substantive change requirements.

Evidence List

[F.1](#) Notice of Upcoming Comprehensive Peer Review

[F.2](#) Information about Third Party Comments

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

The American River College mission consists of four distinct parts: the College's vision, mission, commitment to social justice and equity, and strategic goals ([I.A.1.1](#)). The College reviews its mission every five years in alignment with the District strategic planning process and to ensure it reflects state laws and regulations, as well as the evolving and diverse needs of students and the community.

Vision:

Transform the future of all students and community through inclusive, equitable education.

Mission:

American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

Commitment to Social Justice and Equity:

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

Indigenous Land Use Statement:

“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.”

Strategic Goals:

American River College’s Strategic Goals are:

1. Students First -- The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.
2. Clear and Effective Paths -- The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.
3. Exemplary Teaching, Learning & Working Environment -- The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high- quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.
4. Vibrancy and Resiliency -- The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

Analysis and Evaluation

American River College’s mission clearly identifies the institution’s educational purpose, stating that “American River College...offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.” The mission defines the student population the institution serves, namely the residents of the greater Sacramento region who would benefit from community college instruction.

The College’s educational purpose is appropriate to an institution of higher learning. ARC is a public community college granting associate degrees and certificates, as well as preparing

students for transfer and careers. The mission states the types of degrees and certificates it offers, namely associate degrees and certificates.

The mission conveys ARC's commitment to social justice and equity, and it also acknowledges the native land upon which the College was built.

The mission demonstrates the institution's commitment to student learning and student achievement. It says "American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community." Strategic Goals 1 and 2 further clarify the College's commitment to learning and achievement. Strategic Goal 1 (Students First) says "The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed." And, Strategic Goal 2 (Clear and Effective Paths) says "The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career." ([I.A.1.2](#), [I.A.1.3](#))

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College publishes on its webpage student achievement data ([I.A.2.1](#)) that aligns with its mission. While all planning processes are expected to build upon the stated mission and commitment to social justice and equity, these beliefs rise to the forefront in the program review processes. Participants are directly asked to consider and assess program alignment by responding to the following prompt: How does the unit contribute to achievement of the mission of American River College? Additionally, reflective of the College's mission, a data set which includes enrollment, productivity, gaps for disproportionately impacted groups, department set standards, and student learning outcomes data is embedded in the integrated planning portal and prompts planning units to respond to the data as a component of the integrated planning process plan. ([I.A.2.2](#), [I.A.2.3](#), [I.A.2.4](#))

Analysis and Evaluation

The College analyzes student achievement data regularly and discusses the analysis with the Institutional Effectiveness Council ([I.A.2.5](#)). Also, the College presents planning units with their student achievement data as a component of its planning process. This common data set within the Integrated Planning Portal prompts planning units to provide actions to be taken to address the data. Student achievement data is also published on the Institutional Research webpage, which is publicly available. The College analyzes institutional data to determine the effectiveness of college programs and services in meeting the educational needs of its students and in accomplishing its mission.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College has established a robust curriculum program approval process to assure that programs are aligned with its mission. The College catalog ([I.A.3.1](#)) describes the courses, certificate, and degree programs and college services designed to help students improve their foundational skills, earn certificates and degrees, transfer, and improve their employment opportunities.

The mission statement informs the creation of strategic goals, which serve as the basis of integrated planning. The Educational Master Plan ([I.A.3.2](#), p 5-7) outlines guiding imperatives considered essential to achieving American River College's mission and realizing its overarching vision. Moreover, the response to each imperative is grounded in ARC's commitment to social justice and equity which defines how those involved will approach this work.

The College has established procedures to ensure that resource allocation is aligned with the College's mission during Annual Unit Planning ([I.A.3.3](#)).

Analysis and Evaluation

American River College's mission serves as the foundation of all college planning, programs, and services. College plans and documents demonstrate that the mission guides the College in all decision-making processes, planning, and resource allocation and college processes ensure that the mission guides all course and program development. With respect to the mission, the Curriculum Committee requires that new course proposals state the need/purpose as the permanent justification for why this course should exist at ARC, including the nature and purpose of the course and how the course fits into the college's curriculum – what degrees or certificates it is in, and whether it is a prerequisite, corequisite, or advisory to other courses. Program and course proposals must make the need/purpose in connection to the mission prior to submittal for curriculum review ([I.A.3.4](#)).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The current statement of mission was adopted by the Planning Coordination Council and subsequently approved by the LRCCD Board of Trustees on May 10, 2017 ([I.A.4.1](#)). The mission is published in the college catalog and on the College's webpage. Additionally, the vision, mission, and values are printed on large poster boards and displayed in meeting rooms and on the walls of high-traffic campus facilities.

Analysis and Evaluation

American River College's mission is approved by the Board of Trustees and is widely published. The mission is reviewed and updated as a component of the strategic planning process, which occurs on a cycle that aligns with the District's review of its mission as a component of its strategic planning process.

Conclusions on Standard I.A. Mission

American River College's mission statement serves to center and guide the institution. The mission statement defines the College's purpose, guides planning and assessment efforts, is widely published, and is regularly reviewed for relevance. The statement describes the student population it serves, the types of degrees and credentials it offers, and asserts the College's commitment to student learning and achievement through its core focus on student success as supported by an equitable and inclusive environment for learning. Data is used in assessing how well the College accomplishes its mission and where institutional priorities should be directed to address students' needs. The College's programs and student support services are consistent with the College's mission, as reflected in program reviews across units and disciplines. The College's mission is clearly articulated, and it provides guidance to all levels and activities of the institution.

Evidence List

[I.A.1.1](#) American River College Mission

[I.A.1.2](#) Strategic Goals

[I.A.1.3](#) Strategic Plan

[I.A.2.1](#) Student achievement data on college webpage

[I.A.2.2](#) Integrated Planning Guide

[I.A.2.3](#) Integrated Planning Portal

[I.A.2.4](#) Standard Data Set for Integrated Planning

[I.A.2.5](#) Institutional Effectiveness Council

[I.A.3.1](#) ARC College Catalog

[I.A.3.2](#) Educational Master Plan

[I.A.3.3](#) Annual Unit Planning

[I.A.3.4](#) Course Need/Purpose

[I.A.4.1](#) Adoption of Mission at BOT Meeting

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Regular reflective dialogue is an organized process at the College directed through the Integrated Planning Guide ([I.B.1.1](#)) and the ARC Participatory Governance and Integrated Strategic Planning Framework ([I.B.1.2](#)) and ensured through departmental, planning unit, council and college collaboration. The college produces a report showing a summary of planning and resource allocation needs. As part of the College's commitment to continuous improvement, an integrated planning review report is compiled yearly upon completion of each program review cycle, which results in an annual comprehensive reflection on the work of the College ([I.B.1.3](#)). The planning process engages faculty, staff, and administrators to assess and document how their instructional or service units contribute to the Strategic Plan goals for future improvement in student learning and achievement, and request resources for their units.

Collaborations within and between governance councils are additional spaces of regular organized dialogue at the College. The governance framework is designed to reduce siloing of information and to increase the flow of information between councils, Senates, and the executive leadership team. ([I.B.1.4](#))

Professional development activities offered during Flex days ([I.B.1.5](#)) and at various other points throughout the academic year engage the College in substantive and collegial dialogue regarding student equity, outcomes, learning and achievement. Invited speakers from outside the College have been especially inspirational in furthering conversations about student equity and institutional effectiveness. ([I.B.1.6](#), [I.B.1.7](#))

Analysis and Evaluation

As a result of its mission-driven integrated planning model, American River College has systematized a process that fosters sustained, substantive, and collegial dialogue regarding student learning and achievement. Moreover, the resulting dialogue about continuous quality improvement of institutional effectiveness is intentionally viewed through a lens of student equity. As evidenced by the dialogue provided through program reviews, council notes, and professional development opportunities, the College demonstrates its commitment to this important dialogue regarding the improvement of student learning and achievement.

- 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

All courses and programs at American River College have student learning outcomes. These learning outcomes are housed in the Socrates curriculum management system and are listed in

the catalog and college website (under the degrees/certificates tab and student learning outcomes expandable). ([I.B.2.1](#), [I.B.2.2](#), [I.B.2.3](#))

The SLO assessment process at ARC was established as a method of documenting the effectiveness of the faculty's continuous assessment of student learning for its numerous courses and programs. This process is defined on the ARC SLO Website ([I.B.2.4](#)) and the purpose and function of the process, and of the SLO Assessment Committee is detailed in the SLOAC Official Handbook ([I.B.2.5](#)). Guidance is sent out through the SLOAC at various times during the assessment process for both SLO and Student Service Outcomes (SSO) assessment.

Student Service units have identified common Student Service Outcomes (SSOs). These SSOs are published on the ARC SLO Website and on the ARC Student Resources webpage ([I.B.2.6](#)). Student Services assessed SSOs in 2014-2015, piloted a new process in 2018 that was not adopted, and completed assessment in 2019-2020 with a new process. The assessment data is reported on the Student Services Outcomes Assessment Report (SSOAR) and then the data is analyzed on the SSOAR Data Analysis form, and the results are reviewed annually as a part of Annual Unit Planning and serve as a basis for actions and resource allocation going forward (fall 2021). SSOs have been incorporated into an integrated annual assessment cycle with data incorporated into the Annual Unit Plan. ([I.B.2.7](#), [I.B.2.8](#))

Instructional units document their assessment of Student Learning Outcomes (SLOs) on an annual basis through the Authentic Assessment Review Record (AARR). Faculty record student achievement for a randomly assigned course SLO based on one or more authentic assessments that they regularly perform in their classes. The aggregated results are then reviewed annually as part of Annual Unit Planning and serve as a basis for actions and resource allocation. Assessment of program level SLOs relies on the course-level SLO assessment. This strategy is supported by the requirement that program SLOs are explicitly mapped to (or clearly supported by) one or more of the required courses for a degree or certificate. These program mapping matrices were completed by departments and members of the SLO Assessment and Curriculum committees prior to Fall 2019. They were updated or completed via the Program SLO Linguistic Analysis Tool when changes were made for a minimum of every six years in conjunction with the program review cycle going forward (piloted spring/fall 2020 and adopted fall 2021) ([I.B.2.9](#), [I.B.2.10](#), [I.B.2.11](#), [I.B.2.12](#), [I.B.2.13](#), [I.B.2.14](#)).

Analysis and Evaluation

American River College defines and assesses student learning outcomes for all instructional programs and student and learning support services.

- 3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Evidence of Meeting the Standard

The College has established institution-set standards for student achievement, appropriate to its mission. These include standards for course completion, certificates, degrees, and transfers. These standards are published on the college website. Career Education departments also review standards for licensure examination passage rates and job placement rates.

Performance against these standards is assessed institution-wide by the Institutional Effectiveness Council, and at the departmental-level through integration into Annual Unit Planning and Program Review, leading to continuous improvement ([I.B.3.1](#)).

In 2016, the College adopted a consistent College-wide methodology for computing Institution Set Standards. Institution Set Standards are computed by first taking the average of the preceding 3 years (not including the current year). Then a 95% Confidence Interval is constructed around the preceding 3 year average. The lower limit of this 95% Confidence Interval serves as the Institution Set Standard. In 2017, American River College utilized the upper limit of the 95% Confidence Interval to serve as the Stretch Goal. In 2019, the procedure for setting Stretch Goals for certificates, degrees, and transfers was modified to align with the California Community College Chancellor's Office Vision for Success Goals and American River College's Strategic Planning Goals. This alignment resulted in a stretch goal of a 20% increase for certificates and degrees, and a 35% increase for transfers by 2021-2022 using the 2016-17 year as a baseline.

The Institutional Effectiveness Council reviews student achievement data relative to the institution-set standards during the ACCJC annual reporting process. Institution-set standards drive continuous improvement, professional development, and resource allocation, through their integration (as departmental level, or department-set standards) in Annual Unit Planning and Program Review. Career Education departments also review Institution-set standards for licensure examination passage rates and job placement rates as applicable ([I.B.3.2](#), [I.B.3.3](#), [I.B.3.4](#), [I.B.3.5](#), [I.B.3.6](#), [I.B.3.7](#)).

The College demonstrates an awareness and use of the key metrics used in the USDE College Scorecard ([I.B.3.8](#)). The College reports values from the scorecard for the ACCJC annual report, which are discussed with the Institutional Effectiveness Council.

Analysis and Evaluation

American River College has established institution-set standards for student achievement, appropriate to its mission, regularly assesses how well it is achieving them in pursuit of continuous improvement, both at the institution-wide and departmental-level, and publishes this information on the college website.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The Integrated Planning Guide ([I.B.4.1](#)) provides central direction to the College's planning processes. The guide organizes the cycle of regular planning, governance and planning responsibility, primary and focused plans, program review and unit planning, integration with resource prioritization, and systemic evaluation. Assessment of data is integral to all institutional planning and processes at American River College; student learning outcomes at the course level, program learning outcomes at the program level, and institutional learning outcomes at the institution level are assessed and used to inform decision making in course and program review, planning, budget funding priorities and resource allocation. The faculty SLO Assessment Coordinator ([I.B.4.2](#)) serves on the Program Review Committee as part of their assignment.

Additionally, the SLO Assessment Coordinator and faculty Program Review Committee chair serve on the Institutional Effectiveness Council where they participate in discussion which leads to decisions about appropriate next steps for increasing effectiveness. Recommendations from these discussions flow to the Program Review Committee for updating program review prompts. Through analysis of assessment data ([I.B.4.3](#)), both on the institutional level and course level, departments regularly discuss improvement strategies focused on student achievement and learning. Assessment of student progress is regularly monitored through the College's institution level plans, such as the Institutional Equity Plan, Student Equity and Achievement Plan, and the Strategic Plan, and long-term evaluations of departmental courses and programs through comprehensive program review ([I.B.4.4](#) [I.B.4.5](#), [I.B.4.6](#), [I.B.4.7](#)).

Through these organized approaches, the College evaluates the effectiveness of its strategies to close achievement and equity gaps and increase student success and completion. Also, the College uses assessment data in the development of its 10-year Educational Master Plan, which is operationalized by five-year Strategic Plans that are informed by and inform unit plans and program reviews. Based on assessment data, institutional goal and objective attainment, as well as other measures of Institutional Effectiveness, the College then allocates resources and organizes its processes to support student learning and achievement.

Analysis and Evaluation

American River College uses assessment data to support student learning and student achievement as a core component embedded within its planning portal. The College organizes its institutional processes to support student learning and student achievement as evidenced by its Integrated Planning process.

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The College mission is at the core of all college planning processes and evaluation, and as such is central to program review, long-term and short-term planning, and student learning outcome and student service outcome development and assessment. The Integrated Planning Guide ([I.B.5.1](#)) serves as the formal direction to the College's work toward achieving the College mission. The framework details the process of mission driven data analysis, planning development, strategy, action and evaluation. Every College unit completes a comprehensive program review on a regular cycle. The planning process details how a program helps to meet the College mission, achieve the College's strategic goals, and assist students in achieving learning outcomes. Disaggregated data are analyzed and documented to provide a clear picture of how a program contributes to and can improve on enrollment, productivity, institution-set standards, student learning, and disproportionate impact. Resource requests submitted through unit planning detail which planning actions may be better achieved through implementation of requested funding. The annual unit plans and program reviews are also a place where documentation of changes in strategy for student success through evaluation of curriculum, course development, and student learning outcomes occur ([I.B.5.2](#), [I.B.5.3](#), [I.B.5.4](#), [I.B.5.5](#)).

In addition to annual unit planning and program reviews, the College also annually evaluates the degree to which it is meeting its institutional goals and objectives in its three-year Strategic Plans. Additionally, the College's strategic plan aligns with the California Community College Chancellor's Office Vision for Success Goals ([I.B.5.6](#)).

Analysis and Evaluation

American River College's Program Review process asks all members of planning units, including faculty, to participate in a seven-year process of data inquiry, reflection, and integrated planning that culminates in a Program Review report and presentation to the college on the progress made over the past six years in achieving the program and the college's goals.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

The College uses the ARC ISLO Graduate Survey ([I.B.6.1](#)) to assess achievement of ISLOs based directly on student input at the end of their educational experience at ARC. The ISLO Graduate Survey is distributed on a bi-annual basis and all students that are petitioning to graduate are invited to participate. An in-depth analysis is provided in the ARC ISLO Graduate Survey Results document ([I.B.6.2](#)). The findings include an analysis of disproportionate impact and the key findings are disseminated to appropriate groups on campus to inform professional development efforts focused on closing the opportunity gap for disproportionately impacted groups. In 2019, findings were disseminated to the Professional Development & Training project team and the Disproportionate Impact project team (which included African American, Latinx, and Native American perspectives) ([I.B.6.3](#)). Their final reports provided recommendations for implementation by the College through its governance process. The college provides disaggregated achievement data through a collection of data on demand dashboards, which can be accessed through the web page of the Office of Research ([I.B.6.4](#)). Disaggregated data on disproportionately impacted groups are also provided to faculty for the purpose of annual unit planning and program review.

Analysis and Evaluation

The College disaggregates learning outcome data for student subpopulations through the use of the ARC ISLO Graduate Survey. As a function of the governance process, this data has led to recommendations for closing opportunity gaps.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

American River College regularly evaluates its courses, academic and student support programs, and the effectiveness of its plans in accomplishment of its mission. Because program review is integral to the College's integrated planning model, the College routinely evaluates the effectiveness of its Integrated Planning Process ([I.B.7.1](#)). Based on feedback from the Program Review Committee and the Institutional Effectiveness Councils, the Office of Institutional Effectiveness adjusts both the Integrated Planning Process and the Integrated Planning Portal.

Similarly, the College routinely evaluates its planning and decision-making processes including the development of the Strategic Plan, the Integrated Planning Guide, the Governance Framework, and the process for resource allocation. The college conducts an annual review of its governance process to assure its effectiveness in supporting academic quality and accomplishment of its mission. Survey results are shared and discussed with the Institutional Effectiveness Council ([I.B.7.2](#), [I.B.7.3](#), [I.B.7.4](#), [I.B.7.5](#), [I.B.7.6](#)).

Analysis and Evaluation

American River College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The College communicates the results of its assessment and evaluation activities via its governance councils. All agendas and notes are published in the Institutional Governance Online Repository (IGOR). The College communicates related information via its Beaver Bites employee newsletter as well as on the college website ([I.B.8.1](#), [I.B.8.2](#)).

Analysis and Evaluation

American River College promotes IGOR as a go-to place for important institutional information, including assessment and evaluation activities. Employees know IGOR is an excellent resource for this information.

- 9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Integrated planning is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institutional priorities are achieved as

stated in Our Educational Master Plan ([I.B.9.1](#)). A culture of inquiry and data-informed dialogue is central to a planning framework which continuously supports, assesses, and enhances the institution's capacity to provide a highly effective learning environment. The ARC Integrated Planning Guide ([I.B.9.2](#)) is intended as a reference which defines the essential components of the planning structure in the context of American River College. The guide includes an overview of the planning processes; highlights governance and planning responsibilities; describes various institutional plans, program review, and annual unit planning; discusses evaluation mechanisms; and provides a clear indication of how planning drives resource allocation. Each individual plan is represented by a fact sheet which can be used independently from the remainder of the guide ([I.B.9.3](#)).

Analysis and Evaluation

The College's broad-based and systematic evaluation, planning, and resource allocation process is clearly articulated in the Integrated Planning Guide. Throughout the planning and evaluation process, the analysis of quantitative and qualitative data informs resource allocation in support of improvement of institutional effectiveness, academic quality, and accomplishment of American River College's mission.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The College uses student learning outcomes, institution-set standards, and disaggregated data to understand the state of academic quality and institutional effectiveness. Annual unit planning and program review ensure that departments review, discuss, and plan using data that provides a deep understanding of program quality and effectiveness.

Evidence List

[I.B.1.1](#) Integrated Planning Guide

[I.B.1.2](#) ARC Participatory Governance And Integrated Strategic Planning Framework

[I.B.1.3](#) Summary of Data - Strategic Goals addressed (2018-19)

[I.B.1.4](#) Governance Groups

[I.B.1.5](#) Professional Development - Flex Days

[I.B.1.6](#) Convocation Website

[I.B.1.7](#) Email Invitation to Convocation

[I.B.2.1](#) Student Learning Outcomes (example)

[I.B.2.2](#) Degree Overview - Accounting

[I.B.2.3](#) Program and Majors - Accounting

[I.B.2.4](#) SLO Website

[I.B.2.5](#) SLOAC - Handbook

[I.B.2.6](#) Facts and Statistics

[I.B.2.7](#) SSOAR Data Analysis Fall 2020 - Financial Aid

[I.B.2.8](#) Class Climate Survey 2019

[I.B.2.9](#) Aggregated Results - AARR

[I.B.2.10](#) SLO/AUP - Psychology

[I.B.2.11](#) Sample SLO Program Mapping

[I.B.2.12](#) Sample SLO Degree Mapping

[I.B.2.13](#) SLO List Prior to 2020
[I.B.2.14](#) Program SLO Analysis Tool

[I.B.3.1](#) Facts and Statistics
[I.B.3.2](#) Sample notes (2019) Institutional Effectiveness Council
[I.B.3.3](#) Sample notes (2020) Institutional Effectiveness Council
[I.B.3.4](#) Job Placement and ACCJC Institution Set Standards Overview
[I.B.3.5](#) Screenshot from Annual Unit Planning Portal showing Department-Set Standards
[I.B.3.6](#) Job Placement Rate Data
[I.B.3.7](#) Integrated Planning Guide -- Institution-Set Standards
[I.B.3.8](#) Department of Education Scorecard for ARC

[I.B.4.1](#) Integrated Planning Guide
[I.B.4.2](#) SLO Committee Agenda
[I.B.4.3](#) Summary of Data - Strategic Goals addressed (2019-20)
[I.B.4.4](#) Annual Unit Planning 2020
[I.B.4.5](#) Institutional Equity Plan
[I.B.4.6](#) Student Equity and Achievement Funding
[I.B.4.7](#) Strategic Plan

[I.B.5.1](#) Integrated Planning Guide
[I.B.5.2](#) Inquiry Guide - Instructional Units
[I.B.5.3](#) Cohort List for Integrated Planning
[I.B.5.4](#) Course Success Rates
[I.B.5.5](#) Annual Unit Planning
[I.B.5.6](#) Strategic Plan

[I.B.6.1](#) ISLO - Graduate Survey (sample)
[I.B.6.2](#) ISLO - Graduate Survey (data)
[I.B.6.3](#) DI Report (2019-20)
[I.B.6.4](#) Data on Demand via Research Webpage

[I.B.7.1](#) Integrated Planning Portal
[I.B.7.2](#) Strategic Plan
[I.B.7.3](#) Integrated Planning Guide
[I.B.7.4](#) Governance Framework
[I.B.7.5](#) Process for Resource Allocation
[I.B.7.6](#) Sample notes (2020) Institutional Effectiveness Council

[I.B.8.1](#) Institutional Governance Online Repository (IGOR) - Home
[I.B.8.2](#) Beaver Bites

[I.B.9.1](#) Guiding Imperatives
[I.B.9.2](#) Integrated Planning Guide
[I.B.9.3](#) Integrated Planning Graphic

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

The College utilizes its website and catalog as its primary modes of disseminating information to students and the community ([I.C.1.1](#), [I.C.1.2](#), [I.C.1.3](#)). Increasingly, the College has used social media in addition to email to communicate with students, employees, and the public to increase timeliness and accuracy of information about campus safety, educational programs, and student support services ([I.C.1.4](#), [I.C.1.5](#), [I.C.1.6](#)).

Mission: The American River College mission, vision, and social justice statement as well as Institutional Learning Outcomes are found on the student resources web page under Our Values and also in the College catalog ([I.C.1.7](#), [I.C.1.8](#)). The mission statement is regularly reviewed in accordance with the timeline specified in the ARC Integrated Planning Guide ([I.C.1.9](#)). This review occurs every seven years and was last completed in 2017. The effort culminates with recommended updates and revisions being vetted and considered by the Executive Leadership Team (called Planning Coordination Council until 2017) ([I.C.1.10](#)). The Executive Leadership Team makes a recommendation to the President who is responsible for bringing the mission statement to the Board of Trustees (BOT) for approval. In accordance with this process, the BOT reviewed and approved the mission statement on May 10, 2017 ([I.C.1.11](#)).

Educational programs: The Curriculum Committee works closely with faculty to ensure the curriculum is current and accurately portrayed in all materials. Timelines for curriculum review are outlined in the Curriculum Handbook and all new courses and programs are submitted for approval by the Board after being vetted by the District Curriculum Coordinating Committee ([I.C.1.12](#), [I.C.1.13](#)). The College catalog, including addenda, which list all educational programs, are available online and may be bookmarked, downloaded, or printed to meet the individual preference of the user.

Student support services: Information on the breadth of student support services is available via the College website, the catalog, and presented to all students during new student orientation ([I.C.1.14](#), [I.C.1.15](#), [I.C.1.16](#), [I.C.1.17](#)). The information is systematically reviewed as changes are instituted to enhance service to students and updated during the catalog review process. Student support services regularly communicates via text, social media, and email to provide just-in-time information regarding courses, college activities, key dates, timelines, and other pertinent information to new, incoming, and continuing students.

Learning outcomes: The College catalog and the College website list the institutional student learning outcomes and contain links to course- and program-level student learning outcomes ([I.C.1.18](#), [I.C.1.19](#)). The comprehensive assessments of learning outcomes are available for

public review on the College website ([I.C.1.20](#)). The Consumer Information web page provides additional information about student outcomes ([I.C.1.21](#)).

Accreditation: A link to the College's accreditation webpage is in the footer of the College's home page in the information category ([I.C.1.22](#)). Prior institutional self-evaluation documents, peer evaluation team reports, and related correspondence are publicly available on the accreditation website ([I.C.1.23](#)). The accredited status of the College is listed on page 8 of the 2021-2022 catalog and in the online catalog ([I.C.1.24](#), [I.C.1.25](#)).

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The college annually updates its catalog and regularly updates content on its website to ensure the communication of current and consistent information.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The ARC Online Catalog provides precise, accurate, and current information ([1.C.2.1](#)). Along with the courses, students can find the Mission, Vision, and Value statements and information on Accreditation. The College catalog includes requirements, policies and procedures and is provided in both print and electronic formats. All of the facts, requirements, policies, and procedures required by Accrediting Commission for Community and Junior Colleges (ACCJC) and listed in the “Catalog Requirements” can be found. Students can also find everything they need to know about admission, fees, classes and graduation or transfer needs. The catalog is published annually, and all catalog pages are reviewed as part of the catalog publication process ([I.C.2.2](#), [I.C.2.3](#), [I.C.2.4](#), [I.C.2.5](#), [I.C.2.6](#), [I.C.2.7](#), [I.C.2.8](#), [I.C.2.9](#), [I.C.2.10](#), [I.C.2.11](#), [I.C.2.12](#), [I.C.2.13](#), [I.C.2.14](#), [I.C.2.15](#), [I.C.2.16](#), [I.C.2.17](#), [I.C.2.18](#), [I.C.2.19](#), [I.C.2.20](#), [I.C.2.21](#), [I.C.2.22](#), [I.C.2.23](#), [I.C.2.24](#), [I.C.2.25](#), [I.C.2.26](#), [I.C.2.27](#), [I.C.2.28](#), [I.C.2.29](#)).

The 2021-2022 American River College catalog contains information on the following areas:

1. General Information

- Official Name, Address(es), Telephone Numbers(s), and Website Address of the Institution and Satellite Locations
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees – example: Accounting degree
- Academic Calendar and Program Length
- Academic Freedom Statement

- Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
2. Requirements
- Admissions
 - Student Tuition, Fees, and Other Financial Obligations
 - Degrees, Certificates, Graduation and Transfer
3. Major Policies and Procedures Affecting Students
- Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance and Transfer of Credits
 - Transcripts
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
4. Locations or Publications Where Other Policies may be Found
- Student Rights and Responsibilities
 - Equity and Diversity
 - Consumer Information
 - Health and Safety

Analysis and Evaluation

The college provides an online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the catalog requirements. The catalog is published annually, and all catalog pages are reviewed as part of the catalog publication process.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

The College publishes student achievement data including course completion, degree and certificate attainment, and transfer rates and student learning outcomes assessment results on its website ([I.C.3.1](#), [I.C.3.2](#)).

Information on assessment of student learning and evaluation of student achievement is documented through the Annual Unit Planning and Program Review processes ([I.C.3.3](#)). The program review process addresses how the program helps students achieve institutional student learning outcomes (ISLOs). Program reviews are publicly available via the Integrated Planning Portal ([I.C.3.4](#)). Course and program outcomes are also documented by faculty in the College's SLO Assessment Authentic Assessment Review Record (AARR) process ([I.C.3.5](#)). Data sets on the planning portal span the previous three years and include: Enrollment, Productivity,

Disproportionate Impact, Department Set Standards, Student Learning Outcomes and, added in 2021, Student Satisfaction with Support Services Survey results ([I.C.3.6](#), [I.C.3.7](#)).

Analysis and Evaluation

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public through the college website.

The annual unit planning and program review processes include comprehensive data sets that demonstrate student learning and achievement and the academic quality of the College.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

All available degrees and certificates are published in the College catalog ([I.C.4.1](#)). Each listing includes a clear description of the program, including course requirements, prerequisites, total units, and learning outcomes. Programs that have additional enrollment limitations clearly describe those limitations and the process to follow to enroll in the program ([I.C.4.2](#), [I.C.4.3](#), [I.C.4.4](#)). Certificate and degree program information is also available internally via the Socrates curriculum management system.

The college recently created a set of program roadmaps, which are published on the college website and shared with students during the onboarding process. Roadmaps contain additional information, including a suggested course sequence, career information (for career programs) and transfer information (for transfer programs) ([I.C.4.5](#), [I.C.4.6](#), [I.C.4.7](#)).

Faculty are responsible for submitting all course and program proposals to the Curriculum Committee for review. Templates for curriculum outlines within the Socrates curriculum management system ensure that all criteria required by Title 5 are included for each course and program. The purpose, content, course requirements, and expected learning outcomes are described for each certificate and degree. The Curriculum Committee, a subcommittee of the Academic Senate, ensures that program and course information is current and in compliance with criteria set forth in Title 5 ([I.C.4.8](#)).

Analysis and Evaluation

The catalog lists all of the degrees and certificates offered by the college, including description of their purpose, content, course requirements and learning outcomes. Program roadmaps contain additional information to assist students in selecting a program and completing it in a timely manner.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College ensures the accuracy of publications, policies, and procedures and the integrity of all representations of the mission, programs, and services through the participatory governance processes. The Executive Leadership Team, acting as representative body, makes recommendations to the President regarding procedures, plans, and strategic priorities ([I.C.5.1](#)). The Executive Leadership Team also acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information ([I.C.5.2](#)). The organizational structure is clearly delineated in the College’s Participatory Governance and Integrated Strategic Planning Framework ([I.C.5.3](#)).

College publications, including web content, social media posts, and outreach materials are continuously reviewed to ensure the accuracy and integrity of the content. Catalog program and course information is imported directly from the Socrates curriculum management system to maximize accuracy and minimize human error ([I.C.5.4](#)).

Analysis and Evaluation

Supported by participatory governance processes, the College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The online catalog has a page that outlines tuition and fees ([I.C.6.1](#)). The College catalog website also has a page that discusses the value and affordability of attending American River College and includes links to grant and scholarship information. A “cost of attendance” page has a link to a net price calculator, which students can use to estimate the total cost of attending the College, including personal expenses, books and supplies, tuition and fees ([I.C.6.2](#), [I.C.6.3](#)).

The online class schedule provides a link to the college bookstore for each class section so students can review the cost of textbooks before enrolling in a class ([I.C.6.4](#)). The bookstore website also identifies which classes use zero-cost textbooks ([I.C.6.5](#)). Textbooks are adopted by faculty prior to the publication of the course schedule so that textbook pricing information can be shown to students ([I.C.6.6](#)). If there are additional instructional materials required for a course, the schedule provides a link to a document listing the materials needed ([I.C.6.7](#)).

Analysis and Evaluation

On its website, and the bookstore website, the College accurately informs current and prospective students regarding the total cost of education, including tuition, fees and other required expenses, including textbooks, and other instructional materials. Students can see the cost of attending ARC prior to enrolling in their classes.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

Board Policy P-7142, which is publicly available on the district website, states “The Board of Trustees adopts the position that in a world of rapid change and recurrent crises, a college best serves its community, not as a stronghold of rigid tradition, but as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated. Positive values evolve from a free exchange of ideas among informed citizens, and the progressive evolution of American institutions may depend upon their quality of flexibility in meeting changing social and economic needs” ([I.C.7.1](#)). The rest of the policy, along with Board Regulation R-7142 Controversial Issues, details the board’s expectations for faculty and students to present issues openly and fairly ([I.C.7.2](#)). The Board of Trustees has a systematic and regular process for review of its policies and regulations, which are posted on the district website. This review process assures compliance and responsiveness to the changing needs of the college and the district ([I.C.7.3](#)).

The College catalog, which is publicly available on the college website, contains an Academic Freedom Statement ([I.C.7.4](#)). The Academic Senate also has an Academic Freedom Statement posted in the Canvas site it set up for all faculty and a statement on academic integrity ([I.C.7.5](#)). The Los Rios College Federation of Teachers (LRCFT) collective bargaining agreement, which is publicly available on the district website, includes language declaring “The LRCCD and LRCFT agree that academic freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties” ([I.C.7.6](#)).

The College is also committed to students’ rights to exercise their First Amendment rights of written and oral expression, as well as their right to peaceably assemble. This is published on the ARC website ([I.C.7.7](#)).

Analysis and Evaluation

The District’s governing board has policies on academic freedom and responsibility, which make clear the District’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. Those policies are reviewed regularly. American River College complies with the LRCCD Board policies and is committed to the free pursuit and dissemination of knowledge. These policies are published on the District and College websites and are available to the public.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

The LRCCD Board of Trustees has established and published clear expectations regarding academic honesty and the consequences of dishonesty. The College abides by the California Education Code and all College rules and regulations described in the Board Policy P-2411 (Student Rights and Responsibilities) and P-2441 (Standards of Conduct) and their associated Board Regulations ([I.C.8.1](#), [I.C.8.2](#), [I.C.8.3](#), [I.C.8.4](#)). Detailed descriptions and consequences related to student dishonesty, plagiarism, and cheating can be found in the catalog and on the College website ([I.C.8.5](#), [I.C.8.6](#), [I.C.8.7](#)).

Instructors' syllabi contain statements regarding ARC's academic honesty policy and their specific classroom policy on academic honesty ([I.C.8.8](#)). The College has an authentication process involving secure login and password to ensure students who complete an online course are the students who enrolled in the course. The single sign-on provides students with access to Canvas, Google Apps, and their Los Rios Gmail account ([I.C.8.9](#)).

The Board of Trustees has also established and published clear expectations regarding ethical behavior for all Los Rios Employees ([I.C.8.10](#)). Los Rios employees receive a memo every semester reminding them of their rights and responsibilities as well as statements regarding professional and ethical behavior ([I.C.8.11](#)).

Analysis and Evaluation

The District and College have established and published clear expectations regarding academic honesty and the consequences of dishonesty. Detailed descriptions and consequences related to student honesty can be found in the catalog, on the website, and in instructors' syllabi.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Administrative Regulation R-7142 and Board Policy P-7142 outline the expectation that faculty distinguish between personal conviction and professionally-accepted views in a discipline ([I.C.9.1](#), [I.C.9.2](#)). The College catalog contains a Statement of Principles on Academic Freedom that reinforces that expectation. Also, the Academic Senate publishes a Faculty Statement on Professional Ethics in the Canvas site it has set up for all faculty ([I.C.9.3](#), [I.C.9.4](#)).

The collective bargaining agreement between the District and LRCFT, under Article 11.2 Professional Expectations, states "In order to fulfill their professional expectations, faculty shall clearly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas." It also outlines a process for performance review for all faculty that provides the opportunity to observe instructors presenting and discussing controversial topics, to ensure they distinguish between personal conviction and professionally-accepted views ([I.C.9.5](#)).

Analysis and Evaluation

Board Policies and Administrative Regulations direct faculty to distinguish between personal conviction and professionally accepted views. The "Faculty Statement on Professional Ethics," the "Statement of Principles on Academic Freedom" and the LRCFT collective bargaining

agreement echo and support this expectation. The College reviews faculty on a regular basis to ensure they are meeting the expectation.

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

Evidence of Meeting the Standard

The College requires students to uphold the Student Standards of Conduct published in board policy, the College catalog, and on the website. Board Policy P-2441 describes student conduct, and Board Policy P-2442 describes due process which the District has established for all student conduct while on campus or engaged in any college-sponsored activity and is included in the College catalog and on the College website ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.3](#), [I.C.10.4](#)). Board Policy P-2443 addresses drug and alcohol use on campus ([I.C.10.5](#)). Board Policy P-3114 describes the District’s Code of Ethics, which applies to all faculty, staff, and students ([I.C.10.6](#)). Trustees of the District must also abide by behavior expectations and a code of ethics described in Board Policy P-3114.

The College does not seek to instill specific beliefs or world views. Instead, as stated in its mission, “American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.”

Analysis and Evaluation

The College follows established Board policies regarding student and faculty codes of conduct as outlined in the California Education Code and the Policies and Regulations of the District. The College gives clear prior notice of its student and faculty codes of conduct on its website and the District website.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Analysis and Evaluation

Standard I.C.11 is not applicable to American River College. American River College does not operate in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with the Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes established by the ACCJC. The College is transparent in its relationship with the ACCJC and responds to the Commission's requirements and directives in a timely manner. The College creates and submits reports in a timely fashion, including Annual Reports and Fiscal Reports, ACCJC directory updates, and this Institutional Self-Evaluation Report (ISER), in accordance with Board Policy P-3112 and Administrative Regulation R-3411 ([I.C.12.1](#), [I.C.12.2](#)). The College posts previous self-study, midterm and follow-up reports, and all letters from the Commission on the College website ([I.C.12.3](#)).

Analysis and Evaluation

American River College agrees to comply with all ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, as evidenced by the posting of supporting documentation on the College's website. The College complies with all institutional reporting requirements, participation in team visits, as well as prior approval of substantive changes. When the Commission directs the College to act, it responds to that direction through documentation and preparation of required reports within the time period specified.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College fosters open and transparent communication with all external agencies, constituencies, and the community by providing ease of access to information on the College website. The accreditation status of the College and programs are publicized on the Accreditation web page which also includes links to all external accrediting agencies ([I.C.13.1](#)). The College posts previous self-study, midterm and follow-up reports, and all letters from the Commission on the College website ([I.C.13.2](#)).

The College advocates and demonstrates honesty and integrity in its relationship with external agencies, including compliance with regulations and statutes. The College currently offers eight programs that require accreditation by an outside agency: 1) Automotive Technology Program, 2) The Dietary Manager (Dietary Service Supervision) option, 3) Fire Technology Program, 4) Funeral Service Education Program, 5) Human Services option, Chemical Dependency Studies, 6) Nursing Program (A.S. Degree), 7) Paramedic Program, and 8) Respiratory Care Program. These programs are licensed by the National Automotive Technical Education Foundation (NATEF), California State Department of Public Health, California State Fire Marshal's Office, American Board of Funeral Service Education (ABFSE), California Consortium of Addiction Programs and Professionals, California State Board of Registered Nursing, Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), and Commission on Accreditation for Respiratory Care (CoARC).

Analysis and Evaluation

American River College communicates any changes in its accredited status to the Commission, students, employees, external agencies, and the public as appropriate. The College demonstrates honesty and integrity in its relationship with external agencies. The affirmation of program-specific accreditations attests to consistent compliance with regulations and statutes. Information regarding accredited status is accurately displayed on the college website.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

American River College is a public, two-year, state funded, open access community college and does not generate returns for investors, parent organizations, or external interests. The annual audit and financial statements provide assurance that the College does not strive for external objectives that would compromise its commitment to high quality education, student achievement, and student learning ([I.C.14.1](#)).

The College is committed to providing students with the highest quality of education, which supports its students in meeting their academic and career goals. This is delineated in the College's mission statement and demonstrated in its institutional practices, including its Institutional Equity Plan ([I.C.14.2](#), [I.C.14.3](#)). The BOT has adopted policies that define the role of faculty, classified professionals, and administrators in the development, implementation, and delivery of high-quality academic programs and student support services that prioritize achievement of outcomes for all students ([I.C.14.4](#), [I.C.14.5](#), [I.C.14.6](#), [I.C.14.7](#)).

The College ensures its commitment to high quality education, student achievement, and student learning through student learning outcomes assessment, annual unit planning and program review, and integrated planning processes ([I.C.14.8](#)). The College's Educational Master Plan sets forth the long-term, ten-year guiding imperatives for the College and is supported by the strategic plan which delineates institutional goals and the Los Rios District wide student success metrics which prioritize student achievement and learning ([I.C.14.9](#), [I.C.14.10](#), [I.C.14.11](#)). Board Policy P-3114 states that each member of the Board of Trustees (and all District employees) shall "keep access and quality education for all students as primary concern" ([I.C.14.12](#)).

Analysis and Evaluation

The College holds firm to its commitment to high quality education, student learning, and student achievement as central to its mission. Integrated planning serves to ensure the alignment of goals, action plans, and data in support of these core values. All institutional resources are dedicated to supporting the mission of the College as detailed throughout this self-evaluation report.

Conclusions on Standard I.C. Institutional Integrity

American River College is committed to institutional integrity. The College assures the quality of information provided to students and prospective students and all people and entities that need information about the institution. The College has established and publicly makes available policies and procedures that promote honesty, responsibility, institutional and academic integrity, and academic freedom. Focused on achieving its mission and learning outcomes, American River College provides information about educational programs and student support services in the ARC catalog, which is regularly reviewed and is updated at least annually with current policies, procedures, and requirements included in each edition. Relevant information for students and the public regarding the College's current accreditation status, as well as prior accreditation reports is published on the College's website. The College documents and publicly shares information on student learning and student success metrics in order to accurately communicate academic quality to the public and to current and potential students. American River College is committed to ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. The College also demonstrates honesty, integrity, and compliance to federal, state and other accrediting agencies and organizations.

Evidence List

[I.C.1.1](#) American River College Homepage

[I.C.1.2](#) American River College Catalog 2021-2022, pdf

[I.C.1.3](#) American River College Catalog 2021-2022, online

[I.C.1.4](#) Rave Emergency System Coronavirus Email Message

[I.C.1.5](#) Twitter and Instagram Postings

[I.C.1.6](#) Facebook Post, Online Counseling Appointments

[I.C.1.7](#) American River College Mission Statement Web Page

[I.C.1.8](#) American River College Mission Statement Catalog Page

[I.C.1.9](#) ARC Integrated Planning Guide 2019, p. 27

[I.C.1.10](#) Planning Coordination Council Minutes, April 3, 2017

[I.C.1.11](#) Board of Trustees Minutes, May 10, 2017

[I.C.1.12](#) American River College Curriculum Committee Handbook

[I.C.1.13](#) District Curriculum Committee

[I.C.1.14](#) Getting Started and Apply

[I.C.1.15](#) Financial Aid and Fees

[I.C.1.16](#) Placement and Assessment Services

[I.C.1.17](#) Student Support Services

[I.C.1.18](#) Institutional Student Learning Outcomes

[I.C.1.19](#) Program Level Student Learning Outcomes

[I.C.1.20](#) Accounting Faculty Assessment of Student Learning Outcomes Achievement

[I.C.1.21](#) Consumer Information Student Outcomes

[I.C.1.22](#) American River College Accreditation Link in Webpage Footer

[I.C.1.23](#) American River College Accreditation Webpage

[I.C.1.24](#) Accredited Status of the College in the Print Catalog

[I.C.1.25](#) Accredited Status of the College in the Online Catalog

[I.C.2.1](#) American River College Catalog 2020-2021
[I.C.2.2](#) College Information
[I.C.2.3](#) Educational Mission
[I.C.2.4](#) ARC Accreditation
[I.C.2.5](#) Catalog page - Accreditation
[I.C.2.6](#) List of Programs
[I.C.2.7](#) Sample Program - Accounting
[I.C.2.8](#) Academic Calendar
[I.C.2.9](#) Academic Freedom Statement
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[I.C.2.11](#) Student Support Services
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[I.C.2.25](#) Refund of Fees
[I.C.2.26](#) Student Rights and Responsibilities
[I.C.2.27](#) Equity and Diversity
[I.C.2.28](#) Consumer Information
[I.C.2.29](#) Health and Safety

[I.C.3.1](#) American River College Student Achievement Data Webpage
[I.C.3.2](#) American River College Outcomes and Assessment Webpage
[I.C.3.3](#) American River College Integrated Planning Portal Webpage
[I.C.3.4](#) Program Reviews in Integrated Planning Portal
[I.C.3.5](#) SLO Assessment Authentic Assessment Review Record
[I.C.3.6](#) Integrated Planning Common Data Set
[I.C.3.7](#) Student Satisfaction with Support Services Survey Results

[I.C.4.1](#) ARC Catalog 2021-2022 Degrees and Certificates, pp. 83-91
[I.C.4.2](#) Speech-Language Pathology Catalog Pages
[I.C.4.3](#) Speech Communication Online Catalog Page
[I.C.4.4](#) Funeral Services Online Catalog Page
[I.C.4.5](#) Program Roadmaps for American River College
[I.C.4.6](#) Communication Studies AA-T Degree Map
[I.C.4.7](#) Speech-Language Pathology Assistant A.S. Degree Map
[I.C.4.8](#) ARC Curriculum Handbook

[I.C.5.1](#) Participatory Governance and Integrated Strategic Planning Framework 2017, p. 8
[I.C.5.2](#) Participatory Governance and Integrated Strategic Planning Framework 2017, p. 9-10
[I.C.5.3](#) Participatory Governance and Integrated Strategic Planning Framework 2017, p. 11-15
[I.C.5.4](#) Socrates Curriculum Reports

[I.C.6.1](#) American River College Catalog Information About Fees
[I.C.6.2](#) American River College Value and Affordability
[I.C.6.3](#) Net Price Calculator for Attending College
[I.C.6.4](#) Los Rios Community College District Bookstore
[I.C.6.5](#) List of Classes with Free Textbooks
[I.C.6.6](#) Textbook Adoption Email
[I.C.6.7](#) ART 300 Materials

[I.C.7.1](#) Board Policy P-7142
[I.C.7.2](#) Board Regulation R-7142
[I.C.7.3](#) Los Rios Policy and Regulation Vetting Process
[I.C.7.4](#) ARC Catalog Academic Freedom Statement
[I.C.7.5](#) Academic Senate Statements on Academic Freedom and Academic Integrity
[I.C.7.6](#) LRCFT Collective Bargaining Agreement Article 17 Academic Freedom
[I.C.7.7](#) Free Speech and First Amendment Rights

[I.C.8.1](#) Board Policy P-2411
[I.C.8.2](#) Board Policy P-2441
[I.C.8.3](#) Board Regulation R-2411
[I.C.8.4](#) Board Regulation R-2441
[I.C.8.5](#) Academic Rights and Responsibilities
[I.C.8.6](#) Disciplinary Procedures and Due Process
[I.C.8.7](#) Plagiarism and Cheating Policy
[I.C.8.8](#) ARC Academic Honesty Policy on Syllabus
[I.C.8.9](#) Los Rios Google Apps and Preferred Email
[I.C.8.10](#) Board Policy P-3114
[I.C.8.11](#) Los Rios Employees Annual Reminder of Rights and Responsibilities

[I.C.9.1](#) Board Regulation R-7142
[I.C.9.2](#) Board Policy P-7142
[I.C.9.3](#) Catalog Statement of Principles on Academic Freedom
[I.C.9.4](#) Academic Senate Faculty Statement on Professional Ethics
[I.C.9.5](#) LRCFT Contract Article 11.2 Professional Expectations

[I.C.10.1](#) Board Policy P-2411 (Student Rights and Responsibilities)
[I.C.10.2](#) Board Policy P-2442 (Due Process in Student Conduct Cases)
[I.C.10.3](#) Standards of Conduct and Due Process in the Catalog
[I.C.10.4](#) Expectations of Student Behavior and Conduct on the college website
[I.C.10.5](#) Board Policy P-2443 (Drug and Alcohol Use on Campus)
[I.C.10.6](#) Board Policy P-3114 (Statement of Ethics for all Los Rios Employees)

I.C.11 is not applicable to American River College

[I.C.12.1](#) Board Policy P-3112 Accreditation

[I.C.12.2](#) Administrative Regulation R-3411 District Accreditation Coordinating Committee

[I.C.12.3](#) American River College Accreditation Website

[I.C.13.1](#) Catalog List of Externally Accredited Programs Linked to Accrediting Agencies

[I.C.13.2](#) Accreditation Webpage

[I.C.14.1](#) Audit Letter 02/04/21

[I.C.14.2](#) American River College Mission Statement Webpage

[I.C.14.3](#) ARC Institutional Equity Plan

[I.C.14.4](#) Board Policy P-7141

[I.C.14.5](#) Board Policy P-7145

[I.C.14.6](#) Board Policy P-2511

[I.C.14.7](#) Board Policy P-9011

[I.C.14.8](#) ARC Integrated Planning Guide 2019

[I.C.14.9](#) ARC Educational Master Plan (2020-2031)

[I.C.14.10](#) ARC Strategic Goals 2017-2021

[I.C.14.11](#) Los Rios District Wide Student Success Metrics 2019

[I.C.14.12](#) Board Policy P-3114 (Statement of Ethics)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Through the Curriculum Committee review processes, the College ensures that the courses and instructional programs offered at all locations and in all modalities are consistent with its mission, meet all legal mandates and accreditation requirements, and are of a rigor appropriate to higher education ([II.A.1.1](#), [II.A.1.2](#), [II.A.1.3](#), [II.A.1.4](#), [II.A.1.5](#)).

American River College uses the District-developed platform Socrates for curriculum development, tracking, and review. Instructional programs include associate degrees and certificates ([II.A.1.6](#)). The College currently offers 163 certificates, 112 associate degrees, 116 certificates of achievement, and 29 Associate Degrees for Transfer which articulate with the CSU system ([II.A.1.7](#), [II.A.1.8](#) sample AA-T, [II.A.1.9](#) sample CE certificate). New programs are required to be vetted through the District Curriculum Coordinating Committee and approved by the Board of Trustees ([II.A.1.10](#)).

The Course Outline of Record (COR) identifies the Student Learning Outcomes for each course ([II.A.1.11](#)). Curriculum proposals are developed by content expert faculty and are reviewed by the Curriculum Committee, which ensures rigorous and appropriate content. Program descriptions include statements of transfer and career objectives and are also published in the Catalog ([II.A.1.12](#)). District policies ensure that degrees and certificates conform to accepted practices in higher education, including standards for General Education and major core areas of emphasis requirements ([II.A.1.13](#)). 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 ([II.A.1.14](#), [II.A.1.15](#), [II.A.1.16](#)).

Courses approved for Distance Education include a Distance Education section as part of the Course Outline of Record ([II.A.1.17](#)). This section is reviewed and approved by the Curriculum Committee to ensure that methods of instruction align with standards for regular and effective contact and substantive interaction, student authentication, attendance and accessibility. The College is a participant in the California Virtual Campus-Online Education Initiative (CVC-OEI) and has adopted the course quality guidelines and rubric from the OEI ([II.A.1.18](#)). The OEI has been endorsed by the Academic Senate and integrated into the College's faculty professional development and distance education training ([II.A.1.19](#), [II.A.1.20](#)).

Through its annual unit planning and program review processes, the College evaluates how well students are achieving their educational goals, student learning outcomes, and the skills needed for employment or transfer to other higher education institutions ([II.A.1.21](#)). The College has defined institution-set standards for student achievement and assesses the standards through program review and data analysis. The College regularly collects and analyzes data related to student achievement of educational goals (e.g., degrees, certificates, employment, transfer) and posts this information on the Facts and Statistics web page ([II.A.1.22](#), [II.A.1.23](#)).

Through this regular and systematic assessment process, academic programs review, assess, and analyze student achievement and continue to make improvements that positively impact student success. Through program review, student, program, and institutional learning outcomes are systematically evaluated for effectiveness.

Analysis and Evaluation

Instructional programs at the College, regardless of location or mode of delivery, are rigorously reviewed and assessed to ensure that they are offered consistent with the District's mission and meet standards for higher education. Through these processes, students are able to achieve their goals for learning, success, and achievement. The College's integrated planning and governance processes ensure that faculty experts are involved at all levels of program planning, review, and assessment.

- 2. *(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.¹)***
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.)
Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously

¹ The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty ensure that instructional content and methods are of high quality and rigor and are appropriate to higher education. The College assures these qualities through multiple processes. As described in the ARC Inquiry Guide for instructional planning units, degrees and certificates are reviewed and assessed in program reviews, which include a systematic review of all curriculum (II.A.2.1). Faculty participate in ongoing professional development opportunities focused on teaching and student learning. Through the LRCFT faculty peer review process, participating in professional development and adjusting instructional methods to meet student needs are evaluated on a regular cycle of performance review (II.A.2.2).

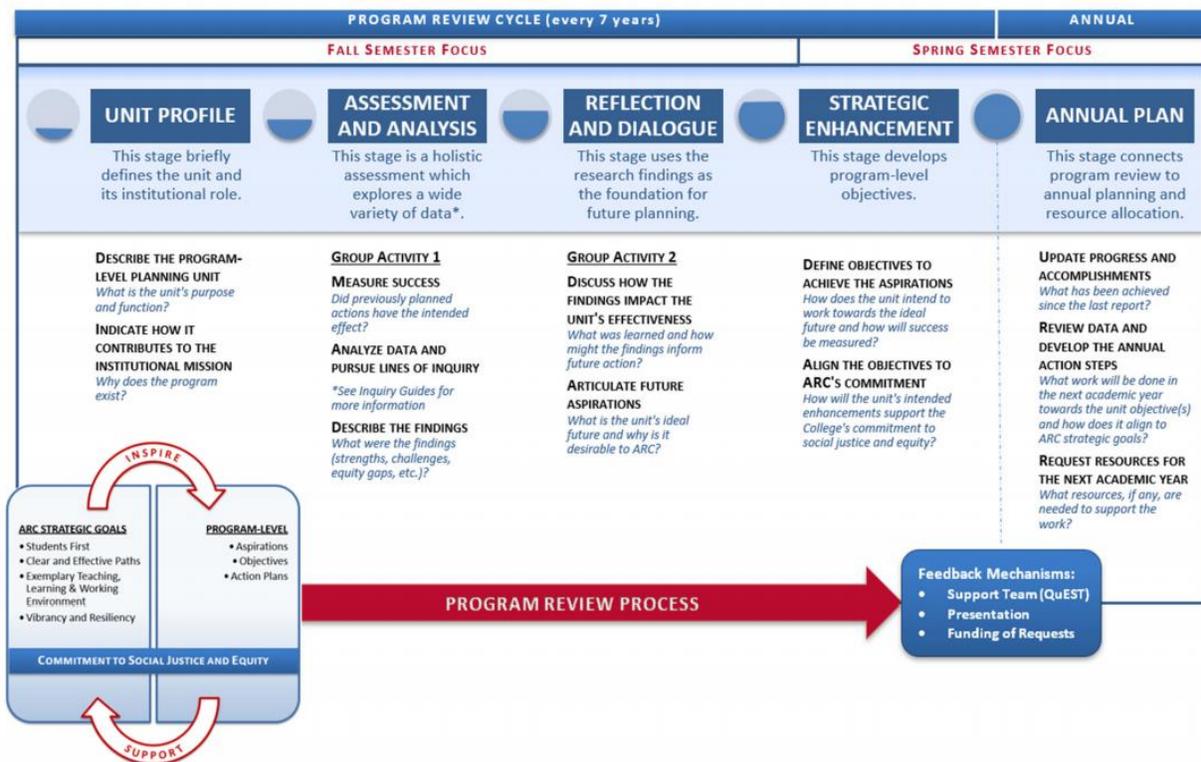


Figure 4: ARC Program Review and Unit Planning Model

Full-time and adjunct faculty drive the curriculum development and review process. This is the primary method the College uses to ensure that all courses and programs offered meet accepted academic and professional standards, as outlined in the California Code of Regulations Title 5 and the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH) (II.A.2.3). The official Course Outline of Record (COR) contains all elements required by Title 5, including course units, contact hours, prerequisites, methods of instruction, a catalog description, course content and student learning outcomes (II.A.2.4). The Curriculum Committee maintains a website containing resources and training materials including Title 5 requirements in accordance with State guidelines (II.A.2.5). A team composed of the faculty chair of the Curriculum Committee, additional faculty, staff and administrators attend the annual Academic Senate Curriculum Institute (II.A.2.6).

Curriculum is reviewed on a continuous cycle as well as through the program review and SLO assessment processes. The program review process includes assessment of student learning outcomes, review and analysis of student success, achievement, and department-set standards. Data analyses and reporting of the program's trends include program strengths and potential challenges. The program review addresses enrollment, productivity, retention and persistence, instructional methods, student success disaggregated by course modality, degrees and certificates awarded, and course completion. Other relevant program data includes state or national certification/licensure exam results and employment data. Faculty document improvements that have been implemented in the previous year as a direct result of learning outcomes assessment. Program reviews also include forecasting for the next academic year. The program review process is conducted consistently across academic programs, and learning support and student services as well ([II.A.2.7](#)). Additionally, department resource requests (e.g. equipment, professional development) that directly link instructional enhancements with evolving departmental objectives are accepted and reviewed annually ([II.A.2.8](#)).

American River College is committed to providing training opportunities for all faculty in effective pedagogy. A top priority for the College is for faculty professional development to address equity gaps for all success measures. Professional development is ongoing and supports faculty and staff in their efforts to help minoritized students succeed. Equity-focused training continues building on past and current efforts to increase faculty and staff capacity to address the needs of disproportionately impacted students. This training includes the following: Equitable Practitioner Communities of Practice; Racial Consciousness Community of Practice; Meorando ARC para nuestras comunidades: Bridging the gap between education and liberation for Latinx/e students; Actionable Equity Faculty Series; ARC Practitioner Training Series in Applied Allyship: American Indian Tribal Citizens; and Diversity and Equity in the Classroom: A Reaching and Learning Institute ([II.A.2.9](#)).

The College follows a systematic, standardized evaluation schedule and procedure for all full time and adjunct faculty. Tenure-track faculty are evaluated annually in their first four years and once every three years following the granting of tenure. Adjunct faculty are evaluated in their first two semesters of teaching and every three years thereafter ([II.A.2.10](#)).

Analysis and Evaluation

The College engages faculty participation in a healthy and dynamic curriculum approval process, as well as through the process of program review, professional development activities, and faculty evaluation, all of which lead to improved teaching and student learning and success.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

The College has processes in place to identify and regularly assess student learning outcomes (SLOs) and incorporates SLOs into the design of all courses, degrees, and certificates. The SLO

assessment process is defined on the ARC SLO website and further delineated in the SLOAC Official Handbook ([II.A.3.1](#), [II.A.3.2](#)). SLOs are assessed through the Authentic Assessment Review Record (AARR) and aggregated assessment results can be found on the ARC web page ([II.A.3.3](#)). The data is incorporated into the Annual Unit Plan (AUP) to inform planning and resource requests ([II.A.3.4](#)). Program review, operating on a six-year cycle, involves comprehensive review and assessment of all aspects of a program or department including review of student learning outcomes. Assessment results/data are analyzed by departments. Programs include analysis of assessment results/data in their program reviews ([II.A.3.5](#), [II.A.3.6](#), [II.A.3.7](#)).

Course outlines of record list student learning outcomes, evaluation/assessment methods, and a sample assessment instrument ([II.A.3.8](#)). These learning outcomes, assessment methods, and sample assessment instruments are reviewed by the Curriculum Committee. The SLOAC faculty coordinator also participates in the review of curriculum proposals and provides feedback during tech review. Faculty are required to create syllabi containing SLOs and distribute them to their students. Compliance with this requirement is incorporated in the negotiated faculty performance evaluation ([II.A.3.9](#)). Also, division offices audit that syllabi are provided. The Academic Senate passed a resolution in 2007 asking all faculty to include the SLOs as listed on the course outline of record in their syllabi ([II.A.3.10](#)). The SLO faculty coordinator provided guidance to faculty to include the SLOs of record in their syllabi (prior to Spring 2020) ([II.A.3.11](#)). Currently, the Academic Senate provides guidance on including SLOs and other important information in course syllabi (Spring 2020 going forward) ([II.A.3.12](#)).

Analysis and Evaluation

The College ensures that learning outcomes at the course, program and institutional level are identified, published and assessed regularly. The process for identifying both course and program outcomes is clearly outlined in the Curriculum Handbook, and course SLOs and sample assessment tools are included in the course outlines in the Socrates curriculum management system. Additionally, program SLOs are included for each certificate and program offered at the college and are included in the program outlines in Socrates. As part of the program review cycle, planning units review assessment data on student learning outcomes on an annual basis. Course, program, and institutional SLOs are found on the college website under Programs and Majors and in the catalog. The college reviews course syllabi to ensure SLOs match the official course outlines in Socrates.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The College mission includes the statement, “American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals” ([II.A.4.1](#)). Thus the college does offer a number of pre-collegiate, credit-bearing courses in its curriculum, which carry a numerical designation of 99 and below ([II.A.4.2](#)). This developmental coursework, referred to as basic skills curriculum,

is designed to prepare students to successfully advance to, and succeed in, college level coursework.

To optimize support for students engaged in pre-collegiate curriculum, the college offers two primary delivery modalities. The first is organized as a credit-bearing, co-requisite, or support course which is directly connected to a transfer (300-499) or non-transfer level (100-299) parent course. Students enrolled in each support course are thus linked to a specific parent course to ensure that they will have the same instructor and assignments and that the pace of support will also comport with that in the parent course. In addition to having an instructor, many of the support courses associated with the parent courses also employ support faculty, instructional assistants, and tutors ([II.A.4.3](#)).

The second model used to deliver pre-collegiate curriculum at the college is by credit-bearing courses embedded within a structured support program. These variable unit “modules” may either be tailored to assist students with assignments in transfer level courses, or they may be presented to students as a series of freestanding skill development modules students may progress through independent of any other course enrollments. Thus, the college has the Math Learning Center, or MLC, the Science Success Center, the Writing Across the Curriculum (WAC), Reading Across the Disciplines (RAD) and English as a Second Language (ESL) Centers ([II.A.4.4](#), [II.A.4.5](#), [II.A.4.6](#), [II.A.4.7](#), [II.A.4.8](#)). Each of these support centers responsible for delivering basic skills curricula is staffed by faculty, instructional assistants, and student help and offer both appointment-based, as well as drop-in assistance to students to support their basic skills studies.

Beginning in 2017, the English, Mathematics, and ESL departments have engaged in extensive work to comply with AB 705 and prepare for its implementation. This legislation requires a community college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time frame and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. For ESL, AB 705 requires that colleges maximize the probability that a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years. The College’s work to be in compliance with AB 705 has included both placement and curriculum modifications.

Following the implementation of AB 705, students cannot be required to enroll in pre-collegiate level coursework. However, demand for this coursework remains as students may elect to enroll in these courses for a number of reasons including recommendations by subject matter faculty based upon results of a multiple measures assessment; a student’s current, or previous standing in transfer level courses; and a student’s own preference and/or comfort level with the subject matter.

Analysis and Evaluation

The College uses a unique numbering system to distinguish pre-collegiate level courses from college-level courses. The curricular changes related to AB 705 have eliminated required pre-collegiate coursework in English and math and also revised the sequence of credit ESL coursework. ARC faculty, staff, and administrators have collaborated to implement these

changes. This has been a College-wide effort to support students to succeed in college-level curriculum.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

ARC offers a wide and expanding range of educational opportunities, with over 2,000 courses and nearly 400 degrees and certificates currently available to its students ([II.A.5.1](#)). The College has a comprehensive approach to recognized fields of study, having developed a rich set of programs in arts, letters, engineering, sciences, and career technical education. The College currently offers 112 associate degrees, 116 certificates of achievement, and 163 department-level certificates ([II.A.5.2](#)). ARC also has robust processes for maintaining and expanding articulation agreements with four-year institutions, including those in the California State University and the University of California systems ([II.A.5.3](#)). ARC regularly assesses its instructional programs and updates them as needed. The College receives input from over 40 program advisory committees, all of which participate in identifying emerging fields of study ([II.A.5.4](#)). The College also solicits input from employers, faculty, professional societies, and community organizations concerning emerging technologies and employment opportunities.

ARC ensures that its instructional programs have measurable, regularly assessed outcomes. The College incorporates student learning outcomes (SLOs) into the design of all of its courses, degrees, and certificates ([II.A.5.5](#)). The College has also established student support outcomes (SSOs) for its student support services as well as Institutional SLOs for GE and for the institution as a whole ([II.A.5.6](#)). The College assesses its programs in three ways: through SLO/SSO assessment, Annual Unit Planning (AUP), and Program Review. Departments and programs revise their AUPs on a yearly basis using an online planning tool that incorporates assessment as an essential step. The SLO/SSO assessment process repeats on a three-year cycle, and Program Review, operating on a seven-year cycle, involves comprehensive review and assessment of all aspects of a program or department ([II.A.5.7](#), [II.A.5.8](#)).

The College ensures high-quality instruction and an appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning within all its programs. It develops and approves all courses, degrees, and certificates through an extensive and thorough curriculum process led by the College Curriculum Committee ([II.A.5.9](#)). Conversations about quality curriculum occur at the discipline level, with other College faculty in the District teaching similar courses and programs. Course outlines of record include student learning outcomes, topics, permissible methods of instruction, and evaluation. To ensure consistency among course sections, the College makes course outlines available to all instructors through the Socrates curriculum management system ([II.A.5.10](#)). As noted in the contract between the Los Rios College Federation of Teachers ([II.A.5.11](#)) and the LRCCD, faculty must adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline ([II.A.5.12](#)). Faculty curriculum developers sequence all courses in a given program with prerequisites, corequisites, and advisories to ensure that students have the foundational skills to be successful

in their educational paths. Advisory committee members oversee course and program effectiveness where career and technical certificates are involved ([II.A.5.13](#)).

Analysis and Evaluation

The College curriculum approval process and professional dialogue within departments and programs facilitate the College efforts to pay careful attention to the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Every piece of approved curriculum goes through the College's rigorous curriculum review process. This process requires that the curriculum be approved by the discipline, approved through a technical review evaluation, and then, finally, approved by the ARC Curriculum Committee. All new courses and programs are also approved by the District Curriculum Coordinating Committee, and programs and courses that are new to the District are approved by the District Board of Trustees. The College carefully follows four-year college curriculum and articulation standards for transfer courses and programs. The GE Committee and the full ARC Curriculum Committee review all transfer curriculum to ensure it meets the necessary transfer rigor before it is sent to the four-year college for transfer approval. To maintain ongoing effectiveness in student learning, all faculty participate in the College negotiated performance review process. SLO assessment, program review, and consultation with advisory groups help the College maintain effectively and continuously improving courses and programs.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Courses at American River College 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 also offers numerous accelerated and self-paced formats such as the Math Learning Center (MLC) ([II.A.6.1](#), [II.A.6.2](#)). In addition to the main campus, programs are offered at a variety of outreach centers, including the Natomas, McClellan, and Mather centers, as well as via online and hybrid modalities. This is a coordinated effort to provide students the opportunity to complete degrees and certificates as expeditiously as possible ([II.A.6.3](#), [II.A.6.4](#), [II.A.6.5](#)).

From fall of 2018 through the spring of 2020 American River College worked to create a Strategic Enrollment Management plan. As a function of the College's governance process, the work initiated with the chartering of the Enterprise Level Scheduling Solution (ELSS) project team ([II.A.6.6](#)). The ELSS group worked with the district wide implementation of the Ad Astra Scheduling systems and analytics. The ELSS team primarily focused on how to configure the Ad Astra software. In fall 2019 the Strategic Enrollment Management project team was chartered by the Student Success Council to investigate how to best use analytics and scheduling systems to do the following:

1. Gather resources to inform the planning process such as existing data on ARC enrollments and enrollment management efforts, promising practices from other

institutions, existing regulations and CCCCO materials (e.g., new funding formula), and other relevant research

2. Assess the current state of ARC enrollment management practices and efforts
3. Establish clear enrollment targets (goals) through 2025
4. Using what is learned through assessment and gathered resources, define a strategic enrollment management strategy that:
 - a. focuses on student success across the entire life cycle while also providing a viable means of achieving the established enrollment targets
 - b. coordinates efforts across the institution and creates synergy to promote effective enrollment management at every stage (outreach, admission/onboarding, enrollment, retention, completion)
5. Develop a draft strategic enrollment management plan that covers the period of 2020-2025 ([II.A.6.7](#))

The Strategic Enrollment Management team produced the report Schedule Development Guidelines in February 2020. This report was vetted through the Student Success Council and Academic Senate in April 2020 and approved by the Executive Leadership Team in September 2020 ([II.A.6.8](#)).

Department chairs and division deans work collaboratively to develop a course schedule that both meets student demand and allows students to complete degrees and certificates in a timely manner. They pay close attention to ensure that the departments and programs offer course sections of important courses in a variety of times, locations, and modes, including both day and evening classes and at outreach locations and via distance education when pedagogically appropriate. Previous enrollment is one data point utilized to do so, as well as course requirements for transfer and CTE degrees and certificates, potential time conflicts, and waitlist data. One important element that has positively affected the scheduling process has been the availability of real-time data on enrollments, as well as archival data against which current data can be compared to identify trends in demand, actual enrollments, with disaggregated data culling out times of day, days of the week, and days per week ([II.A.6.9](#)).

The College provides students with program roadmaps, showing them how to complete programs in a timely manner. Scheduling notes are included in maps for programs that require courses that are not offered every semester, informing students of the scheduling pattern ([II.A.6.10](#)).

Analysis and Evaluation

American River College employs several strategies to expedite students' completion of courses and degrees. The College offers courses throughout the year in a variety of formats, with summer and short-term classes available for students to get ahead or catch up. The development of the Scheduling Guidelines and implementation of scheduling software have improved departments' ability to maximize facilities use and to plan for future demand. Program roadmaps are provided to students so they see how to complete programs in a timely manner and are aware of course scheduling patterns for courses not offered every semester.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

As a function of its governance process, ARC has chartered project teams to evaluate the specific needs of particular groups. These teams have done the necessary research and created plans containing recommendations to address the needs of the community being served. Project teams have focused on disproportionately impacted groups, including Black/African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ ([II.A.7.1](#), [II.A.7.2](#), [II.A.7.3](#)).

Towards meeting the needs of students, the ARC Academic Senate has adopted the use of the CVC-OEI Course Design Rubric in professional development and course design. Elements of the rubric are research-based and support universal design for learning. Use of the CVC-OEI Course Design Rubric is most readily evident in ARC's Online Teaching Institute (OTI) and the Los Rios FastTrack peer-review process, which is largely based upon the pre-existing ARC Rubric Academy. The OTI also introduces instructors to the Peralta Equity Rubric ([II.A.7.4](#), [II.A.7.5](#), [II.A.7.6](#), [II.A.7.7](#)). The decision to pursue offering a course through the online modality is made at the department level and reviewed through our curriculum process. Two recent departments, Music and Geography, provided their rationale for making this decision, including meeting student needs and advances in technology ([II.A.7.8](#), [II.A.7.9](#)).

The College continually reviews and responds to the needs of specific student populations, evidenced specifically for Distance Education in the equity section of the 2019 ARC Distance Education Plan. All course outlines with a DE component -- whether partially or fully online -- are reviewed separately by the DE Subcommittee of Curriculum and include evidence to support the included statement that "The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students" ([II.A.7.10](#), [II.A.7.11](#)). It was also assessed that students who needed technology (computers and Wi-Fi) to participate in online courses would be provided with loaners of these technologies to meet the student learning needs ([II.A.7.12](#), [II.A.7.13](#), [II.A.7.14](#)).

Every course, regardless of its method of delivery, must follow the official course outline of record, which lists the course topics, SLOs, instruction and evaluation methods, and typical homework assignments. A goal of ARC course outlines is to be modality neutral, so as to apply regardless of delivery method. The curriculum committee has a rich array of resources devoted to assisting faculty developers with creating effective curriculum that meets college, district, and state curriculum criteria and aligns with accreditation standards. These resources are available to all developers via the ARC Insider web page ([II.A.7.15](#)). The PCAH guides the course approval process ([II.A.7.16](#)).

ARC provides equitable learning support services to students taking courses in-person and online. The Student Support Services document shows the numerous support services to ensure students can access support they need to be successful ([II.A.7.17](#), [II.A.7.18](#)).

ARC improves delivery modes, teaching methodologies, and learning support services through comprehensive professional development, including 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 ([II.A.7.19](#), [II.A.7.20](#)). ARC regularly assesses student needs and creates plans to achieve them; the Institutional Equity Plan document shows the level of assessment of marginalized students' needs and the recommendations to address them. The institutional campus climate study report also shows more in-depth analysis of student needs ([II.A.7.21](#), [II.A.7.22](#)). Also the College engages faculty in professional development on using open educational resources (OER) as a means to improve equitable access to instructional materials for all students ([II.A.7.23](#)).

Analysis and Evaluation

The College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

American River College has no department-wide course and/or program examinations. In those courses and/or programs requiring industry accreditation or licensure (e.g., nursing, funeral services, and respiratory therapy) a standardized exam is required ([II.A.8.1](#), [II.A.8.2](#), [II.A.8.3](#)). These exams are provided and monitored by the relevant accrediting or credentialing bodies. Programs such as ESL use departmentally developed rubrics and department wide norming to evaluate writing samples and determine grades.

Analysis and Evaluation

Should departmental examinations for courses or programs be proposed, ARC will act through its Curriculum Committee to ensure that the examinations provide unbiased and valid measures of student learning. Where appropriate, faculty in instructional programs use rubrics to analyze student work and minimize test bias.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

The College recognizes that SLOs inform a significant portion of most grading policies. This recognition allows faculty autonomy to include other important educational factors in addition to SLOs in assessing the full range of student learning in the classroom. Curriculum developers are required to define course SLOs in the course outline and to link specific SLOs to sample assignments in the course outline ([II.A.9.1](#), [II.A.9.2](#)).

Course outlines must also state the minimum number of hours of work per unit of credit awarded for both lecture and lab courses, and credit is awarded to students based on clearly-stated measures of student achievement related to explicit learning outcomes. LRCCD Board Policy P-7252 on Academic Standards describes grading practices and standards, grade point average, and graduation requirements consistent with Title 5 regulations ([II.A.9.3](#)). LRCCD Board Regulation R-7252 details grading practices and procedures, and on page 35 of the 2021/2022 ARC catalog details the grading system and grade categories used by faculty at the College ([II.A.9.4](#), [II.A.9.5](#)). In addition, each faculty member is expected to break down how grades are calculated and awarded in the course via the course syllabus ([II.A.9.6](#)). Per the LRCFT contract, faculty members provide for each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office), and faculty must adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline ([II.A.9.7](#), [II.A.9.8](#), [II.A.9.9](#), [II.A.9.10](#)).

The College conforms to the commonly accepted minimum program length of 60 credit hours for the associate degree and has in place written policies and procedures for determining a credit hour. The College does not convert clock hours to credit hours in any of its courses. The College uses the Carnegie unit definition to determine the number of units of credit for a course based on the number of lecture and lab hours, an accepted norm in higher education ([II.A.9.11](#)). One hour of lecture or three hours of lab per week is equivalent to one unit of credit which is consistent with Title 5, section 55002 and with the PCAH ([II.A.9.12](#), [II.A.9.13](#)).

Analysis and Evaluation

The College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, which are set in board policy. The College provides appropriate information about the awarding of academic credit in the Catalog, course outline of record, and on the website.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College has clearly defined policies on transfer of credit. LRCCD Board Policy P-7135 and Regulation R-7135 establish the manner in which ARC addresses transfer courses, including the role of the articulation officer ([II.A.10.1](#), [II.A.10.2](#)). The College uses its catalog, class schedule, and website as primary sources of information regarding the instructional programs offered and transfer policies governing the College. The catalog lists all of the courses offered by the College. Each course listing states whether the course is transferable, whether it is approved for the CSU GE and IGETC patterns, and whether it has been approved for a C-ID (Course Identification) number. The online class schedule is searchable using filters for transfer options ([II.A.10.3](#)). The website also contains information regarding transferring credit from ARC to four-year institutions ([II.A.10.4](#), [II.A.10.5](#)).

Counselors provide guidance to students regarding transfer requirements, articulation agreements, and transfer admission agreements. The Transfer Center helps students plan a transfer agreement. The College provides current transfer information in printed form and on the Transfer Center's website ([II.A.10.6](#)). To facilitate the movement of its transfer students, counselors also review courses from other colleges to determine if they fulfill ARC's graduation requirements, using one of the following methods: pass along, using it as the original institution uses it; meet the intent of the area based on ARC associate degree requirements ([II.A.10.7](#)); or based on the C-ID approved list ([II.A.10.8](#)). Counselors record this information on the students' curriculum planning sheets, as comments on the student education plan, or CSU/IGETC checklist or certification form.

The College articulation officer participates in curriculum development by serving on the Curriculum Committee. The articulation officer develops, implements, and evaluates articulation agreements. The articulation officer also seeks course-to-course articulation with four-year institutions by reviewing current agreements and then contacting the institution with a request to articulate particular courses. The articulation officer submits course outlines to the four-year colleges and universities and keeps track of articulation and GE requests, as well as developing GE advising sheets reflecting new course approvals and any changes in GE format. In addition, the articulation officer also reviews current agreements for approval by requesting appropriate course-to-course articulation.

All current articulation agreements with the UC and CSU systems are available on the ASSIST website ([II.A.10.9](#)). ARC also has articulation agreements with private and out-of-state colleges which are posted on the articulation web page ([II.A.10.10](#)). The articulation officer submits courses for UC and CSU transferability on a regular basis. The College also submits courses for C-ID approval on an ongoing basis. Additionally, ARC participates in a statewide program to help students receive advanced standing credit while still in high school. Detailed information for the school, parents, and students is available on the California Career Pathways Trust website ([II.A.10.11](#)).

Analysis and Evaluation

The College has clearly defined and publicly available policies regarding transfer-of-credit. In addition, counselors regularly advise students regarding transfer options and requirements. Students who wish to transfer from ARC to four-year institutions have information available online through the Transfer Center web page and receive this information when meeting with a counselor. Students can also have their CSU GE or IGETC units certified by a counselor to ensure that their coursework fulfills the lower-division GE requirements for transfer. The College offers numerous associate degrees for transfer (ADTs), which guarantee priority admission to students with junior status to the California State University System.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

American River College has aligned the General Education Areas with the Institutional Student Learning Outcomes (ISLOs), and this information is included in the College catalog along with the College philosophy for general education ([II.A.11.1](#)). The ISLO assessment process is outlined on the ARC SLO web page ([II.A.11.2](#)). The ISLOs are assessed both by classroom faculty annually through the Authentic Assessment Review Record (AARR) and biannually by the ISLO Graduate Survey ([II.A.11.3](#), [II.A.11.4](#)). The findings from the AARR and the ISLO Graduate Survey are used to inform decisions related to professional development. The overall College model of ISLO assessment is reviewed by the Student Learning Outcomes Assessment Committee (SLOAC) and College stakeholders on a 6-year cycle. GE (ISLO) achievement is measured by the AARR annually and the ISLO Graduate Survey every two years ([II.A.11.5](#), [II.A.11.6](#)).

Analysis and Evaluation

The college has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. These learning outcomes are regularly assessed and used to drive program improvements.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

American River College publishes the institution's general education (GE) philosophy and catalog pages that outline GE requirements for graduation ([II.A.12.1](#), [II.A.12.2](#)). The GE areas and ISLOs were first aligned in the catalog in 2014 following a collaborative process with shared governance bodies in May 2013 ([II.A.12.3](#)). ISLOs underwent an extensive review process in 2017-2018. The Academic Senate approved revisions in October 2018, and ISLOs were realigned for the 2019-2020 catalog addendum ([II.A.12.4](#), [II.A.12.5](#), [II.A.12.6](#)). The ISLOs, also published on the SLOAC web page ([II.A.12.7](#)), state that upon achievement of his or her intended educational goal (degree, certificate, or set of courses) at American River College, a student will be able to:

- Demonstrate and employ marketable skills and personal qualities for professional growth and career advancement.
- Demonstrate skills and behaviors which contribute to open and respectful communication of diverse ideas and beliefs.
- Utilize a variety of methods to communicate effectively.
- Employ strategies to work cooperatively and effectively with others.

- Locate and critically evaluate information from a variety of sources, including those accessed through technology, to create informed responses to issues, problems, and challenges.
- Recognize the responsibility to behave as an ethical citizen, contributing personal knowledge, resources, and skills for the benefit of the local and larger communities.
- For students earning degrees, demonstrate an understanding of the basic content and methodology for the major areas of knowledge, including the arts and humanities, quantitative reasoning, the natural sciences, and the social sciences.

Analysis and Evaluation

American River College publishes its GE philosophy in the College catalog. The Curriculum Committee, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences and are aligned to the GE areas.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College offers an array of degree options, all of which include focused study in at least one area of inquiry or in an interdisciplinary core. Students may graduate from the College with an associate in arts degree, associate in science degree, or associate degree for transfer by satisfying the degree requirements established by the faculty, the Curriculum Committee, the Board of Trustees, and relevant state regulations. The College offers 63 Associate in Arts degrees, 40 Associate in Science degrees, and 29 Associate Degrees for Transfer. The SB1440 Associate Degree for Transfer legislation was enacted to facilitate transfer from the California Community College system to the California State University system. ARC students who complete an associate degree for transfer are guaranteed admission to the California State University system ([II.A.13.1](#), [II.A.13.2](#)).

All of the College's associate degree programs include at least one area of study or interdisciplinary emphasis. Completion of an associate degree requires prescribed coursework in a specific major with grades of "C" or better. The associate degrees for transfer require completion of a minimum of 18 semester credits in prescribed major coursework. Complete degree requirements are described in the online catalog and on the Programs and Majors page of the College website ([II.A.13.3](#), [II.A.13.4](#)).

The curriculum review process ensures all courses and programs have appropriate learning outcomes as the basis for awarding credit. The course outline of record (COR), which includes

student learning outcomes, and the curriculum review process ensure that all courses and programs meet regulatory requirements, ACCJC accreditation standards, industry requirements, and practices common to American higher education. Learning outcomes are established and reviewed by discipline faculty, the Curriculum Committee, and the student learning outcomes assessment coordinator ([II.A.13.5](#), [II.A.13.6](#), [II.A.13.7](#), [II.A.13.8](#)).

The mapping of course student learning outcomes to program learning outcomes ensures that students master key theories and practices in the area of inquiry. The assessment of learning outcomes provides assurance to the student, employer, or transfer institution that the student has mastered key concepts and practices within that level of the field of study ([II.A.13.9](#)).

The College does not offer baccalaureate degrees.

Analysis and Evaluation

The College has clear policies in place requiring a minimum of 18 units in a major or area of emphasis for the associate degree and ensures that each degree meets clear goals leading to employment or transfer. Lists of required courses, electives, and areas of emphasis are clearly listed in the catalog for each degree, along with program outcomes and the transfer and career objectives each degree is designed to meet.

The College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. Each degree lists required courses, electives, and areas of emphasis in the catalog, along with program outcomes and the transfer and career objectives.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

American River College offers a broad range of career education programs, all of which align with the ten sectors identified by the California Community College Chancellor's Office ([II.A.14.1](#)). The College offers a wide variety of career-technical certificates and degrees, each of which requires that the student demonstrate technical and professional competencies that meet industry standards, external licensure, and/or certification. In order to help meet the economic and workforce needs of the region, the College offers 76 occupational degree programs and 8 pre/apprenticeship degrees. The College also offers 195 degrees and certificates to meet the region's needs ([II.A.14.2](#)). Labor Market Indicators (LMI) data indicate that only two of the College's 83 career education programs are in areas where there is an overabundance of people trained for that field in the region ([II.A.14.3](#)). Programs such as funeral services, nursing, paramedics, respiratory care, early childhood education, and automotive technology require external state and national certification, licensure, or accreditation.

A review of the CTE Employment Outcomes Survey (CTEOS) which is contracted to the Research and Planning (RP) Group by the California Community Colleges Chancellor's Office

on behalf of American River College, shows that 93% of the students surveyed in 2020 were either satisfied or very satisfied with the education and training that they received. There were 79 percent that secured employment in a field closely related to what they trained. They also indicate a \$9 per hour wage increase from their wages before their training which equates to a 67% wage increase after training at ARC ([II.A.14.4](#)). The CTEOS and LMI data are reviewed as a part of several steps that the College takes to ensure that new and existing programs meet industry standards and are responsive to emerging industry needs. They are reviewed through advisory committees, as part of program review, and during the development process of a degree or certificate ([II.A.14.5](#), [II.A.14.6](#), [II.A.14.7](#)).

ARC programs are effective at preparing students for their licensure exams. Routinely, more than 90% of ARC students taking exams in a given year pass their exams in many of the programs with licensure exams ([II.A.14.8](#)).

The College utilizes advisory committees to collect input and recommendations from local industry about meeting their educational and technical workforce skill needs. All programs, both those with external licensure and those without, are required to have an advisory committee which meets at least once a year. The College's Perkins (CTE) Handbook has been updated to have a handbook specific to advisory committees ([II.A.14.9](#)). They serve to support, promote and advocate for our programs and students. They also help to keep the College aware of industry needs and expectations and provide opportunities for students prior to and after program completion ([II.A.14.10](#)).

Program review prompts programs to look retrospectively at the past 6 years and evaluate their successes and growth areas. It is also a time for the program to chart its future direction and notify the campus of the adjustments that will need to be made to better meet student and industry needs ([II.A.14.11](#), [II.A.14.12](#)).

In order to create new occupational and apprenticeship CTE certificate and degree programs, the authors are required to go through a rigorous process involving recommendations from employers, advisory committees, professional organizations, apprenticeship programs, and faculty. With the assistance of advisory committees, employers, and students, faculty develop and refine measurable SLOs for courses and programs ([II.A.14.13](#), [II.A.14.14](#)).

The College's CTE program development process includes evaluation of labor market information and employer surveys, availability of facilities, and resources. Authors are required to request LMI data from the Center of Excellence ([II.A.14.15](#)). The LRCCD Program Placement Council ([II.A.14.16](#)) must first review potential certificates and degrees. A survey is part of the process to initiate the placement process (developer survey) before they are announced and reviewed by the North Far North Regional Consortium ([II.A.14.17](#)) for demonstrated need and unnecessary regional duplication. Once programs are on the PPC approval list and receive North Far North Regional Consortium approval, they must then go through the entire curriculum process.

Analysis and Evaluation

The College ensures that career technical programs are consistent with current professional employment standards and prepare students to successfully complete external licensure and certification requirements. Through review by the Curriculum Committee and through program review, new and existing programs are assessed for both curricular and professional viability. Existing career technical programs conduct regular meetings with advisory committees. The College tracks student achievement of CTE graduates through employment and earnings data as a means to ensure that new and existing programs meet industry standards and are responsive to emerging industry needs.

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

Evidence of Meeting the Standard

The College's curriculum handbook describes the process for program discontinuance in Appendix B: Program Focus Review ([II.A.15.1](#)). Programs are critically reviewed for possible discontinuance or to recommend changes needed to enhance their viability in instances when there is a lack of mutual agreement among all affected faculty of a program and the administration that the program should be discontinued, or there will be significant adverse impacts on students if the program is discontinued. To arrive at an equitable and inclusive process, the College identified multiple initiating criteria and a specific process for program discontinuance, which involves the Curriculum Committee as well as the formation and engagement of a Program Focus Review Committee (PFRC). The PFRC employs specific guidelines and recommends to the Curriculum Committee either specific programmatic changes/enhancements or program discontinuance. This body reaches out to the department to discuss and then subsequently forms its recommendation, which is routed to the Academic Senate and the vice president of instruction, who brings it to the President's Executive Staff. The President makes the final decision.

In terms of impact to students, consideration is given to numbers of students enrolled, catalog rights, and financial aid eligibility/impacts ([II.A.15.2](#)). According to catalog rights, any student who is in a discontinued program is still eligible for financial aid. This is handled through the Financial Aid Course Applicability process. Counselors work with students to ensure they maintain their catalog rights and make progress towards completion of their educational goal. The counseling department maintains a database of the course substitutions that is also utilized in supporting the student's petition for any courses that may have been removed, but are a part of the program of study ([II.A.15.3](#)).

Per the Federal Student Aid (FSA) Handbook 2019/20 Chapter 8, a school must submit a teach-out plan to its accrediting agency if:

- the Department initiates an emergency action or initiates the limitation, suspension, or termination of the school's participation in any FSA program; the school's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation;
- the school's state licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program;

- the school intends to close a location that provides 100% of at least one program; or
- the school otherwise intends to cease operations ([II.A.15.4](#)).

Program discontinuance is communicated broadly across instruction and student services and is intentionally phased in. Discontinued programs are identified on the academic planning table to preclude the admission of new students, and those students still in progress are notified of impending discontinuance and provided with every opportunity to complete in a timely manner, generally within one year. These students are also counseled regarding their educational planning options, such as utilizing course substitutions and completing like courses at another college within the District, provided these options will not adversely affect their eligibility for financial aid or preclude them from achieving a stated transfer objective.

Analysis and Evaluation

The College's procedure provides opportunities to ensure that students are able to complete their education from an eliminated or significantly changed program in a timely fashion with minimum disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly conducts research to determine the educational needs of students and incorporates this information into its program review process. Data are reported in the College's Integrated Planning Portal on such measures as course success for disproportionately impacted populations, department-set standards, and SLO assessment ([II.A.16.1](#)). Additional key outcome measures are provided via the College's data dashboard fact book, including certificate and degree completion ([II.A.16.2](#), [II.A.16.3](#)).

All collegiate, pre-collegiate, and career-technical programs, referred to as planning units, complete program review reports on a six-year cycle ([II.A.16.4](#)). Instructional programs/units are provided with an inquiry guide to write comprehensive reports ([II.A.16.5](#)). Program review includes the unit's purpose and function; how the unit contributes to the College mission; based on how the unit intended to measure progress towards achieving its planning objectives, did the unit's prior planned action steps (last six years of annual unit plans) result in the intended effect or the goal(s) being achieved; program strengths, opportunities, challenges, equity gaps, influencing factors (e.g., program environment), data limitations, areas for further research, and/or other items of interest; what the unit learned from the analysis and how might the relevant findings inform future action; the unit's ideal future and why is it desirable to ARC; and how the unit's aspirations will support accomplishment of the mission, improve institutional effectiveness, and/or increase academic quality ([II.A.16.6](#)). Program reviews are presented to an audience of the College for questions and comprehensive feedback ([II.A.16.7](#)).

The College regularly assesses progress toward achieving student learning outcomes ([II.A.16.8](#)). Instructional units document their assessment of Student Learning Outcomes (SLOs) on an annual basis through the Authentic Assessment Review Record (AARR) ([II.A.16.9](#)). Faculty record student achievement for a randomly assigned course SLO based on one or more authentic assessments that they regularly perform in their classes. The aggregated results are then reviewed annually as part of Annual Unit Planning and serve as a basis for actions and resource allocation. Assessment of program-level SLOs relies on the course-level SLO assessment. This strategy is supported by the requirement that program SLOs are explicitly mapped to (or clearly supported by) one or more of the required courses for a degree or certificate. These program mapping matrices were completed by departments and members of the SLO Assessment and Curriculum committees prior to Fall 2019. They were updated or completed via the Program SLO Linguistic Analysis Tool ([II.A.16.10](#)) when changes were made for a minimum of every six years in conjunction with the program review cycle going forward (piloted spring/fall 2020 and adopted fall 2021).

Research data and faculty dialogue are central in the program review process. Departments review SLO data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plans to increase student learning and achievement.

Analysis and Evaluation

Through program review, the College and its faculty regularly evaluate and update all instructional programs including collegiate, pre-collegiate, and career technical programs. The process of updating instructional programs applies to all delivery modes, and for each of the educational facilities: ARC main campus, Mather, McClellan, and Natomas.

Conclusions on Standard II.A. Instructional Programs

American River College offers a robust array of instructional programs aligned with its mission. Through an assessment of outcomes and set standards, the College ensures that these programs are conducted at levels of quality and rigor appropriate for higher education. The use of a strong student learning outcomes approach and program review process work to ensure the quality of offerings. The College has incorporated into its degree programs substantial components of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

Evidence List

[II.A.1.1](#) ARC Curriculum Committee

[II.A.1.2](#) ARC Mission and Values

[II.A.1.3](#) McClellan (SRPSTC)

[II.A.1.4](#) The Mather Center

[II.A.1.5](#) The Natomas Center

[II.A.1.6](#) Socrates

[II.A.1.7](#) Programs of Study

[II.A.1.8](#) sample AA-T

[II.A.1.9](#) sample CE certificate

[II.A.1.10](#) Board of Trustees Minutes

[II.A.1.11](#) COR showing SLOs
[II.A.1.12](#) catalog page with program info
[II.A.1.13](#) LRCCD Policy P-7241
[II.A.1.14](#) Course and Program Approval Handbook
[II.A.1.15](#) Title 5 Regulations - Curriculum
[II.A.1.16](#) Curriculum Committee Resources page
[II.A.1.17](#) ARC Courses Approved for DE
[II.A.1.18](#) OEI rubric
[II.A.1.19](#) Academic Senate Endorsement of OEI
[II.A.1.20](#) OEI and DE Professional Development
[II.A.1.21](#) Annual Unit Planning Common Data Set, English
[II.A.1.22](#) Department-set Standards
[II.A.1.23](#) Facts and Statistics, Student Achievement Data

[II.A.2.1](#) Inquiry Guide for instructional planning units
[II.A.2.2](#) LRCFT Contract, 8.4.1
[II.A.2.3](#) Program and Course Approval Handbook
[II.A.2.4](#) Sample Course Outline of Record
[II.A.2.5](#) Curriculum Committee Resources Page
[II.A.2.6](#) ASCCC Curriculum Institute link
[II.A.2.7](#) Inquiry Guide - Student Support
[II.A.2.8](#) Resource Requests in Annual Unit Planning
[II.A.2.9](#) Equity Professional Development
[II.A.2.10](#) LRCFT Contract, Article 8

[II.A.3.1](#) SLO Website
[II.A.3.2](#) SLOAC Handbook
[II.A.3.3](#) AARR Summary
[II.A.3.4](#) Annual Unit Planning 2020
[II.A.3.5](#) Assessing Progress, Integrated Planning
[II.A.3.6](#) Assessment Results/IPP
[II.A.3.7](#) Planning Steps/Program Review
[II.A.3.8](#) Learning Outcomes Objectives
[II.A.3.9](#) Syllabus/Learning Outcomes
[II.A.3.10](#) SLO Availability to Students
[II.A.3.11](#) Syllabus Reminders
[II.A.3.12](#) Syllabus Guidance/Academic Senate

[II.A.4.1](#) Catalog Mission page
[II.A.4.2](#) Curriculum Handbook
[II.A.4.3](#) ENGWR course outline
[II.A.4.4](#) Math Learning Center
[II.A.4.5](#) Science Success Center
[II.A.4.6](#) Writing Across the Curriculum
[II.A.4.7](#) Reading Across the Disciplines

[II.A.4.8](#) ESL Center

[II.A.5.1](#) ARC College Catalog

[II.A.5.2](#) Programs of Study

[II.A.5.3](#) Articulation

[II.A.5.4](#) Advisory Committees

[II.A.5.5](#) SLO Report

[II.A.5.6](#) General Education and Institutional Student Learning Outcomes

[II.A.5.7](#) Annual Unit Planning

[II.A.5.8](#) Program Review

[II.A.5.9](#) Academic Senate Curriculum Committee

[II.A.5.10](#) Socrates Home Page

[II.A.5.11](#) LRCFT Contract

[II.A.5.12](#) LRCFT 8.4.1

[II.A.5.13](#) Advisory Committees

[II.A.6.1](#) Class Schedule

[II.A.6.2](#) Math Learning

[II.A.6.3](#) Natomas Center

[II.A.6.4](#) McClellan (SRPSTC)

[II.A.6.5](#) Mather Center

[II.A.6.6](#) ELSS Charter

[II.A.6.7](#) SEM Charter

[II.A.6.8](#) SEM Report

[II.A.6.9](#) Astra Enrollment

[II.A.6.10](#) Program Roadmaps

[II.A.7.1](#) DI Final Report

[II.A.7.2](#) API Final Report

[II.A.7.3](#) LGBTQIA+ Final report

[II.A.7.4](#) OEI Rubric

[II.A.7.5](#) Online Teaching Institute

[II.A.7.6](#) FastTrack

[II.A.7.7](#) Peralta Rubric

[II.A.7.8](#) Music Programs and Distance Education

[II.A.7.9](#) GIS Programs

[II.A.7.10](#) Academic Senate Adoption of Regular Effective Contact

[II.A.7.11](#) DE Subcommittee

[II.A.7.12](#) DE Plan 2019-2025

[II.A.7.13](#) DE Subcommittee (of Curriculum)

[II.A.7.14](#) Device Distribution

[II.A.7.15](#) Curriculum Committee Resources

[II.A.7.16](#) PCAH

[II.A.7.17](#) Student Support Services

[II.A.7.18](#) EOP&S Reduce Load notification

[II.A.7.19](#) Equity Action Institute

[II.A.7.20](#) Diversity in the Classroom
[II.A.7.21](#) Equity Plan
[II.A.7.22](#) Climate Survey
[II.A.7.23](#) Open Educational Resources PD Email

[II.A.8.1](#) Licensure by Exam for Nursing
[II.A.8.2](#) National Board for Respiratory Care
[II.A.8.3](#) Funeral Director Information

[II.A.9.1](#) ARC Curriculum Handbook 2019-2020
[II.A.9.2](#) Student Learning Outcomes for Curriculum Developers
[II.A.9.3](#) LRCCD Board Policy P-7252
[II.A.9.4](#) LRCCD Board Regulation R-7252
[II.A.9.5](#) ARC Catalog Types of Grades, p. 35
[II.A.9.6](#) ARC Academic Senate Syllabus Guidance 2019
[II.A.9.7](#) BIOL 430 Syllabus
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[II.A.9.9](#) KINES 330 Syllabus
[II.A.9.10](#) LRCFT Section 8.4.1
[II.A.9.11](#) Unit/Hour Guidance
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[II.A.9.13](#) CCCCCO Program and Course Approval Handbook - 7th Edition

[II.A.10.1](#) LRCCD Board Policy P-7135
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[II.A.10.3](#) Online Class Schedule
[II.A.10.4](#) Graduation and Transfer info_Catalog
[II.A.10.5](#) Transfer to a 4 yr. college_website
[II.A.10.6](#) Transfer Center
[II.A.10.7](#) Associate Degree Graduation Requirements
[II.A.10.8](#) Course Transferability and C-ID
[II.A.10.9](#) Assist website
[II.A.10.10](#) Articulation
[II.A.10.11](#) California Career Pathways Trust

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[II.A.11.2](#) ARC SLO web page
[II.A.11.3](#) Class Climate online survey - AARR 2019
[II.A.11.4](#) ISLO Graduate Survey
[II.A.11.5](#) ISLO as measured by AARR data chart 2019
[II.A.11.6](#) ARC ISLO Graduate Survey Results Spring 2019

[II.A.12.1](#) General Education and Institutional Student Learning Outcomes Philosophy
[II.A.12.2](#) Board Policy P-7241
[II.A.12.3](#) SLOAC Minutes, May 23, 2013
[II.A.12.4](#) Academic Senate Minutes: ISLOs, October 11, 2018

[II.A.12.5](#) 2018-2019 ARC Catalog, pp. 61-64
[II.A.12.6](#) II.A.12.5 2019-2020 ARC Catalog Addendum, November 1, 2019, p. 2
[II.A.12.7](#) ARC SLO Web Page

[II.A.13.1](#) Transfer Degree Requirements
[II.A.13.2](#) Catalog - List of Programs
[II.A.13.3](#) Catalog - Programs of Study
[II.A.13.4](#) Program Maps
[II.A.13.5](#) Sample Degree Requirements - Hospitality Management
[II.A.13.6](#) Sample Degree Requirements - Social Justice Studies
[II.A.13.7](#) Sample Degree Requirements - Theatre Arts
[II.A.13.8](#) Sample Degree Requirements - Paramedic/EMT
[II.A.13.9](#) SLOAC Handbook

[II.A.14.1](#) ARC Career Education
[II.A.14.2](#) CTE Degrees and Certificates
[II.A.14.3](#) Labor Market Demand
[II.A.14.4](#) CTEO Survey
[II.A.14.5](#) Advisory Committees List
[II.A.14.6](#) Program Review Inquiry Guide - Instructional
[II.A.14.7](#) Curriculum Committee Resources
[II.A.14.8](#) ACCJC Annual Report 2020, Licensure Pass Rates
[II.A.14.9](#) LRCCD Career Education Industry Advisory Committee Handbook Draft
[II.A.14.10](#) Advisory Committee Minutes, Speech Language Pathology 2020
[II.A.14.11](#) Program Review Presentation 2018-19
[II.A.14.12](#) Sample Program Review, Funeral Services
[II.A.14.13](#) ARC Curriculum Handbook
[II.A.14.14](#) SLOAC Handbook
[II.A.14.15](#) Centers of Excellence
[II.A.14.16](#) Operating Guidelines for PPC Process
[II.A.14.17](#) North Far North Regional Consortium

[II.A.15.1](#) Program Focus Review
[II.A.15.2](#) Catalog Rights
[II.A.15.3](#) Course Applicability
[II.A.15.4](#) Chapter 8 of the Federal Student Handbook

[II.A.16.1](#) AUP Standard Data Set - English
[II.A.16.2](#) Data Dashboard Fact Book
[II.A.16.3](#) ARC Fact Book: Degrees and Certificates
[II.A.16.4](#) Integrated Planning Guide (pages 18-25)
[II.A.16.5](#) Instructional Inquiry Guide
[II.A.16.6](#) Program Review Template
[II.A.16.7](#) Program Review Presentations email
[II.A.16.8](#) SLO Website - Courses and Programs

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Library

The library regularly assesses its collections, resources, and services to ensure they are adequate to meet student needs and to identify areas for improvement. The library works with the office of institutional research to administer a student survey on a regular cycle ([II.B.1.1](#)).

The College catalog includes an overview of the library program and courses. Library courses support students' learning and their accomplishment of the Institutional Student Learning Outcomes by teaching how to collect and critically evaluate information. Reports indicate students are enrolling in and using LIBR for credit courses as a support service ([II.B.1.2](#)).

In the physical library building, students have access to library staff, physical materials, approximately 80 computer workstations, printing, and study rooms ([II.B.1.3](#)). Pre-pandemic, the library served as a popular study spot on campus and received a high volume of foot traffic. The library keeps regular statistics on research help desk interactions, which indicates how many students the librarians have helped in the library. Students ask a variety of questions pertaining to

in-depth research, information about their textbook, and help in the computer lab. The library provides instruction sessions every semester on how to use the library and how library resources can support particular assignments. These instruction sessions are provided in person at the main library, at the Natomas Center, as well as online ([II.B.1.4](#)). There is a collection of textbook reserves located at the Sacramento Public Library North Natomas Branch, which is next door to the Natomas Center. This library is a joint-use facility, and Sacramento Public Library staff handle check-outs for this collection.

The library web page is a point of access to all of the Library's virtual resources, including OneSearch Discovery Service, contact information, and various Library and research support services ([II.B.1.5](#)). The library has also created a distance education research guide that is designed for students who do not have consistent access to the campus Library ([II.B.1.6](#)). The library offers robust online support services and resources. The ARC library, in collaboration with the other colleges in the District, provides 24/7 chat support, email reference support, and a set of searchable FAQs for online and distance education students to get research help through LibAnswers. The library has created video tutorials to provide students guidance on various aspects of the research process, including how to use the library databases and how to format using various citation styles. The library has created a free, self-enroll, self-paced online Research Tutorials course for students to access via Canvas. Tutorials address research basics, teach students how to use the Library's discovery service, how to evaluate information, and how to cite sources ([II.B.1.7](#)).

Librarians regularly conduct workshops for new faculty informing them how the library could support them and their students, how faculty could help the library to support students, and providing instruction in the use of Library resources ([II.B.1.8](#), [II.B.1.9](#)).

Learning Support Services

American River College supports student learning and achievement by providing student learning resources programs and services to support the variety of educational programs at the College ([II.B.1.10](#)). The following represents the College's core support services, which include the Learning Resource Center and Beacon Tutoring Program, Writing Across the Curriculum, Reading Across the Disciplines, Science Success Center, and STEM Center

The Learning Resource Center (LRC) offers course specific group tutoring, referred to as Beacon, a large computer lab with staff to support student questions, and a tutorial center for appointment and drop-in tutoring. The LRC offers learning resource workshops for first-year students as part of new student orientation.

Writing Across the Curriculum (WAC) and Reading Across the Disciplines (RAD) are for-credit support courses that students take along with a content course. They support students in the reading and writing they need to do for their classes.

The Science Success Center (SSC) is a for-credit support course model that supports students taking science courses.

The Natomas Learning Resource Center offers center students a comparable level of support as at the ARC main campus. The Natomas LRC offers a computer lab, study rooms, and supervised tutoring. Students have access to library services via the adjacent Sacramento Public Library branch in partnership with the ARC Main Library. The Natomas Center also offers WAC, RAD, and a Math Learning Center.

The STEM Center provides access to students via a Canvas site for tutoring and support services. Within the site modules, the College provides students with information on how to use the Canvas site, where to find pertinent information regarding STEM programs of study, and when and where STEM workshops and events will occur.

Analysis and Evaluation

The College supports student learning and achievement by offering a variety of learning support services and a robust library collection. The library collection is current and has enough depth and variety to meet student needs. Students have access to a comparable level of library and learning support services whether they are taking classes online, on the main campus, or at outreach centers.

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

American River College relies on the expertise of faculty librarians, library professionals, and learning support services staff to select and maintain appropriate library resources, learning support materials, learning spaces, and educational equipment.

Library and learning support services spaces are maintained collaboratively by area faculty, staff, administrators, and campus maintenance personnel. The campus maintains several student computer labs, including large labs in both the library and the Learning Resources Center (LRC) ([II.B.2.1](#)). Library and learning support services personnel work with the Information Technology (IT) department to select and maintain educational equipment for students. In 2018, the library worked with IT to replace all student workstations in the library.

The LRC and library work collectively with IT to meet the learning equipment needs of students by providing laptops, internet access, and calculators to students. Shortly after the move to remote operations in March 2020 due to the pandemic, IT and library staff facilitated the distribution of hotspots and 1,200 laptops to students. During remote operations the College has provided students with direct learning support to manage educational technology needs such as tutoring and learning management systems ([II.B.2.2](#), [II.B.2.3](#)).

Support services and IT collaborate when needed to provide services to students across the College. For example, in 2016 Disability Services and Programs for Students (DSPS) requested new accessibility software to support visually impaired students, which was then installed in every campus computer lab ([II.B.2.4](#)).

Librarians work with instructional faculty to collect and maintain a wide range of materials that meet the diverse educational needs of students in all courses and programs of the College. The library collection includes online databases, ebooks, textbooks, print monographs and periodicals, films, artifacts for science courses, and educational equipment such as laptops and calculators ([II.B.2.5](#)).

Librarians regularly evaluate the library's collections to ensure they have sufficient depth and variety to meet student needs. A librarian serves on the College curriculum committee in order to provide input and stay current on new course and program offerings. Each librarian serves as a subject liaison to one or more departments and works with faculty to select appropriate materials for their areas ([II.B.2.6](#)). Nearly all electronic resources including ebooks and databases are selected, evaluated, and maintained jointly by the Los Rios libraries. A robust system of committees and workgroups supports this collaborative process ([II.B.2.7](#)). To maintain an up-to-date and relevant monograph collection, librarians read professional book reviews, collaborate with teaching faculty, review circulation and usage statistics, review course outlines and syllabi, observe student questions, and review student survey data. ARC librarians recently conducted a comprehensive review of the children's collection. In addition to weeding underused titles, librarians examined the collection from an anti-bias, windows and mirrors framework. They de-selected books that included cultural or racial stereotypes and selected several new books that represent the diversity of our student body and promote anti-bias values.

Analysis and Evaluation

The institution relies on the expertise of library and learning support services personnel to select, evaluate, and maintain equipment and materials that support student learning and advance the College's mission.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

The library and learning support services regularly evaluate their services to ensure they are meeting identified student needs and learning outcomes. During annual unit planning and program review, the learning support and library programs work with department faculty and staff to review their progress towards meeting goals ([II.B.3.1](#)). Library and learning support services also identify student needs and evaluate student outcomes by conducting surveys ([II.B.3.2](#)), collaborating with staff and faculty across the college, analyzing traffic and service usage patterns, and by observing student interactions. Programs use the results of those assessments to improve services for students. For example, the library examined circulation data and student feedback and determined that two-hour textbook checkout was one of the most popular and widely used library services. In response, the library expanded its textbook collection to better meet student demand.

The library and LRC evaluate student performance in their for-credit LIBR and LRC (peer tutoring) courses, focusing in particular on disproportionate impact ([II.B.3.3](#)). Upon review of these data, the library has made plans to review LIBR curriculum utilizing an equity rubric.

Additionally, library staff regularly collaborate with their counterparts at the other three Los Rios colleges. Within a robust structure of committees, work groups, and other collaborative bodies, the Los Rios library staff continuously evaluate and improve library services district wide in order to meet student needs and ensure SLOs are achieved ([II.B.3.4](#)).

Analysis and Evaluation

Library and learning support services continuously evaluate and improve their services to meet identified student needs and help students achieve expected learning outcomes. The library plans to work with ARC's Research Office to more comprehensively evaluate the library's impact on student learning.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

Library

The library documents and maintains agreements with outside sources in order to provide sufficient and necessary resources for student success. The library regularly assesses the sufficiency, currency, depth, breadth, and performance of these contracted resources and services.

The library is a member of the Library Services Platform (LSP) of the California Community Colleges which is a cloud-based, systemwide system that connects all students with the most useful, high quality resources in library collections throughout the state ([II.B.4.1](#)). The library also contracts with the Online Computer Library Center (OCLC) for cataloging and interlibrary loan support. The College cooperates with the other LRCCD College libraries to share books and electronic resources ([II.B.4.2](#)).

The ARC library is a member of the LibAnswers (formerly QuestionPoint) Reference Cooperative, a virtual reference management system which provides live chat service to students, faculty, and staff on a 24/7 schedule, and also includes an email ticketing system and a FAQ ([II.B.4.3](#)). The College participates in a multi-party agreement to provide library services to Natomas Center students. The North Natomas Branch of the Sacramento Public Library provides study space, research assistance, and interlibrary loan checkout services to ARC students. The joint agreement includes the City of Sacramento, the Sacramento Public Library Authority, the Natomas Unified School District, and the LRCCD ([II.B.4.4](#)).

Learning Support Services

The Learning Resource Center (LRC) offers online tutoring using its own tutors during operating hours and continues in a partnership with the Sacramento Public Library to provide online tutoring ([II.B.4.5](#), [II.B.4.6](#)). The College has a consortium agreement with NetTutor through the California Virtual Campus-Online Education Initiative (CVC-OEI) to provide tutoring via a third party in a wide variety of subjects during evenings and weekends. This online tutoring option is an additional support service ([II.B.4.7](#)).

Analysis and Evaluation

The library and learning support services have clear agreements with outside institutions to meet the intended purposes. These agreements are regularly reviewed, such as through annual unit planning and program review, and any issue about the reliability of services is addressed.

Conclusions on Standard II.B. Library and Learning Support Services

The Library provides up-to-date and foundational resources students need for learning and academic achievement. The faculty librarians provide guidance on research in multiple modes accessible to students in person and remotely. The Library collection is regularly assessed and updated. Multiple library courses are taught each term to meet students' needs in a for-credit format. The library regularly evaluates services to meet identified student needs and learning outcomes. The physical library building provides access to a large computer lab, collections of educational and technology materials for check out, and academic study space. The Library website provides direct access to resources and self-paced instructional resources accessible 24/7.

Learning resources are available to students across multiple formats and specific to many disciplines and student populations. Learning resources include services by appointment, drop-in, individual, and group. The resources are available in-person at the main campus and at the Natomas center, as well as online, and include services on nights and weekends. Learning resources also include for-credit courses in a variety of disciplines.

Evidence List

- [II.B.1.1](#) Student Survey - Library
 - [II.B.1.2](#) Library - Catalog
 - [II.B.1.3](#) Library - Website
 - [II.B.1.4](#) Library Research Tutorials via Canvas
 - [II.B.1.5](#) Library Research via webpage
 - [II.B.1.6](#) Library Research Guides
 - [II.B.1.7](#) Library Research Tutorials via webpage
 - [II.B.1.8](#) Library Services for Faculty and Staff
 - [II.B.1.9](#) Library Research Guides for Faculty and Staff
 - [II.B.1.10](#) ARC Tutoring Programs
-
- [II.B.2.1](#) LRC webpage
 - [II.B.2.2](#) Chromebooks for Students
 - [II.B.2.3](#) Internet and WiFi for Students

- [II.B.2.4](#) DSPS
- [II.B.2.5](#) Collection Development Policy
- [II.B.2.6](#) Library Department Liaison
- [II.B.2.7](#) Los Rios Library Committees and Teams

- [II.B.3.1](#) Library Program Review 2019-20
- [II.B.3.2](#) Student Survey - ARC Library
- [II.B.3.3](#) Library DI Report 2021
- [II.B.3.4](#) Library Mission and SLO's - website

- [II.B.4.1](#) Library Services Platform
 - [II.B.4.2](#) Interlibrary Loans
 - [II.B.4.3](#) LibAnswers link
 - [II.B.4.4](#) North Natomas Library
 - [II.B.4.5](#) LRC - Virtual Tutorial Center
 - [II.B.4.6](#) LRC Tutorial Center
 - [II.B.4.7](#) NetTutor
-

C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

All student services units conduct annual unit planning and program reviews following ARC's established seven-year review cycle ([II.C.1.1](#)). Program review is the mechanism the College uses to regularly evaluate the quality of service regardless of location and means of delivery. Program review results in actionable goals for program enhancement. Program-level objectives are inspired by the College's strategic goals which also encompass its overarching commitment to social justice and equity ([II.C.1.2](#)). This process ensures that all services support student learning and align with the College's mission. In addition to program review, ARC regularly participates in self-evaluation in preparing reports of categorical programs as required by the California Community Colleges Chancellor's Office ([II.C.1.3](#)).

The College has participated in the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), and as part of the California Guided Pathways Project (CAGP), the Survey of Entering Student Engagement (SENSE). The College has shared key findings from the CCSSE, CCFSSE, SENSE, including during convocation, and utilized this information to improve student services ([II.C.1.4](#), [II.C.1.5](#), [II.C.1.6](#), [II.C.1.7](#)). In spring 2021 the College conducted a Student Satisfaction with ARC Support Services Survey as an added means to evaluate the quality of student services. The College has embedded these survey results in the Integrated Planning Portal to improve access to

data for student services to use in annual unit planning and program review ([II.C.1.8](#)). Guided Pathways efforts on campus have involved many faculty, staff, students, and administrators on governance project teams to analyze current practices regarding service delivery and make recommendations for improvement. This work resulted in the College's developing and implementing program roadmaps and also the HomeBase Pathway Communities model, which is addressed in the Quality Focus Essay ([II.C.1.9](#), [II.C.1.10](#), [II.C.1.11](#), [II.C.1.12](#)).

Analysis and Evaluation

ARC regularly evaluates the quality of student support services, solicits feedback from students, and implements programs that assist the College in accomplishing its mission. The quality of these services is measured regardless of location or means of delivery.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

American River College developed its student service outcomes (SSO) assessment process as a method of documenting the effectiveness of the various student service units in providing support for learning for all students. The College has established a common set of SSOs for all student support services, described on ARC's Student Learning Outcomes website ([II.C.2.1](#)). Student services units report data on the Student Services Outcomes Assessment Report (SSOAR) ([II.C.2.2](#), [II.C.2.3](#)). The data are analyzed on the SSOAR Data Analysis form, and the results are reviewed annually as a part of annual unit planning and serve as a basis for action planning and resource allocation going forward ([II.C.2.4](#), [II.C.2.5](#), [II.C.2.6](#), [II.C.2.7](#)).

Analysis and Evaluation

American River College has identified student service outcomes and has developed assessment methods to ascertain the effectiveness of student support services and incorporates evaluation results into the annual unit plan to improve student services.

- 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Evidence of Meeting the Standard

American River College assures equitable access to all of its students regardless of their location by offering services at the main campus, Natomas Center, and McClellan Center. The College offers comprehensive student support services on-ground, online, and through telephone appointments. Support services include Admissions, Financial Aid, General Counseling, Transfer and Career Center, Student Health and Wellness Center, Beaver Cares food pantry and basic needs support services, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids (CalWORKs), Disability Services and Programs for Students (DSPS) and Learning Disabilities support, WEAVE Confidential Advocate, NextUp services supporting former foster youth, International Students office, HomeBase services including success coaching and

counseling tailored to students' majors and career goals, First Year Experience, Admissions and Financial Aid Lab, Student Services Support live Zoom and call support, TRIO, Undocuscholar, Outreach, Student Life, and the Veterans Success Center. The College has reconfigured its Unite Center to provide focused support for African American, LatinX, Asian Pacific Islander, and LGBTQ+ student populations ([II.C.3.1](#), [II.C.3.2](#), [II.C.3.3](#), [II.C.3.4](#)).

In response to the COVID-19 pandemic, the College expanded its capacity to serve students off-campus and to make resources accessible regardless of location. Services offered on campus are also accessible to students via the remote campus information web page ([II.C.3.5](#)).

The College provides student contact and information through Canvas, eSARS online student appointment scheduling tool, Starfish student connection system, SARS Zoom, and online fillable forms. Students are able to interact with offices via email and Skype calls. As a consequence of the pandemic, several offices provide on-ground access to computers where students can interface with remote employee support staff ([II.C.3.6](#)).

Analysis and Evaluation

ARC assures equitable access to all of its students by regularly soliciting student input to provide appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College has undertaken significant efforts to identify the needs and interests of the broad student population as well as specific disproportionately impacted groups. The breadth of options provided for students to interact with college staff and services demonstrates the College's commitment to student access to services regardless of service delivery method or location.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

The College offers a wide range of co-curricular programs, many of them organized or promoted by the Associated Student Body (ASB) and Campus Activities and Events Board, the Center for Leadership and Development, International Students Program, and the Unite Center ([II.C.4.1](#), [II.C.4.2](#)). All clubs associated with the ASB must have a faculty advisor who ensures that club activities comply with college policies and are suitable for the educational mission. According to the Club Handbook, any student may form a club once they have at least nine other students committed to the club and have obtained the approval of the Office of Student Leadership and Development ([II.C.4.3](#)).

American River College has 20 athletic teams, each led by a faculty coach ([II.C.4.4](#)). The athletics program overall is organized and supported by a full-time athletic director. The Dusty Baker Center provides academic, social, and cultural support to the over 500 student athletes ([II.C.4.5](#)).

Revenue generated through the sale of tickets is deposited into accounts managed either by the College or the District, where they are used according to College and District protocols. Financial oversight of programs is provided by the administrators responsible for the co-curricular and athletic programs, as well as by the College's business office, which is responsible for auditing all expenditures associated with college activities.

Analysis and Evaluation

Co-curricular programs and athletics programs are consistent with the College's mission and augment the social and cultural components of students' educational experiences. All such programs are supported by a full-time employee who is responsible for ensuring activities are consistent with District and College policy and procedure and support the educational goals of the College.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Students are encouraged to see a counselor at least once a semester. Counselors also assist students with determining their academic, career, or personal goals; evaluating courses taken at colleges outside of Los Rios; filing petitions for graduation, course substitutions, and academic probation/dismissal ([II.C.5.1](#)).

American River College offers special population programs such as CalWORKs, DSPS, EOPS/CARE/NextUp, Veterans Resource Center and Trio Student Support Services, all of which provide counseling support. Students participating in these programs receive orientation and regular case management support from counselors and staff to help ensure their academic success at ARC ([II.C.5.2](#), [II.C.5.3](#), [II.C.5.4](#), [II.C.5.5](#), [II.C.5.6](#)).

The ARC Counseling website and special population websites are maintained with current information to ensure that students have access to accurate information in a timely manner. The Counseling website also displays graduation requirements and provides a link to access the graduation petition. Counselors guide students to use the ARC catalog, which has information on graduation and transfer requirements, along with policies for academic progress ([II.C.5.7](#), [II.C.5.8](#)).

While information about graduation and transfer requirements may be obtained from the College catalog, the College website, counseling faculty, and other sources, the Transfer Center organizes events inviting representatives from the UC, CSU, and other institutions to meet with ARC students to talk about their transfer plans ([II.C.5.9](#), [II.C.5.10](#)).

First Year Experience at ARC is specifically designed to help orient first time college students. Students in this program are assigned to a success team based on their major or area of interest.

The student's success team includes counselors, a success coach, and peer mentors, who dedicate their time to help first-time college students transition successfully into college. Success teams are available to help students with financial aid questions and other academic and campus resources. This program schedules Get Connected group sessions where students receive information about their first year at ARC ([II.C.5.11](#)).

The College connects students to one of six HomeBase Pathways Communities aligned to their declared major. The HomeBase framework provides students with a success team tailored to their academic area of interest ([II.C.5.12](#), [II.C.5.13](#), [II.C.5.14](#)). With the transition to remote operations as a consequence of the COVID-19 pandemic, ARC deployed six virtual HomeBases to serve students, each with assigned counselors and academic coaches. Students can use program roadmaps as a guide while waiting to meet with a counselor ([II.C.5.15](#)).

The counseling programs utilize various methods to support student success. Students can schedule appointments with counselors via the electronic scheduling system, or calling the Counseling Department or special population programs. Additionally, students have access to the ARC Counseling email team via the Counseling website and/or special population program websites, where they can get their questions answered as well ([II.C.5.16](#), [II.C.5.17](#)).

To assure that students receive accurate and up-to-date information on academic requirements, counselors receive training on a regular basis. All counselors, full-time and adjunct, convene regularly to receive updates on academic policies, transfer guidelines, and other matters relevant to student advising. As new technologies are implemented, such as Starfish and Degree Planner, counselors attend training sessions organized at both the College and District ([II.C.5.18](#)). Once a year, the Los Rios Counselors Association (LRCA) organizes a one-day conference of all counselors in the District to discuss a range of issues, such as how to help students with mental health issues, how to assist students with financial aid requests, and how to help students navigate an ever-shifting academic landscape. Counselors also regularly attend workshops sponsored by the California State University, the University of California, and several private and out-of-state institutions ([II.C.5.19](#)).

Analysis and Evaluation

The College provides counseling and academic advising to support student development and success and prepares faculty and other personnel responsible for the advising function. The full range of counseling and guidance services help new and returning students achieve their educational goals. By providing timely, useful, and accurate information to prospective and current students, the College ensures students understand the requirements related to their programs of study, including graduation and transfer policies.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

American River College is an open access institution. This commitment is declared in the College's mission statement, and is honored in its admissions policies ([II.C.6.1](#)). The College

provides students with clear, well-defined pathways toward their degree, certificate, and transfer goals and offers students appropriate guidance as they pursue their educational objectives. Los Rios District Board Policy P-2211 adheres to the principles of Education Code 76000, which stipulates the College shall admit any California resident or any nonresident possessing a high-school diploma or the equivalent thereof ([II.C.6.2](#)). Students may apply for admission once they create an OpenCCC account and complete the application, which is accessed from the ARC website ([II.C.6.3](#)). Special admissions policies apply to international students, veterans, foster youth, undocumented students, and high school students ([II.C.6.4](#)). Special admissions criteria apply to specific programs such as ASL-English Interpreting ([II.C.6.5](#)), Respiratory Care ([II.C.6.6](#)), Nursing and Allied Health ([II.C.6.7](#)), and Funeral Service Education ([II.C.6.8](#)). Once students apply to the College, they are given a date and time when they may sign up for classes. Registration priority is determined by the student's class level, the number of units they have completed, and other factors ([II.C.6.9](#)).

American River College has clearly established pathways for students. Program roadmaps show full-time and part-time students which classes to take – and in what order – to complete a degree or certificate in a timely manner. Roadmaps for degrees include suggested general education and elective courses that can be changed to meet each student's personal preferences, and all maps include scheduling and advising notes, as well as information about potential careers ([II.C.6.10](#), [II.C.6.11](#), [II.C.6.12](#)).

The College provides a full range of counseling and support services to help new and returning students achieve their educational goals. Counselors are available to help students understand curricular pathways by developing an education plan of the courses needed to achieve their goal of an associate's degree, transfer to a four-year institution, or completion of a certificate ([II.C.6.13](#)). Counselors complete individualized educational plans and degree audit reports to ensure the students are on track to achieve their goals. Also, the College utilizes Degree Planner, a tool to ensure students are on track to achieve their goals ([II.C.6.14](#), [II.C.6.15](#)).

A design element of the HomeBase Pathways Community model, success teams--consisting of counselors, peer mentors, coaches, and faculty liaisons--engage with students in utilizing program roadmaps to guide their path of study ([II.C.6.16](#), [II.C.6.17](#)). For students who are interested in transferring to four year institutions, the Transfer Center hosts a number of workshops for application, transfer requirement, and general informational sessions, especially with the CSU and UC systems ([II.C.6.18](#)).

Analysis and Evaluation

The College has adopted and adheres to admission policies consistent with the mission and specifies the qualification of students appropriate for its programs including special admissions policies. The College has established clear pathways for students and advises students on how to complete degrees, certificate and transfer goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

American River College uses CCCApply to facilitate the admissions process. The California Community Colleges Chancellor's Office (CCCCO) CCCApply steering committee meets regularly to assess and modify the application for ease of use and compliance with state and federal reporting requirements. The College website addresses the specific needs and questions of various groups of possible applicants, including first-time-in-college, undocumented, veteran, transfer, returning, and international students ([II.C.7.1](#)). The College admissions and placement instruments and practices are evaluated by the Office of Institutional Research ([II.C.7.2](#), [II.C.7.3](#)).

Admissions practices for specialized programs are evaluated on a regular basis as part of the program review process. Information about the application process, requirements, and selection criteria are described on the College website along with dates for information sessions or links to informational videos. For example, applicants for the Nursing program can find tutorials about the program and its application process as well as specific information about prerequisite course requirements, and a link to the online application ([II.C.7.4](#)).

Since the AB 705 California state initiative passed in October 2017, American River College made changes to comply with the law, which seeks to eliminate the use of assessment tests for the purposes of determining the placement of students into transfer-level math and English, as explained on American River College's Placement webpage ([II.C.7.5](#)).

What was formerly known as the Assessment Center has been replaced by the Placement and Assessment Services Team. In addition to the pertinent faculty and staff in the ESL, Math, and English Departments, the team consists of staff currently assigned to the Admissions, Counseling, and Financial Aid offices. The current assessment and placement process for English and math is based on the high school GPA of entering students. A student is automatically placed into English and math classes if the student has graduated from a US high school within the last ten years and if the student applying to ARC has included all of the requested information. A student who has identified a need to enroll in an English as a Second Language course may take the ESL assessment test ([II.C.7.6](#), [II.C.7.7](#), [II.C.7.8](#)).

Additionally, the College has a straightforward, yet flexible, admissions and placement process for students transferring from other institutions of higher education ([II.C.7.9](#)). To ensure compliance with AB 705, English, math, and ESL placement processes and instruments are evaluated regularly by the relevant department and the Office of Institutional Research ([II.C.10](#)).

Analysis and Evaluation

The College is an open-access institution and has made equity a central focus in the admissions and placement process, in alignment with the overall equity goals of the institution. The CCCCCO regularly reviews the application instrument, and the College's Office of Institutional Research regularly reviews admissions and enrollment data.

- 8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

American River College adheres to the Los Rios Community College District's policies and regulations pertaining to the retention, security, and release of student records as required by FERPA and Title 5 regulations. Board regulation R-8381 classifies public records, including student records, and delineates the retention period of each class and manner of destruction ([II.C.8.1](#)). Board regulation R-2265 relates to the confidentiality of student records and dictates the guidelines for their release ([II.C.8.2](#)). Student records are maintained in perpetuity and housed digitally within the PeopleSoft SAS. Servers holding student records are secured with encryption and firewall utilizing a password protected system. In 2021, the District implemented multifactor authentication technology to safeguard documentation. All physical documents are secured within a locked facility until they are digitally loaded into the OnBase document imaging system, which is also password accessible and encrypted.

The Admissions and Transitions office follows the guidelines outlined in the Family Educational Rights and Privacy Act in accordance with California law, and as described in Board policy P-2265 Confidentiality of Records ([II.C.8.3](#)). Documents are maintained in a PeopleSoft database that requires security access granted to employees through a specific approval process ([II.C.8.4](#)).

The Oracle/PeopleSoft Campus Solutions system includes application data, enrollment data, transcript data, charges, payment data, and other data concerning services delivered for all Los Rios students. The PeopleSoft system includes audit and other mechanisms that preserve the history of core records and changes that occur over time. The OnBase system is used to store student records documentation. The District maintains the indexing and the Colleges maintain the storage of the scanned images. Student records are housed in one of two data centers--District Office and Folsom Lake College--with replication (backup) of each system and database to the opposite site. Secure backups of all data are stored on disk at a third college site. These security precautions secure student records and documents from fire, theft, alteration, and damage. Transcript files and documents are housed on a secured, physical microfilm archive and planned transitioning of these records to digital record with encryption is being explored with the goal to begin the transition before the end of the academic year.

The College adheres to Board policy P-2215 regarding the release of academic data ([II.C.8.5](#)). A student consent form is utilized to support release of documentation to third parties and when only transcript release is necessary ([II.C.8.6](#)). The College, in collaboration with the District, has partnered with Credentials, Inc. to provide a secure and easy-to-use service for ordering transcripts online ([II.C.8.7](#)). American River College has authorized the National Student Clearinghouse to provide degree, enrollment, and loan deferments verifications to students and agencies as required ([II.C.8.8](#)). Information is shared with students according to FERPA and the release of confidential documentation ([II.C.8.9](#)).

Analysis and Evaluation

American River College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for release of student records.

Conclusions on Standard II.C. Student Support Services

The College offers a wide range of student services designed to maximize successful outreach and matriculation, promote retention, success, and equity, and support students as they move towards achieving their educational goals. Student support services are available to all students across locations and modalities. The College offers a robust array of general counseling and advising services, services for specific populations, and retention and transfer programs. The College ensures that admissions and placement instruments are used in accordance with our mission, are in compliance with District and state regulations, and are evaluated to ensure freedom from bias. The College maintains student records in compliance with LRCCD Board Policies and Administrative Regulations, Title 5, and FERPA.

Evidence List

- [II.C.1.1](#) Integrated Planning Guide - AUP and Program Review
- [II.C.1.2](#) Integrated Planning Guide - Vision, Mission, Commitment
- [II.C.1.3](#) Student Equity and Achievement Program Annual Report (2019-20)
- [II.C.1.4](#) CCSSE Key Findings (2016)
- [II.C.1.5](#) CCFSSSE Report for Convocation (2016)
- [II.C.1.6](#) CCFSSSE Report for Convocation (2016)
- [II.C.1.7](#) SENSE Key Findings (2018)
- [II.C.1.8](#) Student Satisfaction Survey - Support Services
- [II.C.1.9](#) Clarify Program Paths Report (2018)
- [II.C.1.10](#) Program Roadmaps
- [II.C.1.11](#) IPaSS Report, pp. 26-27
- [II.C.1.12](#) HomeBases Web Page

- [II.C.2.1](#) Student Services Outcomes Assessment
- [II.C.2.2](#) SSOAR - Financial Aid (2019)
- [II.C.2.3](#) SSOAR Data Analysis - Financial Aid (2020)
- [II.C.2.4](#) Data Set - EOP&S
- [II.C.2.5](#) AUP - EOP&S
- [II.C.2.6](#) Counseling Program Review (2019)
- [II.C.2.7](#) Transfer Center Program Review (2019)

- [II.C.3.1](#) ARC UNITE Website
- [II.C.3.2](#) Resources for Students
- [II.C.3.3](#) Basic Needs Resources
- [II.C.3.4](#) HomeBases
- [II.C.3.5](#) Remote Student Services
- [II.C.3.6](#) Chromebooks for Students

- [II.C.4.1](#) Student Government
- [II.C.4.2](#) Club List - Spring 2020
- [II.C.4.3](#) Student Handbook
- [II.C.4.4](#) Athletic Mission and Philosophy

[II.C.4.5](#) Dusty Baker Center

[II.C.5.1](#) Counseling and Transfer Services

[II.C.5.2](#) CalWORKs

[II.C.5.3](#) DSPS Services

[II.C.5.4](#) EOPS/CARE/NextUp

[II.C.5.5](#) Veterans Resource Center Services and Information

[II.C.5.6](#) Trio Student Support Services

[II.C.5.7](#) Associate Degree Petition

[II.C.5.8](#) Graduation and Transfer

[II.C.5.9](#) ARC Transfer Center

[II.C.5.10](#) 2021 Virtual Transfer Day

[II.C.5.11](#) First Year Experience (FYE)

[II.C.5.12](#) HomeBase

[II.C.5.13](#) HomeBase Pathway Communities

[II.C.5.14](#) Discover your HomeBase

[II.C.5.15](#) Program Roadmaps

[II.C.5.16](#) Scheduling Appointments - webpage

[II.C.5.17](#) Counseling Appointments Questionnaire

[II.C.5.18](#) Degree Planner Instructions

[II.C.5.19](#) CSU Sessions for Counselors

[II.C.6.1](#) Values Page

[II.C.6.2](#) Board Policy P-2211, Admission

[II.C.6.3](#) Get Started and Apply

[II.C.6.4](#) Get Started and Apply - more

[II.C.6.5](#) ASL Enrollment Eligibility

[II.C.6.6](#) Respiratory Care Enrollment Eligibility

[II.C.6.7](#) Nursing Enrollment Eligibility

[II.C.6.8](#) Funeral Services Enrollment Eligibility

[II.C.6.9](#) Priority Registration Dates

[II.C.6.10](#) Program Roadmaps

[II.C.6.11](#) A.A. Degree Map - Psychology

[II.C.6.12](#) A.S. Degree - Funeral Services

[II.C.6.13](#) Counseling

[II.C.6.14](#) Degree Planner Information

[II.C.6.15](#) Degree Planner Programs

[II.C.6.16](#) HomeBase Success Team

[II.C.6.17](#) Language and People HomeBase

[II.C.6.18](#) University Representative Virtual Appointments

[II.C.7.1](#) Get Started and Apply

[II.C.7.2](#) AB 705 Validation Template

[II.C.7.3](#) Linguaskill Pilot

[II.C.7.4](#) Nursing Application

[II.C.7.5](#) AB 705 and AB 1805

[II.C.7.6](#) Placement Results
[II.C.7.7](#) Placement and Assessment Services
[II.C.7.8](#) Remote ESL Assessment
[II.C.7.9](#) Transcript and Test Scores
[II.C.7.10](#) AB 705 - Data by College

[II.C.8.1](#) R-8381 Public Records
[II.C.8.2](#) R-2265 Confidentiality of Records
[II.C.8.3](#) Board Policy P-2265
[II.C.8.4](#) PeopleSoft Access
[II.C.8.5](#) Board Policy 2215
[II.C.8.6](#) Release of Student Records
[II.C.8.7](#) Transcript ordering
[II.C.8.8](#) Request for Verification
[II.C.8.9](#) Access to Student Records (FERPA)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

American River College maintains an educational environment where highly qualified faculty, staff, and administrators focus on excellence in teaching, learning, and support services. Faculty and staff play a primary role in the assessment of human resource needs to ensure effectiveness in academic and support programs. The College has developed systematic and transparent processes in hiring personnel to meet the College's vision, mission, and values. The College also provides a comprehensive professional development program dedicated to meeting the needs of faculty and staff. The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The Human Resources unit of the Los Rios Community College District serves as the coordinating hub for supporting employment services across the District including recruitment, hiring processes, training, and professional development for employees at all four Colleges as well as District staff. LRCCD board policies and administrative regulations delineate processes for recruitment and selection of employees, as well as for establishing equivalency to minimum qualifications ([III.A.1.1](#), [III.A.1.2](#), [III.A.1.3](#), [III.A.1.4](#), [III.A.1.5](#), [III.A.1.6](#), [III.A.1.7](#), [III.A.1.8](#), [III.A.1.9](#), [III.A.1.10](#), [III.A.1.11](#), [III.A.1.12](#), [III.A.1.13](#), [III.A.1.14](#), [III.A.1.15](#), [III.A.1.16](#), [III.A.1.17](#), [III.A.1.18](#), [III.A.1.19](#)).

Members of the public become aware of employment opportunities at Los Rios and its colleges through the District's web page and various advertised job boards. The PeopleAdmin system includes an applicant tracking system and position management module that provide a single point of entry for applicants across all employee groups (administration, classified, and faculty). Recently the District has expanded its relationship with PeopleAdmin to better optimize new system requirements, improve features and functionality including analytics and reporting, and improve evolving business needs ([III.A.1.20](#)).

In keeping with the District’s commitment to equity and inclusion across all employee groups, the District undertook an overhaul of the faculty and administrative job descriptions to ensure that the values of the District were clearly communicated on the job postings. In particular, in an effort to address inequities that exist between the racial/ethnic representation of Los Rios students and the administrators, faculty, and classified staff who serve them, the District partnered with the Center for Urban Education to improve racial equity in hiring practices ([III.A.1.21](#)). The results of this work are evidenced in a revised *Faculty Hiring Manual*, annual training provided to all hiring chairs, and a re-envisioning of the language on the job postings to more accurately describe the diversity of our student population and the programs that serve them. Key to the success of this vision is an expansive recruitment strategy that relies very heavily on college departments who identify recruitment outlets to advertise the prospective opening at the point of initiating a job posting. Faculty and managers are encouraged to use their own professional and affinity group networks and associations to advertise open positions and recruit prospective applicants. The *Faculty Hiring Manual* specifically asks that faculty and managers seek out qualified members of historically underrepresented groups and encourage them to apply. Additional recruitment with a focus on equity includes standard advertising with local affinity groups whose clientele is diverse and representative of the region. The Faculty Hiring Manual ([III.A.1.22](#)), as well as the Equity Handbook for Hiring Process ([III.A.1.23](#)) and other resources are available on the LRCCD Hiring Resources website ([III.A.1.24](#)).

As part of its commitment to equity in its hiring practices, ARC provides an equity representative on all hiring committees. Professional development is scheduled every semester for individuals wishing to serve as an equity representative on a selection committee ([III.A.1.25](#)). The equity representative ensures that the hiring process is equitable, confidential, protected, and that the applicant pool and the selection committee is diverse. To ensure that the College recruits and hires the best candidates for employment, the College and District provide professional development training and resources to all employees ([III.A.1.26](#)).

The District’s publication *Hiring Practices Administrative Guide* serves as the training guide for all campus hiring committees and provides guidance for addressing racial equity in hiring processes. The Administrative Guide describes in detail the screening, selection, and interview process for all employee groups. This resource is accessible to all employees as well as the public, thereby holding our committee members accountable to the public ([III.A.1.27](#)).

The District Human Resources office verifies that applicants meet minimum qualifications for the position to which they apply. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. All job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority ([III.A.1.28](#), [III.A.1.29](#), [III.A.1.30](#)). American River College employs qualified individuals—administrators, faculty, and classified staff—in accordance with federal, state, District, and College hiring and evaluation policies, regulations, and procedures.

Analysis and Evaluation

American River College follows the hiring process set by the Los Rios Community College District Human Resources office. Specific steps are explained on the District website and in various hiring manuals and handbooks. Guidance includes how to answer application questions and submit supporting documents, the screening process, and the job interview process. Contact information is provided for applicants needing assistance. Job descriptions for faculty, classified professionals, and administrative staff clearly present the specific qualifications required, duties and responsibilities, and the organizational department for each position. In addition, job descriptions provide an overview of the College and its goals.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

American River College follows the minimum qualifications for faculty positions based on the California Community College Chancellor's Office publication Minimum Qualifications for Faculty and Administrators in California Community Colleges and as required by LRCCD Board regulations ([III.A.2.1](#), [III.A.2.2](#)). All job postings clearly state the criteria, qualifications, and procedures for hiring ([III.A.2.3](#), [III.A.2.4](#)).

Upon the creation of a job posting, the initiating department will identify appropriate education and experience requirements. Once submitted to HR, the appropriateness of education requirements, accreditation, collective bargaining, retirement system, and equity implications are reviewed. HR provides suggested edits to the College for review and approval. A statewide disciplines list defines the degrees that are reasonably related to the teaching assignment or academic subject matter area and are posted publicly on the job posting. The process culminates with the final job posting being approved by the department chairs and appropriate administrator before formally posted and distributed by HR.

Applicants must show evidence of the appropriate degree for those disciplines for which a master's degree is required. Applicants are evaluated against the minimum qualifications described in the Minimum Qualifications for Faculty and Administrators in California Community College. Individuals who claim to possess appropriate qualifications, but whose degrees are not those listed in the minimum qualifications description, will have their materials reviewed by the College to determine if equivalency is met. The College equivalency committee relies primarily on the advice of expert faculty from the discipline or closely related disciplines.

All faculty job descriptions include language regarding development and review of curriculum as well as assessment of learning. The composition of faculty hiring committees ensures that qualifications and experience are being reviewed by discipline faculty.

Analysis and Evaluation

ARC faculty possess the appropriate qualifications and knowledge of the subject matter and requisite skills, or equivalency, for the service to be performed. The hiring process aligns with Board policy and procedures and allows for the demonstration of discipline expertise as well as professional experience and teaching skills. Attention is given to minimizing bias in hiring and assessing how qualified applicants can address the needs of the College's diverse student population.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Los Rios District regulation R-9121 outlines the process for administrative hiring, and the Los Rios Hiring Practices Administrative Guide describes the priorities, processes, and resources for all employee hiring ([III.A.3.1](#), [III.A.3.2](#)). A number of positions provide leadership and oversight to educational programs and services: various administrators including director, associate dean, dean, associate vice president, vice president, as well as supervisors. These positions are established using a template that contains requisite elements for all postings: A summary of the position outlining general responsibilities, specific requirements and responsibilities, and minimum qualifications for the position. District hiring committee resources outline the processes for screening and hiring qualified managers ([III.A.3.3](#)).

Qualifications are checked against any legal minimum qualifications such as those specified by the CCCCO and industry standards for each position. Job announcements are reviewed to ensure that job specifications are clearly described and are equity minded. All positions include a minimum qualification of having "an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment." This supports the District's goal of improving educational outcomes for students from different racial/ethnic backgrounds ([III.A.3.4](#), [III.A.3.5](#)).

Selection procedures for each posting are described in the Hiring Practices Administrative Guide available at the District Hiring Resources web page. Official transcripts are verified by Employment personnel to ensure that recommended candidates possess the requisite academic credentials required for the position.

Analysis and Evaluation

The College and the District collaborate in the development of job postings to ensure that minimum qualifications for all employee groups are accurately posted. Hiring procedures for all employee groups ensure consistent hiring practices that secure qualified administrators and employees who work in educational programs and services at the College.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All College applicants demonstrate how they meet minimum qualifications upon submission of their application to the PeopleAdmin applicant portal. The documented quality control process verifies that applicants provide all required documents, including evidence of degrees.

Evidence of degrees and credentials for positions requiring academic credentials is verified through the review of unofficial transcripts from accredited institutions indicating the degree conferral date. The District only accepts foreign transcripts which have been evaluated by the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE), and their partner organizations ([III.A.4.1](#)). During this review, criminal history verifications are removed from the application and processed accordingly by the Director of Equity, Compliance, and Title IX. The HR Director conducts a second review to verify incomplete applications and determine whether an applicant will be removed from further review and consideration. For hard-to-fill positions, or pools with significantly low numbers of applicants, HR staff may reach out to all applicants in the pool to request additional documentation as needed.

Faculty applicants who do not possess the requisite degrees described on the job posting, which are sourced from the Minimum Qualifications CCCCCO Handbook, have an opportunity to request an equivalency review using the HR template form. The College equivalency review committee documents whether the candidate for a faculty position meets the equivalency for minimum qualifications using the District form ([III.A.4.2](#)). The equivalency committee consists of a minimum of three faculty members from the interview committee and the area dean from the discipline. Once an applicant is verified for having met the equivalency of the statewide minimum qualifications, they are approved for equivalency at all four Los Rios colleges. Equivalency procedures are outlined in the Faculty Hiring Manual, ([III.A.4.3](#)) in the Hiring Practices Administrative Guide ([III.A.4.4](#)), and on the District website ([III.A.4.5](#)).

Once hired, the applicant must submit an official unopened transcript and/or any certificates. These are reviewed by an employment specialist to make sure the degree earned and/or certificate meets the educational minimum qualifications. Documents are then filed as part of the employee record. If the applicant does not meet minimum qualifications and cannot produce appropriate documentation, the department is notified that the candidate is found ineligible for the position.

Analysis and Evaluation

Through a tiered review process, and in consultation with college personnel, faculty, and College leadership, employee documents across all operating units are verified to possess the required degrees, or their equivalent, to meet minimum qualifications for their respective positions. Required degrees held by faculty, administrators, and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

The District provides written procedures and standardized evaluation forms for all employee groups which are available on the District web page and are in the collective bargaining agreements ([III.A.5.1](#)). American River College systematically reviews all College employees, including faculty, classified, confidential, and administrators on a regular basis in compliance with Board Policy P-5141 for faculty ([III.A.5.2](#)), P-6141 for classified professionals ([III.A.5.3](#)), and P-9141 and P-9142 for administrative, confidential, and executive staff ([III.A.5.4](#), [III.A.5.5](#)). The employee evaluation process is documented and maintained by Human Resources (HR) in the employee record. Generally, the performance evaluation process includes a conversation between the supervisor and the employee regarding strengths, expectations, and opportunities for improvement and growth. Faculty performance reviews typically include a work site observation, feedback from students, and a self-study. Faculty evaluation criteria measure teaching effectiveness, scholarship, participation in activities appropriate to their areas of expertise, and participation in College service and responsibilities.

Performance review formats, criteria, timelines and processes are negotiated with all bargaining units: LRCFT ([III.A.5.6](#)), SEIU ([III.A.5.7](#)), LRCEA ([III.A.5.8](#)), and LRSA ([III.A.5.9](#)). The College details the process for classified professionals in a document called ARC Classified Evaluations Process 2020 and also provides notice to managers that classified employee evaluations are due ([III.A.5.10](#), [III.A.5.11](#)). Templates indicate categories upon which employees are evaluated ([III.A.5.12](#), [III.A.5.13](#), [III.A.5.14](#), [III.A.5.15](#)).

Managers receive training on how to conduct employee performance reviews through the Classified Leadership Academy, New Managers and Supervisors Academy and through on-demand training as requested ([III.A.5.16](#), [III.A.5.17](#), [III.A.5.18](#)).

Analysis and Evaluation

The procedures outlined in policy and regulations and the collective bargaining agreements provide a structured and consistent method for evaluating all personnel systematically and at stated intervals. Evaluation instruments are used to assess performance and participation in institutional responsibilities and other activities appropriate to the assignment and provide documented evidence of the review.

- ~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~ *(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.)*

(Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The single largest component of the General Fund budget is instructional staffing. The District monitors the allocation and use of instructional staffing and sets a productivity goal (students per class) for the College in order to maximize access for students while managing expenses.

As described in the District's Adopted Budget, the number of full-time faculty employed by districts is governed by State regulation ([III.A.7.1](#)). Districts are required to maintain full-time faculty positions at an established level that is increased each year by the level of funded growth. As with the fifty percent law, failure to comply may result in financial penalties and districts must ensure new positions are funded relative to funded growth. This process is documented in the Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions, State Compliance Information for Faculty Replacement ([III.A.7.2](#)).

Counselors are staffed per formula at a ratio of one counselor for every nine hundred students (1:900). The staffing level does not consider any funding source other than general purpose. When all funding sources, including categorical, are considered, the actual ratio has historically been around 1:600. Other faculty and new classified and management positions are not driven by an established formula but have historically tracked to the District's growth. Funds are set aside in the budget process to accommodate new positions as a result of growth.

The College engages in an annual faculty hiring prioritization process, conducted jointly by the Office of Instruction and the Academic Senate ([III.A.7.3](#)). During annual unit planning or program review, departments (planning units) express the need for additional faculty whether it is due to retirement, resignation, or expansion of the program and based on actions they intend to take to address enrollment, productivity, disproportionate impact, and department set standards. The Vice President of the Academic Senate coordinates the program review process for the college. As the needs become known and the FTE amount is shared from District, the President's Executive Staff determine which positions will be able to be filled for the coming academic year in collegial consultation with the Academic Senate.

The final approved prioritization list moves to the District Prioritization Workgroup. The workgroup, which consists of the Deputy Chancellor, Vice Chancellor of HR, Vice Chancellor Finance, the Associate Vice Chancellor of Student Services, and college vice presidents of instruction and vice presidents of student services, determines how many authorized positions are allocated to each college to keep them at similar 75/25 ratios. Final determinations, typically based on campus size, are made by the Associate Vice Chancellor for Human Resources, the Vice Chancellor for Education and Technology, and the Vice Presidents of Instruction. Faculty vacancies, due to retirement or resignation, are presented to the Vice President's Council in consultation with the Vice Chancellor of HR for review and approval.

The table below displays the number of full time and adjunct faculty at American River College over the last six years ([III.A.7.4](#)). Prior to the COVID-19 pandemic, the processes described above assured that the College maintained sufficient staff to meet the needs of the students and employees served. A District-wide hiring freeze, an increase in the number of full-time faculty retirements, and a decrease in course offerings resulting in fewer adjunct faculty opportunities have resulted in a decrease in faculty counts in fall 2020.

Table #59. ARC Full Time and Adjunct Faculty

	Fall 2015 Employee Count	Fall 2016 Employee Count	Fall 2017 Employee Count	Fall 2018 Employee Count	Fall 2019 Employee Count	Fall 2020 Employee Count
Academic, Tenured/Tenure Track	386	386	387	385	392	365
Academic, Temporary	606	602	610	597	582	486

Analysis and Evaluation

Processes at the College ensure sufficient numbers of faculty are in place to deliver courses and programs at the College. Staffing analyses are conducted regularly at the District level, and needs are addressed as legislation mandates and resources allow. The pandemic had an impact on the College’s faculty staffing levels, creating pressure in high-demand programs.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Newly hired adjunct faculty participate in the District New Hire Orientation ([III.A.8.1](#)), where they receive a copy of the New Employee Handbook ([III.A.8.2](#)). Instructional areas conduct specialized orientations for new adjunct faculty hires, following the New Hire Checklist for adjunct faculty ([III.A.8.3](#)). The orientation includes a meeting with the division dean and department chair, a tour of College facilities, and review of information such as office hours, receiving keys, grading, attendance, disability services, and technology. The division dean assigns mentors to new adjunct faculty based on recommendations from the department chair ([III.A.8.4](#)).

The College values its adjunct faculty and recognizes that they serve as a pipeline to potential tenure-track hires. New adjunct faculty are onboarded and continuing are supported in a number of ways to retain their talent and provide continuity of the instructional program. Adjunct faculty are encouraged to attend the fall and spring convocation events, as well as division and department meetings. Adjunct faculty are invited to serve on College committees and attend

campus events, assist in curriculum development, and participate in the Academic Senate ([III.A.8.5](#), [III.A.8.6](#)). Adjunct faculty are eligible to receive additional compensation for participation in College service activities that are outside of their contractual obligations, as well as compensation for regular office hours for students.

The high value the college places on professional growth is reflected in its regular and robust opportunities for professional development afforded to all segments of College personnel. The College encourages adjunct faculty to participate in professional development opportunities, such as the ARC Diversity and Equity in the Classroom: A Reaching and Learning Institute and the Online Teaching Institute (OTI) ([III.A.8.7](#), [III.A.8.8](#)). The College also encourages adjunct faculty to apply for funding to support their professional development ([III.A.8.9](#)).

The Los Rios Colleges Federation of Teachers (LRCFT) works to create parity between full-time and part-time faculty. Past efforts include increases to the adjunct faculty salary schedule; benefits for adjunct faculty who reach a certain threshold in their teaching load; and compensation for regular office hours for students ([III.A.8.10](#)).

In spring 2020 work commenced on updating the section of the Faculty Hiring Manual pertaining to adjunct faculty to be in line with the full-time hiring procedures. The revisions were reviewed by the Academic Senate, instructional faculty, and administrators ([III.A.8.11](#), [III.A.8.12](#)).

Analysis and Evaluation

The College values its adjunct faculty and recognizes that they serve as the pipeline for tenure-track positions. Many serve in an adjunct capacity for a number of years. As such, the College onboards and supports new and continuing adjunct faculty to retain their talent and provide continuity within the instructional program for the students they serve.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The District allocates resources for classified staff positions based on growth, size of facilities, and determination of available funds. Once the number of staff positions is determined by the District, the Associate Vice Chancellor for Human Resources, Vice Chancellor for Education and Technology, and the College's Vice President of Administrative Services determines the specific number of staff positions for the College based on the aforementioned factors.

American River College has an established Classified Hiring Prioritization Process (CHPP) ([III.A.9.1](#)), which involves administrative review of the classified position requests generated through the annual unit planning and program review processes ([III.A.9.2](#)); provision of the CHPP application to the appropriate departments; convening a ranking committee based on applications submitted; tallying of rankings by the Classified Senate President; and forwarding the rankings to the Vice President of Administrative Services ([III.A.9.3](#)). Based on the funding allocated from the District and the College's goals and priorities, along with input from classified professionals via the CHPP process, the President's Executive Staff determines how

to fund classified staff positions.

Some classified staff positions are funded through grants and categorical funds, such as the Student Equity and Achievement Program. The Los Rios Community College District has established a rule that full-time salaries and benefits funded by these sources may not exceed sixty percent of the allocation. This protects the District in case the grant or categorical funding is not improved by COLA or is eliminated. Grant and categorical funds can, however, be used to hire temporary classified staff.

The table below displays the number of permanent classified professionals at the College over the past six years. These employees include clerks, police, technicians, analysts, tutors, and supervisors in addition to many other individuals that deliver both indirect and direct services to students and employees ([III.A.9.4](#)).

Table #60. ARC Permanent Classified Professionals

	Fall 2015 Employee Count	Fall 2016 Employee Count	Fall 2017 Employee Count	Fall 2018 Employee Count	Fall 2019 Employee Count	Fall 2020 Employee Count
Classified	321	325	339	352	351	326

Analysis and Evaluation

Prior to the COVID-19 pandemic, the processes described above assured that the College was sufficiently staffed to meet the needs of the students and employees served. Current budget cuts and the inability to backfill many positions has resulted in a reduction of the classified staff workforce and strained departments throughout the organization. Moreover, the current hiring freeze has prevented the College from hiring temporary classified staff, many of whom provide essential services to our students. As recovery from the effects of the pandemic continues, planning efforts will address the need for replacement of lost personnel.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

Unit planning and budget procedures ensure new positions for full-time administrators are based on growth and revenues. The general fund provides for the administrative oversight of those that deliver the District’s instructional program and student services.

The table below shows the number of administrative employees at the College over the past six years

Table #60. ARC Administrative Employees

	Fall 2015 Employee Count	Fall 2016 Employee Count	Fall 2017 Employee Count	Fall 2018 Employee Count	Fall 2019 Employee Count	Fall 2020 Employee Count
Educational Administrator	21	22	26	31	34	31

While administrative staffing numbers have remained relatively stable, some administrative positions are staffed on an interim basis (such as the Dean of Engagement and Completion, Dean of Kinesiology and Athletics, Dean of Science and Engineering, and the Dean of the McClellan Center). Additionally, the economic impact of the pandemic has resulted in a District-wide hiring freeze in an effort to keep District finances healthy for the long term. Currently, the need to fill administrative vacancies is evaluated on a case-by-case basis, with some positions being eliminated, such as the Dean of Distance Education and the Interim Dean of Learning Resources. In cases where positions are not filled, programs and services in that area are absorbed into other administrative units. When the College transitioned to remote operations as a consequence of the COVID-19 pandemic, the President’s Executive Staff re-evaluated the workload of all managers (as well as other employee classifications) and redeployed managers to ensure the even distribution of management throughout the campus during remote operations ([III.A.10.1](#), [III.A.10.2](#), [III.A.10.3](#)).

The College has made administrative staffing decisions based on the report of findings of its ARC Online 2.0 project team and Institutional Equity Plan project team. As a consequence, the College hired a Dean of Distance Education and an Interim Dean of Equity and Inclusion respectively. The process to hire an Associate Vice President of Equity, Institutional Effectiveness, and Innovation is planned for fall 2021 ([III.A.10.4](#), [III.A.10.5](#), [III.A.10.6](#), [III.A.10.7](#)).

The College ensures that administrators have appropriate qualifications, preparation, and expertise to provide leadership supporting the College mission. The College is in compliance with board policies and administrative regulations described in Standard III.A.1. The College follows hiring protocols outlined in the Hiring Practices Administrative Guide, and adheres to established minimum qualifications for educational administrators ([III.A.10.8](#)). For educational administrators, the minimum qualifications are a master’s degree (in any discipline), and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment. Some administrative positions, such as directors of Disabled Student Programs and Services and Extended Opportunity Programs and Services, have specific regulations described in Title 5, to which the College adheres. Processes to establish eligibility, review transcripts, evaluate foreign transcripts, and determine equivalency are described in detail

in Standard III.A.1.

Analysis and Evaluation

District board policies, administrative regulations, and hiring protocols ensure that the College hires administrators with the appropriate preparation and expertise to provide continuity and effective administrative leadership. Postings describe the requisite skills in areas such as leadership and coordination, collaboration and team building, project documentation and deliverables, and training/staff development and supervision. The College maintained a relatively consistent level of administrative staffing over the past six years, with a decrease of three employees from 2019 to 2020 that has resulted in the number of administrative staff in 2020 being equal to that in 2018. The economic impact of the pandemic has resulted in administrative staffing challenges for which the College exercises creativity and flexibility to ensure effective administrative leadership and continuity of programs and services provided.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

New personnel policies and procedures, or changes to existing language, may originate from a variety of stakeholders including staff, shared governance groups, unions, collective bargaining, or new/revised legislation ([III.A.11.1](#)). Board policies and regulations are periodically updated to clarify or change procedures, as well as to stay in compliance with new or revised California and Federal law. The District reviews one third of its policies annually to ensure they are appropriately updated. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process starting with the monthly meetings of the vice presidents of administration, instruction and student services for review, approval and/or revision, and then to Chancellor's executive staff. After approval, the Chancellor's Cabinet reviews the proposed new policy or regulation ([III.A.11.2](#)). A change to a regulation becomes effective once approved by the Cabinet, but changes to policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Prior to adoption by the Board of Trustees, proposals for modifications to existing policies or regulations are thoroughly reviewed and discussed by shared governance groups and other stakeholders ([III.A.11.3](#)). When immediate change to a policy or regulation is required, guidelines may be issued in the interim as circumstances dictate.

Board policies and regulations for full-time faculty recruitment and selection ([III.A.11.4](#)), adjunct faculty recruitment and selection ([III.A.11.5](#)), regular and long-term classified recruitment and selection ([III.A.11.6](#)), recruitment and selection of temporary classified ([III.A.11.7](#)), recruitment of management and confidential employees ([III.A.11.8](#)), initial selection of management and confidential employees ([III.A.11.9](#)), recruitment of the college president ([III.A.11.10](#)), and initial selection of the college president ([III.A.11.11](#)) are available to the public at the district website. Staff are periodically apprised of changes to Board policies and regulations in meetings, emails, and/or memoranda. Each semester, training is available to district managers and supervisors on personnel policies and procedures, as well as union contract adherence, to ensure consistency and equity in complying with personnel

policies/procedures ([III.A.11.12](#)). New managers and supervisors receive mandatory training on discrimination/harassment prevention, as well as on district policies and procedures ([III.A.11.13](#)).

On an operational level, HR has an extensive number of frequently updated how-to training documents that are used by recruitment and employment staff and shared with the colleges as needed to ensure consistent application of HR procedures ([III.A.11.14](#)). The equity officers of the District and colleges meet regularly to discuss and make recommendations on the implementation of the District's EEO Plan and relevant policies and procedures ([III.A.11.15](#), p.3).

Analysis and Evaluation

HR utilizes bargaining unit codified procedures, and departmental policies and procedures for all functions. Personnel policies and procedures are systematically developed, clear, equitably administered, and available for informational review. The LRCCD website for all policies and regulations, including those for personnel, is straightforward and easy to find ([III.A.11.16](#)). Operational procedures are stored in a shared drive for HR personnel. The written policies ensure fairness and consistency in employment procedures.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

District support for diverse personnel is evidenced through a comprehensive training and development strategy which provides annual training to attract, hire, and retain diverse employees ([III.A.12.1](#)). The District promotes professional development opportunities and web page resources for all employees and selected potential faculty, which reinforces the value of recognizing and embracing the benefits of diversity ([III.A.12.2](#)). Topics of equity, diversity, and implicit bias are woven through districtwide training series and are listed publicly at the professional development web page at the District web page ([III.A.12.3](#)).

Adjunct faculty make up only about 20% of full-time faculty applicant pools, yet 50% of those offered full-time positions in recent years have come from the adjunct ranks. Recognizing that an adjunct assignment is a potential pathway to tenure-track opportunities, efforts are underway to further diversify the adjunct pools. The Faculty Diversity Internship Program (FDIP) recruits new prospective faculty interested in pursuing a career in community college teaching. The opportunity, including eligibility and program details, is posted publicly through PeopleAdmin at the Jobs web page ([III.A.12.4](#)). The curriculum, rich in hands-on techniques and resources for engaging all students, particularly students from marginalized backgrounds, utilizes Canvas and Zoom. As the most diverse pool since the program's inception, the racial/ethnic composition of the 2020/21 cohort of FDIP interns follows:

Table #61. Faculty Diversity Internship Program (FDIP) Race/Ethnicity

Race/Ethnicity	Count	% of Total
African American	17	32.1%
Am Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	9	17.0%
Hispanic	20	37.75
Other Non-White	0	0.0%
Two or More	3	5.7%
White (Non-Hispanic)	3	5.7%
Not Disclosed	1	1.9%
Total	53	100%

Employee networks or affinity groups celebrate, validate, and respect the diverse individuals of our organization. They began as small, informal, self-started employee groups for people with common interests and issues, and not only benefit their group members but also serve to attract job applicants and retain diverse new hires. Open to all employees, Employee Resource Groups (ERGs) typically have a structure of a campus committee with periodic meetings, events, and/or socials. ERGs can serve in an advisory capacity and are called upon to provide training workshops. Examples include Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum (LGBTQIA+), each of which has a presence on the district web pages which identifies mission/goals, events, committee contacts, and resources ([III.A.12.5](#)).

Each year the data is analyzed to compare the diversity of our employees to that of the students, the data is shared in hiring committee trainings and workshops and is reported annually to the Board of Trustees ([III.A.12.6](#)). The most recent data show that the percentage of White faculty is 61% compared to 61% in 2015. Efforts to increase diversity include advertising positions more broadly to organizations with diverse membership and running EEO stats on permanent positions throughout all stages of the hiring process.

Analysis and Evaluation

One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. An annual report to the Board of Trustees highlights the recruitment efforts of the District. The most recent data suggest that the District

has taken a small step in the right direction in terms of faculty diversity. It is projected that as more prospective faculty graduate from the FDIP program, the numbers of adjunct faculty from diverse backgrounds will increase, thereby increasing the diversity of the applicant pool for full-time tenure track hires. This, coupled with an expanded advertising campaign and a comprehensive training program, provides current and prospective employees from diverse backgrounds a support structure that is consistent with the mission and values of the District and its colleges.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District strategic plan outlines values that support its commitment to professional ethics. These values include integrity, transparency, accountability, honesty, and professionalism. The District also values serving the community, social justice, mutual respect and consideration, and building a culture of sustainability ([III.A.13.1](#)).

The District has multiple board policies in place to guide professional ethics and standards of conduct for all employee groups. These policies address discrimination and harassment ([III.A.13.2](#), [III.A.13.3](#), [III.A.13.4](#)), sexual harassment ([III.A.13.5](#), [III.A.13.6](#), [III.A.13.7](#)), the district's commitment to a violence-free workplace ([III.A.13.8](#), [III.A.13.9](#), [III.A.13.10](#)), reports of unlawful conduct ([III.A.13.11](#), [III.A.13.12](#), [III.A.13.13](#)), sexual and/or intimate relationships with students ([III.A.13.14](#), [III.A.13.15](#), [III.A.13.16](#)), and the district's commitment to maintaining a drug- and alcohol-free workplace ([III.A.13.17](#), [III.A.13.18](#), [III.A.13.19](#)). LRCCD administrative regulations outline the processes for addressing these issues with faculty ([III.A.13.20](#), [III.A.13.21](#), [III.A.13.22](#)), classified professionals ([III.A.13.23](#), [III.A.13.24](#), [III.A.13.25](#)), and management and confidential employees ([III.A.13.26](#), [III.A.13.27](#), [III.A.13.28](#)), as well as potential consequences and disciplinary actions for violating these policies. Processes for disciplinary actions are also addressed in the LRCEA and LRCFT contracts ([III.A.13.29](#), [III.A.13.30](#)). Every spring semester, the District sends a Reminder of Rights and Responsibilities to all employees ([III.A.13.31](#)).

American River College has adopted a Faculty Professional Code of Ethics, which is published in the Academic Senate's Canvas site ([III.A.13.32](#)). This statement, while overlapping with LRCCD board policies and administrative regulations, focuses on encouraging faculty to go above and beyond mere law-abiding behavior and aspire to a high ethical standard.

As a local public agency, the District has board policies that require the adoption of a Conflict-of-Interest code. The Conflict-of-Interest Code requires that every elected official, such as the District's board of trustees, as well as every District employee who makes or influences governmental decisions, submit and file a Statement of Economic Interest (Form 700). The District ensures that all decision makers, including its trustees, disclose any financial or potential conflicts of interests while making governmental decisions ([III.A.13.33](#), [III.A.13.34](#)).

Analysis and Evaluation

American River College is committed to having a workplace that is free from harassment, discrimination, bullying, and all forms of bias. Additionally, the College is committed to professionals holding the highest forms of integrity and ethics. ARC can benefit from helping employees better understand policies and regulations and how the institution can and cannot intervene in various situations.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

American River College is committed to providing its employees with a variety of opportunities for continued professional growth. The College places a high value on professional growth as reflected in its regular and robust opportunities for professional development afforded to all segments of College personnel. The Professional Development and Training project team (2019-2020) issued recommendations to align professional development with the College's Institutional Equity Plan. This work established professional competencies at the College for all employee-educators to be equity-minded practitioners ([III.A.14.1](#)). Also, to better represent all employee groups and align with the College's emphasis on equity, the Center for Teaching and Learning is being reimaged as Professional Development and Training, and the department has been functionally relocated under the Office of Equity and Inclusion. Offering a range of workshops, institutes, and activities, ARC has focused on increasing capacity regarding equitable practitionership, in alignment with the College mission and values ([III.A.14.2](#)).

The Center for Teaching and Learning (CTL) sponsors many professional development activities throughout the year, including those offered during the pre-semester flexible calendar (flex) days and those offered during College Hour throughout the semester, such as the Online Teaching Institute, Actionable Equity Professional Development Series; Diversity and Equity in the Classroom: A Reaching and Learning Institute; HomeBases and Starfish; Open Educational Resources, Open Pedagogy, and Equity; Hyflex Course Design; What Do Black and African American Students Need from ARC to Succeed?; Latinx DI Report "Mejorando ARC Para Nuestras Comunidades: Recommendations for Equitable Practices for Latinx Student Success" ([III.A.14.3](#), [III.A.14.4](#)). Faculty track their professional development Flex hours using the online Flex system ([III.A.14.5](#)).

The Instructional Technology Center (ITC) offers a wide variety of professional development to all employees on the effective use of technology primarily to support instruction, such as the Online Teaching Institute (OTI), as well as online technology training provided by ARC and outside organizations ([III.A.14.6](#), [III.A.14.7](#)). During the transition to remote teaching as a

consequence of the COVID-19 pandemic, the ITC focused on increasing capacity regarding online teaching ([III.A.14.8](#)).

Professional development opportunities are offered throughout the year for all employee groups. Both synchronous and asynchronous offerings are available, and a web page is maintained with resources for teaching and working remotely during the pandemic ([III.A.14.9](#)). The CTL and the ITC publicize professional development opportunities to the College community through regular email updates, the College weekly email newsletter, and are also easily accessible via the ARC Inside web page ([III.A.14.10](#), [III.A.14.11](#), [III.A.14.12](#), [III.A.14.13](#)).

The College regularly surveys faculty regarding topics they would like to see covered and in order to schedule workshops at the most convenient times for the most people ([III.A.14.14](#)). The College also tracks the issues that employees bring to drop-in sessions, in order to determine what the greatest immediate training needs are. The CTL collects requests from employees to facilitate professional development activities ([III.A.14.15](#)). The College evaluates the effectiveness of its professional development activities through regular, post-event surveys ([III.A.14.16](#)) to identify any positive experiences or problems attendees may have had ([III.A.14.17](#), [III.A.14.18](#)).

The annual unit planning summary report presents compiled requests for professional development tied to unit planning actions ([III.A.14.19](#)), and the College has responded to expressed need for professional development by expanding capacity to offer data literacy workshops such as Understanding Your Individual Course Data ([III.A.14.20](#)).

Faculty may also choose to participate in off-site professional development opportunities, including those provided by the other Los Rios colleges. Additional opportunities for professional development include conferences sponsored by the Academic Senate for California Community Colleges, including the Curriculum, Faculty Leadership, and CTE Institutes.

The Faculty Professional Development Committee, a subcommittee of the Academic Senate, allocates funding for faculty participation in conferences. The Professional Standards Committee, also a subcommittee of the Academic Senate, reviews and makes determinations regarding Type A and B Leave assignments for faculty. On their web pages, the professional development committees publicize their application procedures and deadlines for submitting applications and provide links to their online applications ([III.A.14.21](#), [III.A.14.22](#)).

The District also offers regularly scheduled training for College employees on a variety of topics, including addressing current and evolving initiatives as well as specific pedagogy, technology, and learning needs identified by/for all employees ([III.A.14.23](#)), classified professionals ([III.A.14.24](#)), faculty ([III.A.14.25](#)), and management and confidential employees ([III.A.14.26](#)), such as the following:

- Hiring the Best Hiring Committee and Equity Representative training for hiring committee members of all classifications
- CUE Training on increasing diversity in recruitment and hiring processes (for faculty, managers, supervisors, classified staff)

- Interest Based Approach to negotiations and conflict management (for faculty, managers, supervisors, classified staff)
- Classified Leadership Academy (CLA) for classified staff wishing to promote
- Los Rios Management Association leadership training (LRMA) for managers and confidential employees
- Los Rios Supervisors Association leadership Training (LRSA) for supervisors
- New Manager & Supervisor Academy (NMSA) for managers & supervisors new to their roles
- Faculty Diversity Internship Program for prospective faculty

Program evaluations conducted at the completion of each session or program series are used for continuous program improvement and future program redesign. Based on feedback, the New Deans' Academy was redesigned as the New Manager and Supervisor Academy. Also, a comprehensive redesign of the Classified Leadership Academy occurred. Both examples demonstrate a commitment to using the results of evaluations to improve professional development training programs so they are relevant, timely, and effective.

Analysis and Evaluation

A comprehensive program dedicated to the development and growth of our employees in all aspects of the organization is the hallmark of the College and the District. A menu of training and professional development opportunities provides individuals from all employee groups with networking, learning, and training sessions that promote good workplace behaviors, fulfill workplace compliance requirements, and support personal development plans. These efforts are instrumental to fostering a workforce that is perceived by our community as a great place to work.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Employee records. Official personnel records are electronically scanned and stored by HR personnel in OnBase. Only employees, their direct supervisors, and confidential Human Resources staff are allowed access. Employees are provided access to their official records by contacting Human Resources. Board Policies P-5171 ([III.A.15.1](#)), P-6151([III.A.15.2](#)) and P-9511 ([III.A.15.3](#)) and Regulations R-5171 ([III.A.15.4](#)), R-6151([III.A.15.5](#)) and R-9511 ([III.A.15.6](#)) specify the rights and procedures regarding personnel file access, confidentiality, and content for classified, faculty, and management personnel. Each union contract also specifies employee rights to personnel file access, confidentiality, and content. Upon request by an employee, HR either provides access to a computer for the individual to view their files, or HR provides copies to the employee.

Hiring records. As of Spring 2020 all hiring documentation is received from the colleges and District units as 3 separate PDF files: 1) hiring forms; 2) screening criteria rating sheets; and 3) interview rating sheets. A How-To document entitled *Scheduling Interviews & Submitting PDF Documents* was prepared to provide guidance on the transition to paperless document

processing. Once received, HR uploads these files either to PeopleAdmin (hiring forms) or a secured and encrypted shared drive (screening and rating sheets).

Analysis and Evaluation

Recruitment, hiring and employment documentation is housed safely in either OnBase, PeopleAdmin, or secured and encrypted District shared folders. All prior paper documentation is securely archived and stored until such date they are to be destroyed. In this way, the District ensures that all employee records and documentation are secured and only accessed by those with the appropriate clearances and authority.

Conclusions on Standard III.A. Human Resources

The necessity of working remotely brought on by the global COVID-19 pandemic created an environment in which rapid changes and adaptations were necessary. The recruitment and employment units of HR have made much needed and long-overdue changes to long-standing business processes, while maintaining the integrity and objectivity required for ensuring an equitable screening, hiring and employment process. By moving from binders to digital databases, handwritten screening notes to PDFs that can be recalled digitally, and digitizing the training and orientation documents, HR has not only furthered accountability, but increased accuracy of screening, maintenance of data, and better service to our community.

Improvement Plan

The recruitment team is currently working with PeopleAdmin (applicant tracking system) to structurally design job description/job posting templates to further ensure uniformity and format. Additionally, while there has been a significant reduction of the recruitment staff by the equivalent of multiple full-time positions, further efficiencies and additions to the software system are allowing for the requisite level of equity, fairness, and adherence to deadlines to continue.

Evidence List

- [III.A.1.1](#) P-5121 Regular Faculty Recruitment
- [III.A.1.2](#) P-5122 Adjunct Faculty Recruitment
- [III.A.1.3](#) P-5123 Minimum Qualifications
- [III.A.1.4](#) P-5124 HR Processing Requirements
- [III.A.1.5](#) P-6122 Recruitment Process LTT
- [III.A.1.6](#) P-6123 Temporary Positions
- [III.A.1.7](#) P-9121 Recruitment - Management and Confidential Positions
- [III.A.1.8](#) P-9122 Initial Selection - Management and Confidential Staff
- [III.A.1.9](#) P-9123 Recruitment - College President
- [III.A.1.10](#) P-9124 Initial Selection - College President
- [III.A.1.11](#) R-5121 Regular Faculty Recruitment
- [III.A.1.12](#) R-5122 Adjunct Faculty Recruitment
- [III.A.1.13](#) R-5123 Minimum Qualifications for Faculty Hires
- [III.A.1.14](#) R-6122 Recruitment Process - Regular and LTT Hires
- [III.A.1.15](#) R-6123 Recruitment Process - Temporary Positions

[III.A.1.16](#) R-9121 Recruitment - Management and Confidential Positions
[III.A.1.17](#) R-9122 Initial Selection - Appointment Management and Confidential Staff
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B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

The College follows procedures to assure the safety and sufficiency of its physical resources. College personnel work in cooperation with the District Office of Facilities Management to oversee maintenance tasks and coordinate construction projects ([III.B.1.1](#)). Established channels of communication allow for the assessment of facilities, reports on potential health and safety issues, and the maintenance of a safe and healthy environment for all who work and study at the College.

The ARC operations department assumes primary responsibility for the maintenance of campus physical resources ([III.B.1.2](#)). Supervised by the vice president of administration, operations coordinates building access, custodial services, building maintenance and renovation, and other functions. Following the guidelines established by the District's Illness Injury Prevention Program (IIPP) ([III.B.1.3](#)), the operations department works with personnel across the College to develop and implement safety protocols, coordinate periodic workplace inspections, and identify potential hazards and work toward their correction. College managers are responsible for individuals being informed of potential hazards related to their work and that they receive appropriate training. Any suspected work-related injury, illness, or incident must be investigated and documented. District personnel in facilities management are obliged to respond promptly and effectively upon notification of potential safety issues. To facilitate communication regarding potential workplace hazards, the District provides an Employee Safety Information Form, as well as a phone number, so that employees may notify the District of potential problems ([III.B.1.4](#)). The District's IIPP obliges employees "to report any hazard they observe to their supervisor" and furthermore declares that "no employee of the District is to ever be disciplined or discharged for reporting any workplace hazard or unsafe condition." The District's reporting procedures also allow for confidentiality ([III.B.1.5](#)). Workplace injuries and illnesses are reported to Cal/OSHA as required. The District has also developed a Hazardous Communication Program by which, under the supervision of the vice president of administration, the College is required to properly label and store hazardous materials and ensure that the employees using them are properly trained on how these materials are to be handled ([III.B.1.6](#)).

The College's Sustainability Plan provides further guidance in support of ensuring a healthful learning and working environment ([III.B.1.7](#)).

The College's Operations Council, helps to maintain a safe and secure environment at all locations ([III.B.1.8](#)). The Council, chaired by the vice president of administrative services, discusses concerns from students, faculty, and staff about potential safety issues, and makes recommendations for improvement. The Council provides updates on safety training and works with College and District personnel to develop plans that enhance the safety and security of the campus ([III.B.1.9](#)). The Operations Council also provides an important channel of communication between the Los Rios Police Department and the College.

Plans to modify or add to the College's physical resources are reviewed and managed by both College and District personnel. Planning units submit assessments of their facilities in their annual unit plans. Requests to support planning activities may be made for modifications of existing spaces or for the provision of additional space ([III.B.1.10](#)).

Board Policy P-8417 and Regulation R-8417 describe the District facilities planning process ([III.B.1.11](#), [III.B.1.12](#)). The Facilities Master Plan (FMP) guides the College as it proceeds with renovations to its physical resources. The FMP is revised periodically after stakeholders from the College and the District meet with independent consultants in a series of meetings to assess the state of the buildings, grounds, and campus infrastructure. The latest iteration of the FMP for the main campus was produced in 2019 and provides a list of recommended renovation projects, in order of priority. Projects are approved after the stakeholders assess various factors such as budget, projected campus need, and construction logistics. The list of projects in the FMP includes brief descriptions of the age and condition of each building, and what the College hopes to accomplish through its renovation. The FMP also declares the College's commitment to certain principles in its renovation work, such as safety and security, ADA compliance, energy efficiency, aesthetic appeal, and architectural consistency ([III.B.1.13](#), [III.B.1.14](#)).

As the College grappled with the COVID-19 pandemic and the interest to resume on-ground instruction and support service delivery, the District and College planned for reopening while maintaining health and safety at the fore ([III.B.1.15](#)). The District developed reopening plans for all Los Rios colleges. Planning was informed by statewide instructions on workplace safety, guidance from public health officials, and constituency feedback. The District developed A Framework for Reopening In Person Instruction, Student Services, and Administrative Services, which outlined the priorities and considerations for resuming on-ground operations ([III.B.1.16](#)).

Analysis and Evaluation

College facilities are constructed and maintained and resources provided to the campus community to assure access, health, and safety of the campus community to promote a healthful learning and working environment. The College regularly assesses the safety and security of its physical resources and follows established processes for their maintenance and renovation.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The College and the District work closely on the acquisition of new facilities and equipment and the building and maintenance of physical resources. These decisions move through established processes so that the College effectively supports its programs and services.

District policy and regulations regarding the facility planning process requires the “quantitative evaluation of existing space, the ability to serve students and (the) carefully documented projection of future needs” ([III.B.2.1](#), [III.B.2.2](#)). The District distinguishes between two types of facilities projects: New construction and modernization. Plans for new construction projects are based upon projected enrollment growth, changes in educational programs, careful evaluation of capacity load ratios, and availability of funding. Modernization projects are based upon enrollment projections as well as other criteria, such as the age and condition of existing facilities, potential health and safety issues, and a careful comparison of the cost to modernize a structure against the cost to replace it. The District is primarily responsible for determining the priority assigned to facilities projects across the four colleges. The District’s Five Year Capital Outlay Plan lists the various projects across the District and provides information on funding sources, capacity load ratios, WSCH projections, and other variables ([III.B.2.3](#)).

The College gathers information about facility needs through its planning process. Annual unit plans and program reviews typically include assessment of facilities and equipment in a given planning unit. Requests for replacement, renovation, or additions to physical resources are forwarded to the appropriate College and District personnel for review according to the aforementioned criteria ([III.B.2.4](#)). If a project is approved, it is included in the College’s Facilities Master Plan (FMP).

The latest iteration of the College’s FMP was produced in July 2019, as most of the projects identified in the previous FMP were nearing completion. Work on the FMP was initiated in the summer of 2018. Under the purview of the Operations Council, the College convened meetings over the course of several months that included constituency representatives, District personnel, and outside consultants. As this group worked to identify projects, it considered the age and condition of the buildings, as measured by a Facilities Condition Index (FCI). The group also applied a series of design principles. This ensures that as the College moves forward with the process of improving its physical resources it does so with the goal to create a safe and healthy campus environment with functional spaces that promote a positive educational experience for all who study and work at the College. “All projects are to address and satisfy a base set of faculty issues including code compliance, accessibility and ADA compliance, improved instructional space, adequate faculty offices, meeting rooms and other support spaces.” As a result of its work, the group identified 17 projects that have since been approved for inclusion in the College’s FMP. The Operations Council monitors the progress of the projects and provides updates to the campus community ([III.B.2.5](#), [III.B.2.6](#), [III.B.2.7](#), [III.B.2.8](#), [III.B.2.9](#), [III.B.2.10](#)).

As work proceeds on major facilities projects, the College posts information on its website about the projects and how construction work will impact traffic and parking on campus. The newly constructed STEM Innovation Center represents the execution of new facilities planning, and the Health and Wellness Center is an example of renovated space to better meet the needs of ARC students ([III.B.2.11](#), [III.B.2.12](#), [III.B.2.13](#))

The College's operations department is responsible for handling routine maintenance of the College's facilities. Operations personnel handle custodial duties, room temperature checks, and room security issues. They also address some emergency situations. Campus operations keeps a schedule for the maintenance and repair of these resources ([III.B.2.14](#)).

Analysis and Evaluation

Through the use of the Facilities Master Plan, Sustainability Plan, and direction from Facilities Management, the College is able to plan, build, maintain, and/or replace its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its mission and strategic priorities.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District Office plays an active role in overseeing and evaluating the effectiveness and feasibility of physical resources to ensure the institution can support its educational and learning programs. The methods by which the District Office and Colleges accomplish these responsibilities are indicated in the Colleges' planning documents, the district Facilities Management efforts and collaboration with the colleges and various State and County Health and Safety Assessments, Inspections and Reports ([III.B.3.1](#)).

The Colleges' annual planning documents are used by the District units to develop and maintain high quality services to support student learning and District and college operations. This operational plan allows the department/unit to appropriately identify and implement its specific responsibilities to support accreditation standards, the institutions vision, mission and values statement, Strategic Plan and compliance with federal and state laws that impact community college districts ([III.B.3.2](#)).

To meet compliance with the Cal/OSHA Injury and Illness Prevention Plan (IIPP) and for the success of the district safety program in prevention of injuries and property losses, regularly scheduled safety inspections are completed by those responsible in their designated areas, known as the Statewide Association of Community Colleges (SWACC), Safety Assessment ([III.B.3.3](#)). The inspections must be documented on a safety inspection checklist which are collected from those responsible on a regular basis ([III.B.3.4](#)). This will confirm the inspections are being completed and that corrections of hazards are being implemented.

The Facilities Management (FM) team is tasked with performing all journeymen level maintenance of district facilities in the areas of electrical, HVAC, locksmithing, carpentry, roofing, painting, plumbing and grounds-keeping ([III.B.3.5](#)). The district uses a computerized maintenance management system, Maintenance Connection ([III.B.3.6](#)), and data derived from the California Community College Chancellor's Office Facility Condition Index Report ([III.B.3.7](#)) along with its annual Schedule Maintenance and Special Repair (SMSR) plan ([III.B.3.8](#)) to track, evaluate and plan for maintenance and upgrades to district facilities and physical resources. The District also proactively engages in recurring district-wide maintenance

projects (to include facility renewal) to support campus educational and administrative needs. Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and District Director of General Services to review facilities safety concerns and maintenance needs to assess Facilities Management performance on their respective campuses.

Analysis and Evaluation

The District uses the data provided by the CCCCCO's FCI Report to inform decisions when the District updates its Facility Master Plan for each campus and its annual Schedule Maintenance and Special Repair (SMSR or aka Deferred Maintenance) plan which is submitted to the CCCCCO for review and approval. The District also proactively engages in recurring district-wide maintenance projects (to include facility renewal) to support campus educational and administrative needs. For example, these are planned, scheduled and executed as follows:

- Roofing – 5 year cycle
- Roadways and main pedestrian thoroughfares – 3 year cycle
- ADA barrier review and removal (as defined in the District's Barrier Removal Plan) – 1 year cycle.

Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and District Director of General Services to review facilities safety concerns and maintenance needs as well as assess FM performance on their respective campuses.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Board regulation R-8417 outlines the facility planning process for the district ([III.B.4.1](#)). The District utilizes several key factors to prioritize needs. These include projected regional population and population growth; analyses of our student population; staffing needed to serve the students; facilities needed to support programs and services; current and projected space utilization; and funds required to support programs, staffing, and facilities.

District Facilities Master Planning draws from each of the Los Rios Colleges' local plans to determine the most pressing needs district wide. ARC's Facilities Master Plan identifies major new construction and modernization projects, taking into account future space needs, available local bond funding, and anticipated state bond funding ([III.B.4.2](#)). Projects approved in the FMP are included in the District's Five-Year Capital Outlay Plan, which provides information on capacity-load ratios, cost estimates, funding sources and construction timelines. The Five-Year Capital Outlay Plan also includes information on growth projections so that the College can prepare to make appropriate allocations of its human and financial resources. In this fashion, the College works in cooperation with the District to calculate the Total Cost of Ownership of its physical resources ([III.B.4.3](#)).

All long-range capital improvement plans at the College are tied to institutional goals and are evaluated on the basis of what it will cost to operate them. The College's integrated planning system is designed in such a way that proposals for capital improvements require close

examination of the human and financial resources that will be required both in the near and long-term. One key component of the process is the annual unit plan, in which each planning unit indicates its request for new equipment, new space, and/or renovated functional spaces. All such requests must indicate how they support any one of the College's goals as identified in the strategic plan. Such requests typically include either a cost estimate or are directed to the appropriate College area, such as operations or information technology, so that a precise estimate may be determined ([III.B.4.4](#), [III.B.4.5](#)).

In the annual adopted budget, the District maintains a capital projects fund to record the acquisition, or cost, of major facilities construction ([III.B.4.6](#)). The District allocates a construction budget for each upcoming capital improvement project ([III.B.4.7](#)). To ensure stewardship of public resources, the Citizens' Bond Oversight Committee ensures all facilities are built according to the intent of the users to meet ongoing and expanding student and programmatic needs ([III.B.4.8](#), [III.B.4.9](#)).

Analysis and Evaluation

The District and College planning and budgeting processes ensure that long-range capital planning supports the College's strategic plan goals including "the College ensures an equitable, safe, and inclusive teaching, learning, and working environment." The College's Facilities Master Plan informs District planning, and projects are prioritized district wide according to board regulations. The District budgets sufficient resources for upcoming construction projects and ongoing operations to ensure necessary institutional improvements are addressed in a timely manner.

Conclusions on Standard III.B. Physical Resources

Facilities planning and budgeting at the College is integrated with the planning process, the College Facilities Master Plan, and with District planning and budgeting processes. These efforts include large-scale building projects as well as ongoing maintenance. Challenges include the age of many facilities, limited expansion opportunities given the present College footprint, and increasing construction costs. The College's facilities planning process takes these factors into consideration, and allows for planning and decision-making to assure access, safety, security, and a healthy learning and working environment.

Evidence List

- [III.B.1.1](#) Los Rios Facilities web page
- [III.B.1.2](#) Campus Operations web page
- [III.B.1.3](#) Los Rios IIPP - 2021
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- [III.B.1.5](#) Report a Hazard or Incident web page
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[III.B.4.5](#) Planning Objective Resource Request - Library
[III.B.4.6](#) LRCCD Adopted Budget 2019-2020
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[III.B.4.8](#) Citizens' Bond Oversight Committee
[III.B.4.9](#) Citizens' Bond Oversight Committee Annual Report 2020-2021

C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Working closely with District IT personnel, the College provides technology, software, and support necessary for its instructional programs, support services, and operational functions. The College routinely assesses the suitability of its technological resources and identifies opportunities for improvement. In this way, the College follows processes that seek greater efficiency and ease of use for all members of the campus community.

The District Technology Plan (2017-2022) provides the framework for implementing and supporting technology resources and services ([III.C.1.1](#)). The District engaged an outside consulting firm which reviewed unit plans and program reviews of the four Los Rios colleges and conducted on-site visits with students, faculty, staff, and managers to develop a comprehensive assessment of the technology needs of the four colleges. The District Technology Plan is designed to address the technology needs and interests surfaced through the assessment process, with a focus on resolving the most urgent issues first ([III.C.1.2](#)). The District Technology Plan provides the framework and operational plan to implement and support ongoing District-wide technology needs in service of the District's vision, mission and strategic goals. Personnel in the College's Information Technology department work with District personnel to implement the District Technology Plan.

Technology support services are provided by the District Office Information Technology (DOIT) department and College technology personnel and resourced by both District and College budgets. The College's Information Technology (IT) department supports and maintains College technology hardware, software, and services, while the College's Audio Visual Services (AVS) department has responsibility for ARC's media operations ([III.C.1.3](#)). The IT Help Desk provides comprehensive administrative support and troubleshooting for faculty and staff ([III.C.1.4](#)). A District-wide Help Desk is housed at the District Office ([III.C.1.5](#)). Requests for assistance can be made by phone, email, or web. Assistance is provided to students, employees, and community members to access PeopleSoft, approved learning management system, email, Los Rios Google Apps, and other District-wide software ([III.C.1.6](#), [III.C.1.7](#), [III.C.1.8](#)). The Instructional Technology Center (ITC) provides resources for students, faculty, and staff in connection with academics and instruction, online training, Canvas as well as Distance Education ([III.C.1.9](#)).

Both the District's Strategic Plan and the College's stated values and strategic goals highlight instructional technology ([III.C.1.10](#), [III.C.1.11](#)). Through technology, the District is able to provide access to opportunities to build knowledge, skills, awareness, and success. The District supports innovation and transformation through the application of standards based technical solutions. District IT delivers technology services and technology-enhanced solutions to support and advance student success, enrich educational opportunities, and personalized learning environments and support services. The District is committed to administrative solutions and productivity enhancements that consistently meet the changing needs of College constituents, students, faculty, and staff. Through technology, the Los Rios Information Technology (IT) team enables innovation and transformation, delivers solutions and productivity enhancements, and enriches educational opportunities.

The District and the College broadly define educational technology as classroom, laboratory, or faculty computing; classroom multimedia; and distance education. The District Education and Technology Committee, with its membership reflecting representation from each of the four Los Rios colleges, discusses and makes recommendations on District-wide issues and initiatives related to educational technology ([III.C.1.12](#)).

Through the annual unit planning and program review processes the IT department gathers information about specific College needs through established channels of communication with the Operations Council, the Audio Visual Services department, the Office of the Vice President of Administrative Services, and other College groups. The IT program review describes the unit's progress on projects that support the technology needs of the College, including the collaboration and partnerships with other operational units ([III.C.1.13](#)).

With the transition to remote operations as a consequence of the COVID-19 pandemic, the College and the District published a collection of IT resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services ([III.C.1.14](#), [III.C.1.15](#)).

Analysis and Evaluation

The College follows established processes for the assessment, acquisition and maintenance of its technological resources so that it may provide students, faculty, staff and managers a suitable infrastructure for study and work.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The College provides for the management, maintenance, upgrade, and operation of its technology infrastructure and equipment through various collaborative planning and funding efforts. The College IT department works closely with District Office IT (DO IT) and with the District Education and Technology Committee and the College's Operations Council to facilitate access, acquisition, communication, and consistency in equipment purchases, protocols, and functionality ([III.C.2.1](#), [III.C.2.2](#), [III.C.2.3](#)).

In anticipation of future technology needs, the District created a Technology Plan Steering Committee, which was tasked with gathering information from each constituency group on the state of specific technological functions at each campus and developing a District Technology Plan, aligned with ACCJC Standard III.C and described in more detail in Standard III.C.1 ([III.C.2.4](#), [III.C.2.5](#)). The District Technology Plan includes a Road Map identifying specific projects, priority level, and anticipated completion timeframe. The District's Master Projects List indicates the status of various projects ([III.C.2.6](#)).

The College maintains a regular replacement cycle for computers at individual workstations, in classrooms, and in computer labs. As a consequence of the COVID-19 pandemic and the transition to remote campus operations, the IT department has issued a Mobile Ready Workforce plan to better position the College to meet the needs of a workforce that is expected to transition back and forth between remote and on-campus operations ([III.C.2.7](#), [III.C.2.8](#)). Computers are equipped with a standard set of software, with additional software available by request ([III.C.2.9](#)). Computer network services provided by the College include access to college and district information technology, as well as Internet access.

The College's planning processes are designed in such a way so that the institution regularly assesses the state of its technological infrastructure. The IT program review is informed by communication with participatory governance groups, such as the Operations Council ([III.C.2.10](#)). Building and maintaining the College's technological infrastructure is a joint venture between the College and the District. The College's Information Technology plan is created by the College IT department and shared with the District IT department. As a means for coordinating technology updates and replacements across the District, IT utilizes an Expenditure Review process for IT projects, commodities, standard purchases and contracts, and services ([III.C.2.11](#)).

Once new technology equipment has been funded and installed, the College IT department regularly assesses the continued value of older equipment and transfers the older technology to departments whose tasks can be supported by lower processing speeds ([III.C.2.12](#)). Applying broadly to technology equipment, including servers, network hardware, wireless access points, computer labs, and staff computers, cascading allows the College to meet unexpected technological demands.

Analysis and Evaluation

The College works closely with the District and with campus personnel to review and assess the College's technological infrastructure so that its academic, administrative and business processes function effectively. The Information Technology Plan also recognizes the need for improved communication between IT personnel and various members of the campus community, and suggests that this could be accomplished through surveys and other means of gathering feedback.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

High quality network connectivity, infrastructure, and security are the foundation for providing technology supported services to students, employees, and our communities at all district and college locations.

Technology resources, including computer hardware, software, Internet and WiFi access, and IT support are available at all College locations. Open computer labs are available for student use at the Main Campus and the Natomas Center. Additionally, the Main Campus has a number of department-specific computer labs that are available to students who are enrolled in corresponding courses. The College also provides virtual computer lab access and provides support for students to connect to these resources ([III.C.3.1](#)).

During the COVID-19 pandemic, students who met eligibility requirements were given a Chromebook to support their educational needs. Students are also given information about free or low-cost computers and WiFi ([III.C.3.2](#), [III.C.3.3](#)). For students needing IT support, the ARC Student Technology Help Desk is available to all students, regardless of location ([III.C.3.4](#)).

A range of technology resources and support is available to all employees, regardless of their work location. The Information Technology department maintains and supports computers for faculty, staff, computer labs, and classrooms for the College, including for its outreach centers. Other services include software installation, PC and Mac support and replacement, network services, and information security ([III.C.3.5](#)). The IT department provides workstation support on-site as well as via remote desktop service. During the COVID-19 pandemic, IT has dedicated more time and energy towards setting up and providing support for VPI and VDN access, reconfiguring existing laptop stock for remote use, and equipping and providing tech support for employees with home workstations. Ongoing IT needs are handled through an online ticketing system, which handles requests from all campus locations ([III.C.3.6](#)).

Both the District and the College Information Technology departments maintain a network disaster recovery plan, which allows the institution to respond to an interruption of network services. Plans and processes are in place for all locations where a network outage, WiFi interruption, security breach, or interruption of other services including Canvas, Outlook, Gmail, e-Services, Employee Self-Service, or PeopleSoft applications, including the Online Grading System and PeopleSoft Financials ([III.C.3.7](#)).

All information and communication technology throughout the District is governed by the District's Accessibility Policy, a set of protocols governing "websites, course materials, documents and business applications that are accessible to all current and future students, faculty, staff and other constituents." Among the protocols listed in this document are the Procurement Guidelines, which oblige all vendors of information and communication tools and technology to provide the district with an Accessibility Conformance Report, verifying that a given product meets certain accessibility standards ([III.C.3.8](#)).

The College has the appropriate mechanisms in place for maintaining an available network for all users and providing backup for all critical files. The District and the College regularly scan College servers to check for and block vulnerabilities ([III.C.3.9](#)). The College uses redundant internet network connections in multiple locations within the District's network and backs up

files locally on separate storage devices, in addition to backing up files to remote District sites. The College shares support responsibilities with the District for the network infrastructure. The College IT department maintains various backup methodologies on- and off-site to accommodate different server services as well as disaster recovery.

The District takes information security seriously and has a mature Information Security Officer (ISO) group providing oversight and security vulnerability monitoring and remediation direction ([III.C.3.10](#)). The District and College maintain the security of student and employee personal data. The College complies with the tri-level, District wide system for processing requests to access personal or high-risk data. The ISO and the IT Supervisor represent the College on the District wide ISO Committee that oversees implementation of District policy and regulation supporting information security. Secure sites require authentication with employee or student identification numbers along with strong, regularly-updated passwords. Servers containing sensitive information are secure, backed up regularly, and accessible only by staff whose access has been processed through a District wide review process. Managers and classified staff are required to complete online information security training and to update that training every three years. Information security training is optional for faculty.

Analysis and Evaluation

Technology resources, including hardware, software, network, accessories, and IT support, are available to all students and employees at all locations. Processes for requesting IT resources and support are utilized both at the main campus and at the outreach centers. Also, processes are in place to identify and address location-specific needs. The College has measures in place to provide security for its information technology resources.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The institution provides instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations through a wide variety of formats. The Instructional Technology Center provides students and staff with the tools needed to experience an effective educational environment. The ITC provides online teaching resources that include open drop-in labs as well as the ability to schedule appointments for one-on-one training, assistance and troubleshooting, as well as California Community Colleges: Daily Training Webinars and articles for improving instruction and student impact ([III.C.4.1](#)). The ARC Online Teaching Institute (OTI) helps to prepare instructors for teaching online through exploration and hands-on demonstrations of effective practices in online instruction ([III.C.4.2](#)). ARC joined other California Community Colleges in the adoption of the Canvas Course Management System and provides a multitude of resources for students and faculty in their use of this system ([III.C.4.3](#)).

ARC ONLINE provides students with a centralized location for information, resources, and support for the online courses offered through American River College. The College is working to expand the ARC ONLINE framework to create a robust online center within ARC which

offers its own courses and programs and delivers these programs in innovative ways such as through a non-traditional academic calendar and competency-based/personalized learning, as well as provide comprehensive online academic and support services so that ARC online students have necessary tools to be successful in this learning environment ([III.C.4.4](#)).

Students receive technology training through student services, the library, and the computer labs for topics such as eServices, online research tools, operation of lab technologies (e.g., pay for print system), financial aid application requests, and wireless network access ([III.C.4.5](#), [III.C.4.6](#), [III.C.4.7](#)). Training is offered in a variety of modalities including online, on-ground, individual, or small group workshops. The LRC regularly offers students technology workshops and drop-in training in commonly used applications. Instructional Assistants provide in-person, online, and phone technology support to more than 1,800 students annually ([III.C.4.8](#)). Students applying for financial aid online can find technical support in the Financial Aid Lab, and students engaged in enrollment or registration activities can find support through the e-Services lab.

The College strives to provide equal access to technology for students with disabilities. Students can find access and guided accessible technology training through Disability Services and Programs for Students (DSPS) for such accessible technologies as text readers, e-book services, and alternative media and equipment. Students commonly work in the DSPS Alternative Technology Computer (ALT) Lab or Alternative Media Office. College faculty and staff frequently refer students to DSPS for technology support when appropriate ([III.C.4.9](#)).

Analysis and Evaluation

The College provides effective technology-related instruction and support for faculty, staff, students, and administrators. Technology-related training opportunities are available in a range of modalities, including in-person, online, one-time-only, on-demand, and as part of a series of longer training courses. The District and ARC are committed to bolstering digital equity through the provision of computing devices, internet access, and digital literacy.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

LRCCD Board Policies P-7811, P-7821, P-7831, P-7841, P-7851, P-7861, and P-7871 ([III.C.5.1](#), [III.C.5.2](#), [III.C.5.3](#), [III.C.5.4](#), [III.C.5.5](#), [III.C.5.6](#), [III.C.5.7](#)); and Administrative Regulations R-7811, R-7831, R-7851, and R-7871 ([III.C.5.8](#), [III.C.5.9](#), [III.C.5.10](#), [III.C.5.11](#)) outline user rights, technology access; responsibilities and ethics; nondiscrimination; privacy and confidentiality of electronic materials; copyright policies involving computer programs; and policies on security. Board Policy P-7881 identifies policies and processes for addressing computer and technology use violations ([III.C.5.12](#)). ARC communicates computer, internet, and technology use policies to students via the students rights and responsibilities page on the College website ([III.C.5.13](#)).

Compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973 is codified in LRCCD Board Policy P-7136 and

Administrative Regulation R-7136 ([III.C.5.14](#), [III.C.5.15](#)). The College's commitment to accessibility is based on WCAG 2.0 standards, and accessibility guidelines are outlined in the LRCCD Information & Communication Technology Accessibility Program report ([III.C.5.16](#)).

LRCCD Board Policy P-7145 and Administrative Regulation R-7145 outline processes for authentication of students' identities in distance education courses; oversight of the district's Learning Management System (LMS); and the quality of distance education courses ([III.C.5.17](#), [III.C.5.18](#)). The College has developed guidelines for regular effective contact and regular and substantive interaction in online classes, and the College's curriculum process evaluates whether course proposals meet those guidelines ([III.C.5.19](#)). The Academic Senate has approved a set of guidelines for the distance education modality which is made available to faculty in the Curriculum Handbook ([III.C.5.20](#)).

During the COVID-19 pandemic, many faculty with no experience teaching online were required to adjust quickly to a distance learning format. Faculty also had to determine whether or not their courses could be taught in an online format. The Instruction Office worked with division deans and department chairs to identify impossible to convert courses ([III.C.5.21](#)), particularly courses offered as part of the College's career education programs, and courses that are essential and need to be offered in-person (such as Nursing). As a consequence of the rapid shift to online teaching at the onset of the pandemic, the College's distance education team increased the offerings of virtual drop-in labs and created Best Practices for a Fast Move to Teaching Remotely, which has since evolved into Best Practices for a Move to Teaching Online ([III.C.5.22](#)).

Analysis and Evaluation

The College and District have clear policies and regulations guiding the use of technology in teaching and learning. These policies and regulations are communicated to students and employees. During the pandemic, the College continues to adhere to these policies while also maintaining flexibility in order to meet students' educational needs.

Conclusions on Standard III.C. Technology Resources

College and District technology planning incorporates hardware installation and maintenance, software installation and training, technology replacement cycles, compliance with accessibility requirements, and addressing digital equity issues among students and employees. Both the College and the District rely on LRCCD Board Policies and Administrative Regulations, technology planning documents, and participatory governance structures to help guide technology planning and decision-making. Comparable technology resources and support are available at all locations. The College and District have clear policies guiding the use of technology in teaching and learning, both for students as well as for employees.

Evidence List

[III.C.1.1](#) LRCCD District Technology Plan 2017-2022

[III.C.1.2](#) District Technology Plan Road Map 2017-2022
[III.C.1.3](#) Audio Visual Services
[III.C.1.4](#) ARC IT Help Desk
[III.C.1.5](#) Los Rios IT Help Desk
[III.C.1.6](#) District Office IT for Employees
[III.C.1.7](#) Los Rios District Office IT
[III.C.1.8](#) Los Rios Technical Support
[III.C.1.9](#) Instructional Technology Center - Canvas
[III.C.1.10](#) Los Rios Tech Plan and Strategic Plan Goals
[III.C.1.11](#) ARC Strategic Goals 2017-2021
[III.C.1.12](#) Education and Technology Committee
[III.C.1.13](#) IT Program Review 2018-2019
[III.C.1.14](#) Remote Resources and Campus Closures
[III.C.1.15](#) Los Rios Remote Operations Resources for Employees

[III.C.2.1](#) District Office IT for Employees
[III.C.2.2](#) Education and Technology Committee
[III.C.2.3](#) Operations Council Action Charter
[III.C.2.4](#) Los Rios District Office IT Technology Plan
[III.C.2.5](#) LRCCD District Technology Plan 2017-2022
[III.C.2.6](#) Los Rios Tech Plan Projects 2017-2018
[III.C.2.7](#) Mobile Ready Workforce - Desktop Replacement Communications Plan
[III.C.2.8](#) MobileWorkforce PC Replacement Plan
[III.C.2.9](#) Mobile Ready Workforce - Desktop Replacement
[III.C.2.10](#) IT Program Review 2018-2019
[III.C.2.11](#) IT Expenditure Review Process
[III.C.2.12](#) ARC Audit Technology and Replacement and Upgrade Planning

[III.C.3.1](#) Student Technology Center Online Resources
[III.C.3.2](#) Internet and WiFi Support
[III.C.3.3](#) Chromebooks and Low Cost Technology for Students
[III.C.3.4](#) LRC Student Tech Center
[III.C.3.5](#) IT Remote Resources and Security
[III.C.3.6](#) ARC IT Help Desk
[III.C.3.7](#) Los Rios District IT Technology Plan
[III.C.3.8](#) LRCCD Information and Communication Technology Accessibility Program
[III.C.3.9](#) Vulnerability Scan for Information Security
[III.C.3.10](#) Information Security Officers

[III.C.4.1](#) Online Teaching Resources
[III.C.4.2](#) ARC Online Teaching Institute (OTI)
[III.C.4.3](#) ARC Canvas Support
[III.C.4.4](#) ARC Online
[III.C.4.5](#) Student Technology Center Online Resources
[III.C.4.6](#) Computers, Printing, and Photocopying at the Library
[III.C.4.7](#) Technology Resources for Students

[III.C.4.8](#) LRC Student Tech Center

[III.C.4.9](#) Disability Services and Programs for Students (DSPS) Technology

[III.C.5.1](#) LRCCD P-7811 Computer use - Purpose and Definition

[III.C.5.2](#) LRCCD P-7821 Instructional Computer use - Access

[III.C.5.3](#) LRCCD P-7831 Instructional Computer use - Statement of Rights

[III.C.5.4](#) LRCCD P-7841 Instructional Computer use - Non-discrimination

[III.C.5.5](#) LRCCD P-7851 Instructional Computer use - Privacy and Confidentiality

[III.C.5.6](#) LRCCD P-7861 Instructional Computer use - Copyright

[III.C.5.7](#) LRCCD P-7871 Instructional Computer use - Information Security

[III.C.5.8](#) LRCCD R-7811 Computer use - Purpose and Definition

[III.C.5.9](#) LRCCD R-7831 Instructional Computer use - Statement of Rights

[III.C.5.10](#) LRCCD R-7851 Instructional Computer use - Privacy and Confidentiality

[III.C.5.11](#) LRCCD R-7871 Instructional Computer use - Information Security

[III.C.5.12](#) LRCCD P-7881 Instructional Computer use - Violations

[III.C.5.13](#) Computer and Internet Use Policy - web page

[III.C.5.14](#) LRCCD P-7136 Instructional Computer use - Instructional Arrangements

[III.C.5.15](#) LRCCD R-7136 Instructional Computer use - Instructional Arrangements

[III.C.5.16](#) Information and Communication Technology Accessibility Program

[III.C.5.17](#) LRCCD P-7415 Curriculum - Distance Education

[III.C.5.18](#) LRCCD R-7145 Curriculum - Distance Education

[III.C.5.19](#) ARC CC REC Standards

[III.C.5.20](#) ARC Curriculum Handbook

[III.C.5.21](#) Impossible to Convert FTE Fall 2020

[III.C.5.22](#) ITC Resources 03/17/20

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

The District and College are committed to ensuring that financial resources are available and sufficient to support and sustain student learning programs and services as well as improving institutional effectiveness. The 2020-21 Adopted Budget, produced by District and individual colleges and presented to the Board of Trustees, outlines the utilization of available financial resources and serves as a planning document for the upcoming year ([III.D.1.1](#)). LRCCD's Funding Methodology describes the district's efforts in equitably allocating available revenues. LRCCD's Budgeting Principles and Formulas provides an overview of the basic principles used in the development of the District's budget ([III.D.1.2](#)). Annual financial and compliance audits are conducted in accordance with Education Code. Historically, the District has only received unmodified audit opinions (clean opinions) on all audits. In addition, the District has not received any audit findings in the past 6 years (FY14-FY20). The District has utilized a rather sophisticated method of allocating its financial resources to meet the programmatic and operational requirements for each college. The allocation model includes language that has been negotiated with the represented collective bargaining units of the District to allocate funds for salary benefit compensation based upon a percentage of specific General Fund revenues. In addition, formulas have been developed for the remaining financial resources for the operation of the District. Allocations of these resources are made utilizing participatory governance processes before authorization by the Board of Trustees. These non-salary and compensation related discretionary funds are known in the District as Program Development Funds (PDF).

In practice, the District distributes PDF (i.e., the remaining funds after allocation to salary compensation and benefits) to the four Los Rios colleges. The formula allocation is based on fundamental factors: usable campus square footage, WSCH, FTE staff, and a base allocation related to institutional size. These PDF funds comprise, in part, the College Discretionary Funds (CDF) that funds operating costs at each college. In turn, the College distributes CDF to the areas using a base budget approach that allocates funds by a fixed percentage formula ([III.D.1.3](#)). The

percentage formula base-budget process of distributing CDF within the College ensures equitable distribution of resources from year to year.

The District also distributes Partnership for Excellence Funds (PFE), these are the residual operational funds. The distribution of funds within the College also follows a base budget model, using specific formulas to allocate the funds. Even though PFE is no longer an ongoing state mandated program, the District/College is committed to investing in the original program goals and earmarks general funds for PFE related activities, and individual areas are responsible to manage the funds they receive ([III.D.1.4](#), [III.D.1.5](#)).

The College also follows the institution's Integrated Planning Process ([III.D.1.6](#)) to allocate resources. ARC's Integrated Planning Process is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institution priorities are achieved. The College directly ties financial planning to institutional planning, specifically within program review and annual unit planning, in which planning units establish planning objectives linked to data and the College's strategic planning goals ([III.D.1.7](#)).

For funding sources not allocated by formula, the oversight group responsible for that source relies on the program review and annual unit plan to determine the needs and the extent of those needs. This practice applies to categorically-funded programs, Lottery Funds, Instructional Equipment and Library Materials, grant and contract programs (as appropriate), and enterprise operations such as food service and the bookstore.

Analysis and Evaluation

The College has a transparent and robust planning process, which involves all College constituencies as outlined in its planning documents, and is designed to prioritize financial resources to support the College's strategic goals and objectives. With input from the Operations Council, it continues to be an evolving system that strives to improve upon best practices.

Revenues achieved by the college through all sources, including restricted and unrestricted, are sufficient to support educational improvement and innovation. The priorities of the College guide the allocation of resources with an eye towards equity and ensuring student learning as a top priority. Resources are maintained and preserved to support ongoing financial success of the College.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

To ensure the institution's mission and goals are integrated with financial planning, the District and College align their financial planning and practices with the District Strategic Plan ([III.D.2.1](#)) and the College's vision, mission, values, and strategic goals ([III.D.2.2](#), [III.D.2.3](#)), developed by all constituent representatives and outlines both the long- and short-term directions for the District and the College. Through the Integrated Planning process, the College has

developed a system for aligning and linking all levels of college-wide planning to resource allocation ([III.D.2.4](#)).

The 2020-21 Adopted Budget outlines the District's mission, vision and goals which reflect the priorities established by the colleges and the Board of Trustees for the budget year.

The integration of financial resource planning occurs at all levels of program planning and is reviewed by representatives from all College constituencies: faculty, managers, classified staff, and students, the Operations Council has primary responsibility for reviewing the budget, the budgeting process and making recommendations to the Executive Leadership Team (ELT) ([III.D.2.5](#), [III.D.2.6](#)). ELT considers recommendations, provides input and final recommendations to the President's Executive Staff (PES). ELT also ensures transparent communications to and from all governance and constituency groups. PES provides strategic direction and final decision making for all governance and strategic project implementation processes.

The College provides appropriate financial information throughout the institution in a timely manner. To ensure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The District shares financial information through various means and has policies, regulations, and procedures in place to ensure sound financial practices and financial stability. Board Policy P-8122 and Regulation R-8122 lay out the planning process, timeline, and involvement of constituency groups and College in the Districtwide Budget Committee ([III.D.2.7](#), [III.D.2.8](#)). In addition to these specific Board Policies and Regulations, the 8000 series cover all components of Budget Planning and Administration and sound management of resources. District budget priorities align with the District's values, vision, mission, and goals. These policies and processes are described in more detail in ER 5.

The distribution of financial information is in line with the requirements for the District to submit a tentative and final budget, as well as any revisions. These are presented to the Board of Trustees for consideration and review ([III.D.2.9](#)).

Analysis and Evaluation

The College and the District utilize a transparent planning process that involves all constituencies to ensure available financial resources are prioritized to support the campus' strategic goals and objectives. Individual departments, divisions, and units adhere to an established planning calendar which helps ensure requests for funding are submitted timely and can be considered in the budget planning for the upcoming fiscal year. Budget information is communicated regularly to the LRCCD Board of Trustees, in compliance with Board Policies and Regulations.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The California Code of Regulations outlines the timelines and requirements for publication and availability of California community college districts' budgets. The LRCCD establishes and publishes a budget calendar, 2020-21 Adopted Budget, to comply with code requirements and to establish an orderly budget timeline consistent with its goals and priorities ([III.D.3.1](#)). This calendar also outlines significant budget and financial policies that govern the development of the District's budget. Per Policy and Regulation 8122 the District Budget Committee, comprised of constituency representatives, develops and prepares an annual budget of all district funds that is reflective of the educational programs of the District ([III.D.3.2](#), [III.D.3.3](#)). The programs of the District are consistent with the mission of the California Community Colleges. LRCCD's Budgeting Principles and Formulas provides an overview of the basic principles used in the development of the District's budget ([III.D.3.4](#)).

The College follows a clearly defined, transparent, well-documented budget process providing opportunities for all constituent groups to participate and provide input. Once the College has received funding resources, the Operations Council reviews the College-wide budget and makes recommendations to the Executive Leadership Team (ELT). ELT considers recommendations, provides input and final recommendations to the President's Executive Staff (PES). PES will provide strategic direction and final decision. The Operations Council, composed of representatives from all College constituencies: faculty, managers, classified staff, and students, meets on a regular basis throughout the academic year ([III.D.3.5](#)).

The College uses a distributed budget development process for PDF and other discretionary funds to provide different constituent groups. Individual areas manage the allocations they receive. The institution's Integrated Planning Process ties financial planning to institutional planning, specifically within annual unit planning, in which departments (planning units) determine objectives linked to institutional data and the College's strategic plan goals ([III.D.3.6](#)).

Analysis and Evaluation

The College and the District use a transparent planning process that encourages input from all constituencies, provides a chronological and calendar based planning process, and involves a robust Budget Committee to provide analysis and oversight. Financial requests are evaluated on merit to meet the College's strategic goals and objectives, and decisions made by the College President are shared with the campus on a timely and consistent basis.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The District's planning processes are established in board regulation R-8122 and board policy P-8122, which are designed to provide a realistic assessment of available financial resources ([III.D.4.1](#), [III.D.4.2](#)). The institution makes sound financial decisions and uses its financial resources responsibly. One of LRCCD's core values is financial stability and sustainability ([III.D.4.3](#)). The District has demonstrated its financial stability through its prudent and

conservative financial management practice of expending funds only when revenues have been materialized. This practice has resulted in financial stability even during periods of reduced state budget for California community colleges. The unrestricted base continuing budget is established as the tentative budget ([III.D.4.4](#)). Once the prior year has closed, any additional unrestricted budget increases are allocated in the next year to ensure actual attainment of those revenues prior to incurring additional expenditures. These revenue changes are included in the District's adopted budget ([III.D.4.5](#)). The district wide Budget Committee meets several times throughout the year ([III.D.4.6](#)) to review any changes to funding and prioritizes the allocation of additional resources in accordance with the District's strategic plan, core values, and regulations. These allocations are presented to the Board of Trustees for approval.

The District's planning process is designed to provide a realistic assessment of available financial resources. To accomplish this, the District utilizes an X, Y, and Z budget model, developing three budget scenarios ([III.D.4.7](#)). The X budget is the most conservative in terms of revenue projections, consisting of base or prior year revenues earned plus a Cost of Living Adjustment (COLA), if provided in the state budget. The Y budget is a realistic estimate that adds a moderate estimate for growth and other new revenues, reflecting mid-level revenue projections. The Z budget is an optimistic budget that includes the maximum expected revenue from growth and other sources of funding. District planners recommend to the Board of Trustees the adoption of the Z budget, but at the funding levels in the most conservative X budget that limits expenditures until the District receives actual revenues. This practice ensures that planning can proceed without undue contingencies in the event of a reduction or elimination of projected revenues.

In conjunction with the X, Y, and Z budget model, the District has also developed an allocation model for new revenue sources, which include, but are not limited to, growth funds, COLA, Basic Skills funding, program improvement funds, and Lottery revenues. The District allocates 80 percent of these funds to the collective bargaining units, based on the percentage that bargaining unit receives of the compensation costs in the District. Before allocating these funds, however, the District deducts the costs of achieving and sustaining student growth, such as the addition of counselors and classroom faculty. When allocating the remaining funds, the District takes into account and deducts the costs associated with all related compensation costs, including salary step and column increases, health and welfare costs, and other compensation costs. The District then distributes any remaining revenue to employees in the form of a final compensation adjustment for the fiscal year. The District refers to the remaining 20 percent of the new funds as Program Development Funds (PDF). District planners establish priorities for PDF expenditures, and the District Budget Committee reviews and offers recommendations concerning the priorities. A large portion of PDF is used for the operational costs of the District and colleges. The District also reserves program development funds for allocation during the year to support priorities of the District.

To develop new funding resources, the District maintains a Grants Office to support the District and the College in securing external funding sources and managing grants and contracts. The Grants Office has a grants administrator who oversees grant proposal development and the management of awarded external funds ([III.D.4.8](#)).

Analysis and Evaluation

Both the College and the District maintain a transparent, consistent, and well-developed financial resource planning process. It includes all constituencies, and is designed and executed to ensure that funded financial resource requests support the College and District strategic goals.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The District shares financial information through various means and has policies, regulations and procedures in place to ensure sound financial practices and financial stability ([III.D.5.1](#)). The District prepares and the Board approves a tentative budget ([III.D.5.2](#)) in June for the upcoming year, and adopted budget ([III.D.5.3](#)) in September along with the unaudited actuals for the prior year, and budget revisions in February and June to include any additional revenue sources or modifications received throughout the year. The District's annual budget includes not only the districtwide annual revenue and expenditure plan, but detailed budgets for each individual college. Budget Committee ([III.D.5.4](#)) meetings are held several times throughout the year to include all stakeholders such as collective bargaining groups, academic and classified senates, student representative and college administration, in accordance with the Budget Planning and Administration Regulation ([III.D.5.5](#)). In addition, all information regarding benefit changes and options are presented to an insurance review committee with members from all bargaining units participating to inquire and vote on all benefit changes provided by the District ([III.D.5.6](#)). The District and the colleges have daily online access to their budget and financial activity through the PeopleSoft Enterprise Resource Planning (ERP) system and various prepared reports which includes all budgets, actual expenditures and encumbrances to assist with budget management ([III.D.5.7](#)). Financial information is routinely shared at board meetings, division and department meetings, budget committee meetings, collective bargaining negotiations, ad-hoc meetings and any public information requests. The District's Business Services department managers and staff are readily available to provide consultation and guidance when needed.

The District uses PeopleSoft, an integrated software application, to manage its financial resources and ensure that resources are expended in a manner consistent with the approved budget. This system allows for online budget inquiry as well as the creation of special reports. Funds cannot be encumbered until appropriations are made through the budget process. Regular positions and their related budgets are managed through a position control module within the District fiscal services unit, which closely monitors position transactions ([III.D.5.8](#)). Funds appropriated for regular positions cannot be transferred without district office review and authorization.

In accordance with the Authorization of Signatories Board Policy ([III.D.5.9](#)), all long-term financial and contractual commitments must be reviewed and authorized by the District. The General Services Department and District General Counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The District's Authorized Signer List ([III.D.5.10](#)) specifically identifies positions and persons authorized to sign various documents (e.g. payroll authorizations, purchase orders, contracts, etc.) to ensure proper oversight of commitments and provide accountability and effective management of potential risk for these transactions or agreements.

Internal controls continue to be strengthened as a result of regularly evaluating financial management practices. The District is annually subject to an audit of all funds by a licensed independent external auditor. As part of the annual independent audit, Business Services staff have discussions with the auditors describing the process and related controls over various functions and practices in Business Services. These focus areas include but are not limited to: budgeting, financial reporting, fiscal close, internal control environment, risk assessment, and information technology access. The auditors document the discussions and notify senior management if there are any areas of concern. Audit findings and the District's responses to these findings are included in the audit report, which is presented to the Board of Trustees each year. The audit for the year ending June 30, 2020 ([III.D.5.11](#)) did not report any findings. The annual audit is considered an effective tool for improvement of the management of the District's finances and demonstrates the District's financial integrity and effective management of financial resources.

Analysis and Evaluation

The District is committed to conducting business in a fiscally responsible manner under the highest of ethical standards. To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure is continually evaluated, audited and improved as needed. The District widely disseminates dependable and timely information for sound financial decision making.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

As described in ER 5 and in Standard III.D.5, the District prepares an Adopted Budget Book by the established deadline each year. In addition, the District is audited by external auditors yearly and consistently has audits with no findings.

The District has historically only received unmodified audit opinions (clean opinions) on all internal control audits. In addition, the District has not received any audit findings in the past six years (FY14-FY20). In years prior to FY14 when the District received an internal control finding, the District developed and implemented a corrective action plan to ensure they remediated in a timely manner. The fact that the District has not received any findings in the past six years demonstrates that the District's financial and internal control systems are evaluated and

assessed for validity and effectiveness, and the results of this assessment are used for improvement.

As described in Standard III.D.4, the College and the District use a funding methodology that ensures that sound fiscal decisions are made during times of uncertainty and fluctuation ([III.D.6.1](#)). This methodology also ensures that financial resources are used appropriately to support student learning.

Analysis and Evaluation

On behalf of the College, the District's budget scenario planning ensures that sound fiscal decisions are made during times of financial volatility. During this accreditation cycle, the District has received clean audit findings every year, reflecting effective fiscal and internal control processes.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

During this accreditation cycle, which spans from FY 2015-2016 to FY 2019-2020, the District has not had any audit findings ([III.D.7.1](#), [III.D.7.2](#), [III.D.7.3](#), [III.D.7.4](#)). A formal presentation of audit reports, as well as the full document, are provided to the Board of Trustees for review, discussion, and approval ([III.D.7.5](#), [III.D.7.6](#), [III.D.7.7](#), [III.D.7.8](#), [III.D.7.9](#)). Audit reports are aegendized in a timely manner, typically for the next Board of Trustees meeting after the letter of communication is received. The fact that the District has not received any findings in the past six years demonstrates that the District's institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Analysis and Evaluation

External audit reports and findings (when applicable) are shared in a timely and transparent manner, and are communicated to the Board of Trustees, to the College, and to the public. The District has not had any audit findings during this accreditation cycle.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

At the core of the District's system of internal controls over financial resources is our Enterprise Resource Planning (ERP) system, PeopleSoft. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures ([III.D.8.1](#)). Revenues and other inflows are compared to budgeted revenues/resources and unexpected inflows are investigated and recorded after supervisory review.

Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that

required segregation of duties are enforced ([III.D.8.2](#)). On a monthly basis an employee access report is sent to management employees so that employee access levels can be reviewed and modified if no longer necessary for their current job duties.

ERP access requests are routed through a risk-informed approval process. View-only system access requests require one level of approval, while those access requests allowing the employee to change data in the system require a two-level approval process.

As described in ER.5, III.D.5, III.D.6, and III.D.7, the District’s external auditors perform an assessment of these internal controls as part of the annual audit process. The effectiveness of the District’s internal controls is evidenced by the fact that there have been no audit findings for the last seven years (FY14-FY21). When there have been audit findings in prior years, the District has made the necessary changes which were verified by the external auditors during the subsequent years external audit ([III.D.8.3](#)).

Analysis and Evaluation

The District has appropriately designed internal controls that ensure the safeguarding of assets and accurate financial reporting. The system of internal controls is evaluated on at least an annual basis by our external auditors and is working as designed. The District meets this criteria.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The CCCCO recommends a 5% General Fund reserve as a prudent reserve level. In addition, the Los Rios Board of Trustees has adopted policies that require an uncommitted reserve of at least 5% in the District’s General Fund ([III.D.9.1](#)). The District’s General Fund ending balance meets both State and District policy requirements with a projected total unrestricted fund balance of 20% and an uncommitted fund balance (general fund only) of 5% ([III.D.9.2](#)).

Table #62. District Reserves Fund Balances

Balance	FISCAL YEAR JULY 1, 2020 - JUNE 30, 2021	FISCAL YEAR JULY 1, 2019 - JUNE 30, 2020	FISCAL YEAR JULY 1, 2018 - JUNE 30, 2019
Beginning Fund Balance	\$81,786,456	\$70,411,485	\$60,547,561
Projected Uncommitted Fund Balance	\$22,971,778	\$25,491,802	\$20,808,150
Committed Fund Balance	\$4,336,900	\$4,686,917	\$6,383,156
Restricted Fund Balance	\$2,593,614	\$4,596,992	\$3,048,386
Total Projected Fund Balance	\$29,902,292	\$34,775,711	\$30,239,692

As shown in Table 1, the District maintains a positive balance at the end of each fiscal year, and the balance is carried over to the next year. These funds are not planned to be used, and they are set aside for future unforeseen emergencies.

Community colleges' single largest funding source is state money, which has been unpredictable and not always timely. The District, however, has maintained a cash balance sufficient to support its operation through recessions and state emergencies. The 2020 Budget Act was affected by the COVID-19 pandemic, which presented a \$54 billion budget shortfall, including a historic level of cash deferrals. The State budget prevented immediate cuts to community college apportionments and categorical programs by deferring approximately \$1.5 billion in funding to 2021-22. As a result of these deferrals, the District must plan to go through much of the 2020-21 fiscal year without the resources in-hand promised by the State. The District has long practiced a prudent budgeting approach, which leaves the District relatively well-positioned to manage the economic uncertainty. At June 30, 2020, the unrestricted cash and cash equivalents presented on page 14 of the audited financial statements shows a balance of \$257,586,090, which represents 5 months of the average monthly operating expenses of the District ([III.D.9.3](#)). As a result of sound fiscal planning, reserves have been sufficient for the District to avoid the need to issue any short term debt, such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

Besides maintaining adequate cash reserves to meet unanticipated needs, LRCCD's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges ([III.D.9.4](#), [III.D.9.5](#), [III.D.9.6](#)). In addition, each year the District reviews and updates planning and financial practices through the Fiscal Health Risk Analysis for Community Colleges self-assessment provided by Fiscal Crisis & Management Assistance Team (FCMAT). The District has a low 3.1% risk score ([III.D.9.7](#)).

Analysis and Evaluation

The District and its colleges maintain adequate cash reserves to meet unanticipated needs, as demonstrated through its contingency planning processes. The District's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. The District's self-assessment of fiscal health indicates 3.1%, which is a very low risk score.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District and College have procedures in place to ensure effective oversight of grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. These procedures are outlined in a User Guide for Requisitions ([III.D.10.1](#)). The process includes an approval process that ensures adequate oversight in how funds are being spent. Any charge to a contract or grant requires an extra level of approval to ensure the expenditures are within the restrictions of the grant or contract. Specific procedures for spending against Federal Grants are outlined in a separate document ([III.D.10.2](#)). Approval and oversight of financial aid, grants and other externally funded programs, general obligation bonds, contractual relationships, the Office of Philanthropy, and institutional investments and assets are described in more detail in Standard III.D.13. Copies of the District's

audited financial statements have been provided in previous standards and, given the lack of any findings, support the effective oversight and strong internal controls of the District.

Analysis and Evaluation

The College and District practice effective oversight of finances. Policies and procedures are in place to ensure sound fiscal management practices. The District's overall budget, financial aid, and the Office of Philanthropy undergo regular audits and consistently result in clean findings. Oversight committees ensure that College and the District expenditures are in alignment with Board Policies and Administrative Regulations; local, state, and federal laws; and budget spending guidelines.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District manages its resources to consider short and long-term needs. Reserves are maintained to help ensure financial solvency in difficult times. As described in Standard III.D.9, LRCCD Board Policy requires the District to maintain a five percent (minimum) undistributed reserve or contingency reserve for the General Fund in accordance with fiscal policies/guidelines recommended by the State Chancellor's Office ([III.D.11.1](#)). Board Policy P-8211 specifies who is authorized to issue debt on behalf of the District, the types of debt, use of the funding and debt limits. The District follows prudent business practices to successfully manage short and long-term financial solvency ([III.D.11.2](#)).

As evidenced by the excellent ratings the District received when evaluated related to the Bond Fund, the District received strong insured ratings of AAA from Standard and Poor's and AAA from Moody's on the first three issuances. Such a strong credit rating results in lower interest rates and therefore lower payments from our taxpayers. Prior to the issuance of one of our bond series in August 2009, the District received an up-grade of its Standard and Poor's uninsured rating to AA, which will result in a savings of \$4.5 million to local tax-payers for payment of Series D ([III.D.11.3](#)).

Analysis and Evaluation

To ensure the institution uses its financial resources responsibly, the District and the College maintain adequate cash reserves to meet unanticipated needs, as demonstrated by the sufficient reserve funds maintained through the recent economic downturn. From 2009 through 2013, the District identified a projected reduction in state apportionment and created a plan to partially offset these reductions by using reserves, while still maintaining directed minimum balances. This plan allowed for, among other District goals and College objectives, the preservation of access for multiple sections of students. As a result of sound fiscal planning, reserves have been

sufficient for the District to avoid the need to issue any short term debt, such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations. In addition, other funds including the District's bookstore funds could be used, if necessary. Besides maintaining adequate cash reserves to meet unanticipated needs, LRCCD's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. The institution makes sound financial decisions and uses its financial resources responsibly. One of LRCCD's core values is financial stability. The District has demonstrated this financial stability through its prudent and conservative financial management practice of expending funds only when revenues have been materialized. This practice has resulted in financial stability even during periods of reduced state budget for California community colleges.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District provides a contribution toward healthcare premiums for certain retirees in accordance with See Board Policy 5165 ([III.D.12.1](#)), Board Policy 6622 ([III.D.12.2](#)), and Board Policy 9414 ([III.D.12.3](#)). In 1985, the District began setting-aside funds for the program and, in 2007, the District formally established the Los Rios Community College District Retiree Health Benefits Trust (Trust) to irrevocably designate assets to fund the total retiree healthcare benefit obligation (obligation). The District receives bi-annual actuarial valuations to re-measure the OBEB liability and develop contribution levels for funding these benefits in accordance with Government Accounting Standards Board Statement No. 75. The results of the District's June 1, 2019 Actuarial Valuation and Determination of Funding Contributions ([III.D.12.4](#)), the GASB 75 Actuarial Report for the Fiscal Year Ending June 30, 2020 ([III.D.12.5](#)), and the June 30, 2020 Annual Audited Financial Statements ([III.D.12.6](#)) indicate that the District continues to prefund the OPEB obligation and reported an OBEB asset of \$12 million at June 30, 2020. The District June 30, 2020 Annual Audited Financial Statements also indicate that the District has sufficient resources to support the accrued compensated absences and the liability for paid leave of faculty under a banked leave program.

Analysis and Evaluation

The District has been proactively funding and managing the employee related obligations to ensure they are viable benefits for current and future employees. In addition, the District ensures the actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial

condition of the institution.

Evidence of Meeting the Standard

All long-term debt is recognized in the June 30, 2020 Annual Audited Financial Statements ([III.D.13.1](#)). The District currently only has GO Bonds (Measure A and Measure M). Voters authorized the District to issue the GO bond and payments for these bonds to be funded through property tax assessments. District bond series have never exceeded a maximum term of 25 years and are principal and interest repayment bonds.

Analysis and Evaluation

The District regularly assesses and allocates resources to repay its debt instruments. The overall percentage of the District’s general fund budget utilized for current or future obligations, including OPEB, is around one percent.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All District funds, including bond fund programs for Measures A and M, are annually audited by a certified public accounting firm and have had no findings in the past five years. Annual performance audits have always indicated compliance with the voter-approved bond authorizations. The Citizens’ Bond Oversight Committee (CBOC), representing various constituents of the community and appointed by the Board of Trustees, is responsible for the review of bond expenditures and the presentation of an annual report. The Committee has oversight responsibilities for both Measure A and Measure M.

Table #62. Annual Audit and Citizens’ Bond Oversight Committee (CBOC) Annual Report Evidence

Year	Annual Audit	Citizens’ Bond Oversight Committee (CBOC) Annual Report
2020	III.D.14.1	III.D.14.7
2019	III.D.14.2	III.D.14.8
2018	III.D.14.3	III.D.14.9
2017	III.D.14.4	III.D.14.10
2016	III.D.14.5	III.D.14.11

2015	III.D.14.6	III.D.14.12
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Measures A and M both also undergo annual independent financial audits and performance audits. For example, the 2019 audits Measure M Financial Audit ([III.D.14.13](#)), Measure M Performance Audit ([III.D.14.14](#)), Measure A Financial Audit ([III.D.14.15](#)), and Measure A Performance Audit ([III.D.14.16](#)) all demonstrated the funds are used with integrity in a manner consistent with the intended purpose of the funding source, as did audits from the four years prior.

Responsibility for leadership and oversight of auxiliary activities, fund-raising activities and grants are shared by the College and the District. Grant applications are evaluated and processed at both the College and the District levels to ensure consistency with the mission and goals of the College. External auditors select transactions to be reviewed for compliance with program and College objectives. For example, the 2019 Los Rios Colleges Foundations Audit revealed no audit findings ([III.D.14.17](#)). The Los Rios Colleges Foundation Gift Acceptance Operating Procedure guarantees the highest level of integrity in the entire process ([III.D.14.18](#)).

Levels of oversight for auxiliary activities, fund-raising activities and grants include:

- External oversight via the aforementioned audits
- District oversight via financial analysts, internal auditors and strong supervisory staff in the Business Services Departments at the District Office and at the College.
- The VPA and Business Office supervisor at the College.
- An Administrative Services Analyst overseeing budget and fiscal transactions

This collaborative network ensures effective and efficient use of District resources including auxiliary activities, fund-raising and grants to ensure that proper controls and processes are in place. The Vice President of Administrative Services of the College also meets monthly with the Vice Chancellor, Finance & Administration and the administrators of Human Resources, Business Services, Facilities Management and Police Services to guarantee consistent tracking.

Analysis and Evaluation

Through internal controls, accounting procedures, and independent audits, regular efforts are made to provide a system with checks and balances. This ensures that funds are both raised and allocated appropriately in all areas: special funds, auxiliary activities, fund-raising and grants. The District auditing component allows for continual evaluation of practices and an avenue for evolving the practices should changes be necessary. The District and College in a collaborative effort of communication and review ensure the integrity of the process and an always-present link to College mission and goals. ARC currently has no Certificates of Participation.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The student loan default rate for the College over the prior three years was provided in the 2019 ACCJC Midterm Report ([III.D.15.1](#)). For the last five years of available data the student loan default rates have been (starting with FY2013 and ending at FY2017): 24.8%, 23.1%, 18.2%, 17.3% and 17.3%. The last three years of the default rates can be confirmed via the Federal Student Aid website ([III.D.15.2](#)).

To ensure a continued downward trend in student loan default rates, the College provides a comprehensive Financial Aid website that includes Financial Aid Policies and the ability for students to schedule one-on-one workshops through the Financial Aid Appointment System ([III.D.15.3](#), [III.D.15.4](#)).

Monitoring and management of student loan default rates, revenue streams and assets occurs through:

1. An audit of The Student Financial Aid Trust Fund as part of the District Audit. This fund is used to track federal resources provided for financial aid awards, loans and College Work Study salaries to students. The District follows the California Community Colleges Budget and Accounting Manual as required by Education Code Section 70901 and 59011 ([III.D.15.5](#)).
2. The United States Department of Education Common Origination and Disbursement (COD) website is used to process, store, and reconcile the College's financial aid data for major Title IV federal student aid programs, such as Pell, FSEOG and Federal Direct Loans. These loans are disbursed based on individual student eligibility.
3. COD supplements the College's budget tracking system by providing a tool for processing and viewing federal awards data.
4. The Federal Department of Education operates a grants management system known as G5 which was developed in 2007. G5 communicates with the COD system and is used by the Department of Education's Office of Chief Financial Officer to process school-specific obligations and make payments (drawdowns) against those obligations.
5. The PeopleSoft System is used for processing student financial applications and helps maintain compliance by generating federal reports that meet the latest requirements ([III.D.15.6](#)).

Analysis and Evaluation

With a declining rate of student loan default rates far below 30% (schools are required to submit a default prevention plan based on at least one year of a cohort default rate equal to or greater than 30%), the College maintains compliance with federal requirements. District oversight and College policies that use commonplace systems and accounting standards ensure compliance with federal guidelines.

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College and District follow Board policies and regulations regarding all contracts ([III.D.16.1](#), [III.D.16.2](#)). The formal review process for executing an agreement includes review at

the College level, review by the District’s General Services/Risk Management Departments, as well as review by the District’s General Counsel before being signed by the appropriate Vice Chancellor. In addition, contractual agreements are approved or ratified by the Board of Trustees ([III.D.16.3](#)).

Agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs pass through several levels of review. Grant applications and contracts are submitted to the Vice President of Administration and routed to the President’s Office, to the District Grants Office, and to Legal Services and Human Resources as appropriate ([III.D.16.4](#)).

Each office completes a thorough review relative to its respective area. This review includes ensuring that the grant or program is consistent with the mission and goals of the College and District. When awarded, the District Grants department works with the College’s office of the Vice President of Administration on financial reporting and compliance requirements, including federal compliance.

Contracts for goods or services are coordinated by District General Services, as outlined in LRCCD Administrative Regulation R-8315. Proposed contracts are submitted by the College to District General Services, which routes them to the appropriate areas mentioned above for review prior to execution. These processes are clearly defined in Board Policies and Regulations ([III.D.16.5](#)). The process is under the umbrella of District Finance and Administration, responsible for establishing and implementing sound business practices and procedures that maintain the financial stability of the district ([III.D.16.6](#)).

Analysis and Evaluation

The College enters into contracts and grants according to its mission and goals. A number of checks and balances are in place at both the College and the District levels, ensuring contractual agreements are financially prudent and legal. Through these processes the College maintains integrity in its involvement with external entities.

Conclusions on Standard III.D. Financial Resources

The College and District have a long history and strong reputation for sound fiscal management practices. The District uses both short-term planning processes and long-term projections to ensure that the Colleges can meet their financial obligations and maintain fiscal solvency. The District maintains sufficient reserves to help manage budget shortfalls. Scenario planning is embedded in our budgeting processes to maximize flexibility when state budget resources are uncertain. Annual audits demonstrate that College and District have strong integrity in their fiscal planning, budgeting, and expenditures.

Evidence List

- [III.D.1.1](#) Complete Budget Book 2020-21
- [III.D.1.2](#) LRCCD Budgeting principles and Formulas
- [III.D.1.3](#) CDF Summary 2020-21
- [III.D.1.4](#) PFE Summary 2020-21

[III.D.1.5](#) LRCCD CDF-PFE Allocation FY2021
[III.D.1.6](#) ARC Integrated Planning Guide-Resources
[III.D.1.7](#) Annual Unit Planning 2020

[III.D.2.1](#) Los Rios Strategic Plan
[III.D.2.2](#) ARC Vision, Mission, Values
[III.D.2.3](#) ARC Strategic Goals, 2017-21
[III.D.2.4](#) Integrated planning Guide - Resources
[III.D.2.5](#) ARC Governance Framework - Operations Council
[III.D.2.6](#) Operations Council notes 01/28/20
[III.D.2.7](#) P-8122 Budget Planning and Administration
[III.D.2.8](#) R-8122 Budget Planning and Administration
[III.D.2.9](#) 2020-21 Tentative Budget

[III.D.3.1](#) Complete Budget Book 2020-21
[III.D.3.2](#) District Budget Committee
[III.D.3.3](#) District Budget Committee - membership
[III.D.3.4](#) LRCCD Budgeting Principles and Formulas
[III.D.3.5](#) ARC Governance Framework
[III.D.3.6](#) ARC Integrated Planning Guide

[III.D.4.1](#) P-8122 Budget Planning and Administration
[III.D.4.2](#) R-8122 Budget Planning and Administration
[III.D.4.3](#) LRCCD Strategic Plan 2016-21
[III.D.4.4](#) LRCCD Tentative Budget Plan 2020-21
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[III.D.4.7](#) LRCCD Tentative Budget Plan 2021-22
[III.D.4.8](#) Los Rios Grants Office

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[III.D.5.8](#) PeopleSoft Position Control procedures
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[III.D.5.11](#) Audited Financial Statement - June 2020

[III.D.6.1](#) LRCCD Funding Methodology

[III.D.7.1](#) Audit Letter 12/06/17
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[III.D.11.2](#) P-8211 Debt Management
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[III.D.12.1](#) P-5165 Retirement Benefits - Employment Procedures
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[III.D.12.5](#) LRCCD Other Post-Employment Benefits, Actuarial Report 06/30/20
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[III.D.13.1](#) Annual Audited Financial Statements 06/30/20

[III.D.14.1](#) Audited Financial Statement - June 2020
[III.D.14.2](#) Audit Letter 12/03/19
[III.D.14.3](#) Audit Letter 12/03/18
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[III.D.14.5](#) 2016 Audit
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[III.D.14.7](#) Citizen's Bond Oversight Committee - 2019-20 Annual Report
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[III.D.14.11](#) Citizen's Bond Oversight Committee - 2015-16 Annual Report
[III.D.14.12](#) Citizen's Bond Oversight Committee - 2014-15 Annual Report
[III.D.14.13](#) Measure M - Audited Financial Statement, 2019
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[III.D.15.1](#) ARC Midterm Report 2019
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[III.D.15.3](#) Financial Aid and Fees
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[III.D.15.5](#) California Community Colleges - Budget Manual
[III.D.15.6](#) PeopleSoft Enterprise Financial Aid 9.0

[III.D.16.1](#) R-8315 Contract Authority and Signatories
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[III.D.16.3](#) LRCCD Board Agenda 10/14/20
[III.D.16.4](#) Sample Grant Submission
[III.D.16.5](#) R-8171 Fiscal Agent Contracts
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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

The American River College Participatory Governance and Integrated Strategic Planning Framework (ARC Governance Framework) details how all employees, as well as students, can participate in improving practices, programs, and services at the College ([IV.A.1.1](#)). Innovation occurs through the defined governance structure which promotes College-wide engagement and decision making. The governance framework describes the steps and flow of the College's formal decision-making, roles and responsibilities of constituencies, and how effective planning and implementation is utilized to improve student learning and achievement.

An essential function of the governance framework, project teams are project-based and chartered by the College President in consultation with the Executive Leadership Team to produce specific deliverables and achieve assigned strategic outcomes within a specified timeframe. Project teams include participation of the appropriate constituency groups consistent with the principles of participatory governance while offering multiple opportunities for leadership development ([IV.A.1.2](#)). Project teams may be initiated when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the sponsoring council considers whether the potential project has all of the following characteristics ([IV.A.1.3](#)):

- Is strategic in nature and falls within the scope of the charge of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables

- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness
- Is considered as a priority for consideration based on the council's professional judgement

The vehicle of chartering project teams and the implementation of their recommendations has channeled innovation and produced institutional improvement in the areas of integrated planning, guided pathways, equity planning and disproportionately impacted populations, educational master planning, facilities master planning, professional development and training, distance education, sustainability, and wellness ([IV.A.1.4](#), [IV.A.1.5](#), [IV.A.1.6](#), [IV.A.1.7](#), [IV.A.1.8](#), [IV.A.1.9](#), [IV.A.1.10](#), [IV.A.1.11](#)).

Analysis and Evaluation

The ongoing work of the councils that comprise the participatory governance structure in evaluating and revising college practices and procedures demonstrates American River College's culture of excellence. The innovations and improvements generated through the planning and implementation associated with the College's participatory governance project teams support the pursuit of the College mission even as student and institutional needs change.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Board Policy 3411 outlines the minimum standards for administrators, faculty, staff and students to participate in local decision-making processes ([IV.A.2.1](#)). This policy provides administrators, faculty, staff, and students clear guidelines for bringing forward ideas, collaborating on policy and planning, and participating in decision-making processes, in conjunction with the Participatory Governance and Integrated Strategic Planning Framework ([IV.A.2.2](#)). Students are represented on all College-wide decision-making groups, and the Associated Student Body of American River College is recognized as a key constituency group ([IV.A.2.3](#)). The inclusion of the student voice in decision-making extends to the Board of Trustees, where the student trustee is annually granted maximum privilege, including an advisory vote ([IV.A.2.4](#)).

The implementation of a smoke- and tobacco-free campus policy, began on January 1, 2016, and is an example of the active role of the Associated Student Body in decision-making processes at American River College ([IV.A.2.5](#), [IV.A.2.6](#), [IV.A.2.7](#)).

The College's commitment to participation by all constituents in decision-making is evident through focus groups and surveys conducted in support of the College's dedication to social justice and equity ([IV.A.2.8](#), [IV.A.2.9](#), [IV.A.2.10](#), [IV.A.2.11](#)). Specific to student participation, the HomeBase Pathways Communities model was named by students, and the Student Design Team helps to inform the future direction of the College, as well as improve student-facing programs, services, processes, tools, and communication ([IV.A.2.12](#), [IV.A.2.13](#)).

Analysis and Evaluation

American River College fully implements the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making. The College decision-making process extends to all College activities and areas of responsibility. The governance structure and broad engagement of campus constituencies reflect the value and practice of inclusion of employees and students in bringing items forward and moving them through the decision-making process.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

American River College describes the process for substantive participation of faculty and administrators in its governance structure in its Participatory Governance and Integrated Strategic Planning Framework ([IV.A.3.1](#)). Board Policy and Administrative Procedure 3412 formally delineate the area requiring consultation with the Academic Senate, per California Assembly Bill 1725 ([IV.A.3.2](#), [IV.A.3.3](#)).

The charge of each participatory governance council includes defined leadership and membership responsibilities to ensure substantive and clearly defined roles of administrators and faculty in decision-making processes. American River College's three central councils, Institutional Effectiveness Council, Student Success Council, and Operations Council, have well defined roles for administrators and faculty that relate to their areas of responsibility and expertise ([IV.A.3.4](#), [IV.A.3.5](#)).

Analysis and Evaluation

American River College explicitly details the scope, membership, and charge of each participatory governance council. Board policies further describe the substantive roles for administration and faculty in governance, including planning, budget development and the determination of institutional policies.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

The official responsibilities and authority of the faculty and academic administrators in determining curriculum and other student learning programs and services are established in board policies and administrative procedures. The Curriculum Committee serves as the decision-making body that provides recommendations regarding courses and instructional programs through the Academic Senate to the Board of Trustees ([IV.A.4.1](#), [IV.A.4.2](#)).

Faculty consult with academic administrators when proposing new or modified programs and courses to ensure the program or course is appropriate and is aligned with the College mission ([IV.A.4.3](#)). The new program proposal form includes acknowledgement of discussing new

program proposals with the dean, and the curriculum management system prompts the dean's signature on course and program proposals as a means to ensure early communication between faculty and academic administrators in the proposal process ([IV.A.4.4](#), [IV.A.4.5](#)).

Policies and regulations regarding District curriculum processes are codified in LRCCD board policy P-3412 and administrative regulation R-3412 ([IV.A.4.6](#), [IV.A.4.7](#)), which outline the composition and responsibilities of the District Curriculum Coordinating Committee (DCCC). Minutes for the DCCC are posted on the Los Rios Community College District website ([IV.A.4.8](#)). New program proposals, such as the Social Justice Studies Associate Degree for Transfer, are vetted through the District Curriculum Coordinating Committee ([IV.A.4.9](#)). Other procedures outline the College's processes for evaluating program viability and for program discontinuance ([IV.A.4.10](#)).

Analysis and Evaluation

The College explicitly details the responsibility for faculty and academic administrators in all matters pertaining to curriculum and student learning program development in Board policy and administrative procedure. Faculty and academic administrators work in unison to recommend courses, programs, and services that enhance student learning experiences at the College.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

The development and evaluation of institutional plans is embedded within the College's board and governance structures, which have been designed to facilitate College-wide engagement by providing platforms for the consideration of diverse perspectives. American River College's Participatory Governance and Integrated Strategic Planning Framework describes the formal decision-making processes for the College ([IV.A.5.1](#)). The Integrated Planning Guide provides the College with a timeline and process for assessing all planning and decision-making processes, and it designates responsible parties to assure completion ([IV.A.5.2](#)). Collaboration is evident throughout the work of the College's governance councils and Academic Senate committees, which are designed to ensure inclusion and consideration of appropriate constituent perspectives ([IV.A.5.3](#), [IV.A.5.4](#)). Minutes from college committees and notes from college councils record consideration of relevant perspectives and timely action on institutional plans, project team deliverables, curricular change, and other key considerations ([IV.A.5.5](#), [IV.A.5.6](#), [IV.A.5.7](#), [IV.A.5.8](#)).

Project teams report to the Student Success Council, Institutional Effectiveness Council, or Operations Council, the three central participatory governance groups, and regularly engage with the Academic Senate ([IV.A.5.9](#)). The Academic Senate President is an active member of the Executive Leadership Team. The President, Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, Academic Senate President, Academic Senate Past President, Academic Senate Vice President, Academic Senate Secretary, and Dean of Institutional Effectiveness and Innovation also meet monthly as the President's

Executive Staff/Academic Senate Executive Team to further communication and collaboration and to take timely action on college planning or resolve developing issues.

Analysis and Evaluation

The College maintains a governance structure that is designed to support institutional planning processes and encourage the consideration of diverse perspectives in the development of institutional plans and procedures. This participatory governance structure supports effective collaboration among faculty, students, staff and administrators.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Participatory Governance and Integrated Strategic Planning Framework outlines formal decision-making for the College and details the relationship and flow of proposals and information between constituency groups, councils, project teams, and the Executive Leadership Team ([IV.A.6.1](#)). The framework and board policies also define important terms and concepts including faculty responsibilities regarding academic and professional matters (e.g., California's 10+1), California Education Code and Title 5 ([IV.A.6.2](#), [IV.A.6.3](#)). College councils and senates post agendas, minutes, and supporting documents in the Institutional Governance Online Repository (IGOR), archiving council and committee actions and the background information used to inform those decisions ([IV.A.6.4](#)).

American River College communicates decisions and proposals for institutional improvement via College-wide emails, representative reports to constituent groups, college webpages, and through reports to the councils and Academic Senate ([IV.A.6.5](#), [IV.A.6.6](#), [IV.A.6.7](#), [IV.A.6.8](#)).

Analysis and Evaluation

College councils and senates use an ARC-developed central electronic repository, IGOR, to ensure that information is transparent and verifiable. Additionally, the representatives on the College's councils and Academic Senate are responsible for communicating decisions and proposals to their constituents.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Integrated Planning Guide provides American River College with timelines and processes for assessing the institution's governance and decision-making procedures and processes. The Integrated Planning Guide and the Participatory Governance and Integrated Strategic Planning Framework themselves undergo regular review and were last updated in fall 2017 and spring 2019 respectively ([IV.A.7.1](#), [IV.A.7.2](#)). The College continually evaluates what is working well and what needs improvement in its governance and decision-making structures using data from annual unit planning and program review, surveys, and monitoring of its Strategic Plan goals and objectives ([IV.A.7.3](#), [IV.A.7.4](#), [IV.A.7.5](#)). By connecting the work of councils to these data

sources, the College ensures that activities and decisions align with institutional goals, help fulfill its mission, and support the changing needs of students. Participatory governance groups regularly review their charge as part of the council orientation at the beginning of the academic year to provide continuity and to respond to the changing needs of the College ([IV.A.7.6](#), [IV.A.7.7](#)).

Analysis and Evaluation

The College uses a well-documented process to assess the effectiveness of its governance structure and decision-making processes. Improvements that are identified through evaluation are reflected in changes to the council compositions and scopes.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The leadership of American River College creates and encourages innovation leading to institutional excellence. The institution establishes and implements policy and procedures authorizing administrator, faculty, staff, and student participation in decision-making processes. The College explicitly details the scope, membership, and charge of each participatory governance group, and board policies describe the substantive roles for administration and faculty in governance. The College explicitly details the responsibility for faculty and academic administrators pertaining to curriculum and student learning. The College maintains a governance structure that is designed to support institutional planning processes and encourage the consideration of diverse perspectives in the development of institutional plans and procedures. College councils and senates use an ARC-developed central electronic repository, IGOR, to ensure that information is widely communicated. The College assesses the effectiveness of its governance structure and decision-making processes and uses that information to make improvements.

Evidence List

[IV.A.1.1](#) ARC Participatory Governance and Integrated Strategic Planning Framework

[IV.A.1.2](#) ARC Governance Framework, p. 9

[IV.A.1.3](#) Project initiation request form

[IV.A.1.4](#) Project teams and reports

[IV.A.1.5](#) DI African American, LatinX, Native American project team charter

[IV.A.1.6](#) Institutional Equity Plan project team charter

[IV.A.1.7](#) Disproportionate Impact project team report

[IV.A.1.8](#) Institutional Equity Plan project team report

[IV.A.1.9](#) Educational Master Plan project team report

[IV.A.1.10](#) Professional Development and Training project team report

[IV.A.1.11](#) Executive Leadership Team Notes, May 2021

[IV.A.2.1](#) Board Policy 3411 Participatory Governance

[IV.A.2.2](#) Participatory Governance and Integrated Strategic Planning Framework

[IV.A.2.3](#) ARC Participatory Governance Framework - Associated Student Body Constituency

[IV.A.2.4](#) Board Policy P-3122 Student Members of Board of Trustees

[IV.A.2.5](#) Smoke-Free Campus

[IV.A.2.6](#) Board Policy P-1411 Smoking and Tobacco Use
[IV.A.2.7](#) Use of Facilities/Smoking on Campus
[IV.A.2.8](#) Institutional Equity Planning Town Hall and Listening Sessions
[IV.A.2.9](#) Student Experience Survey
[IV.A.2.10](#) Institutional Campus Climate Survey – Report 1
[IV.A.2.11](#) Institutional Campus Climate Survey – Report 2
[IV.A.2.12](#) HomeBase Pathway Communities
[IV.A.2.13](#) Student Design Team

[IV.A.3.1](#) Participatory Governance and Integrated Strategic Planning Framework
[IV.A.3.2](#) Board Policy 3412 Standards for Participation in Local Decision Making
[IV.A.3.3](#) Administrative Regulation 3412 Standards for Participation in Local Decision Making
[IV.A.3.4](#) Participatory Governance and Integrated Strategic Planning Framework, pp. 8-10
[IV.A.3.5](#) Participatory Governance and Integrated Strategic Planning Framework, pp. 12-15

[IV.A.4.1](#) Board Policy P-7141, Curriculum Development
[IV.A.4.2](#) Administrative Regulation R-7141, Curriculum Development
[IV.A.4.3](#) Sample Job Description, Dean (Instruction)
[IV.A.4.4](#) Program Placement Proposal Form
[IV.A.4.5](#) PSYC 365 Curriculum Proposal Dean Signature
[IV.A.4.6](#) LRCCD Board Policy P-3412
[IV.A.4.7](#) LRCCD Administrative Regulation R-3412
[IV.A.4.8](#) District Curriculum Coordinating Committee
[IV.A.4.9](#) District Curriculum Coordinating Committee Minutes 10-26-2018
[IV.A.4.10](#) Curriculum Committee Handbook, Appendix B: Program Focus Review

[IV.A.5.1](#) Participatory Governance and Integrated Strategic Planning Framework
[IV.A.5.2](#) ARC Integrated Planning Guide
[IV.A.5.3](#) Governance Framework, Membership on Councils
[IV.A.5.4](#) Curriculum Committee Membership
[IV.A.5.5](#) Institutional Effectiveness Council Notes, 09/20/21
[IV.A.5.6](#) Student Success Council Notes, 09/07/21
[IV.A.5.7](#) Operations Council Notes, 04/27/21
[IV.A.5.8](#) Executive Leadership Team Notes, 5/20/20
[IV.A.5.9](#) Academic Senate Minutes, 09/23/21

[IV.A.6.1](#) ARC Participatory Governance and Integrated Strategic Planning Framework, pp. 10-16
[IV.A.6.2](#) ARC Participatory Governance and Integrated Strategic Planning Framework, p. 9
[IV.A.6.3](#) Board Policy P-3411, Participatory Governance
[IV.A.6.4](#) ARC Institutional Governance Online Repository (IGOR) Homepage
[IV.A.6.5](#) Operation Council Notes, 04/27/21
[IV.A.6.6](#) Student Success Council Notes, 09/27/21
[IV.A.6.7](#) Institutional Effectiveness Council Notes, 09/20/21
[IV.A.6.8](#) Academic Senate Minutes, 09/23/21

[IV.A.7.1](#) ARC Integrated Planning Guide 2019
[IV.A.7.2](#) Participatory Governance and Integrated Strategic Planning Framework 2017

[IV.A.7.3](#) Governance Council Survey 2021

[IV.A.7.4](#) Program Review Process Survey

[IV.A.7.5](#) Process for Assessing Participatory Governance at ARC, December 2015

[IV.A.7.6](#) Student Success Council Notes, 09/01/20

[IV.A.7.7](#) Institutional Effectiveness Council Notes, September 09/21/20

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

In her role as the eighth President of American River College, Ms. Dixon holds primary responsibility for the quality of the institution ([IV.B.1.1](#)). Through regular meetings with the executive team, Chancellor's Cabinet, the Board of Trustees, and college constituency leaders, she provides effective leadership to ensure the educational mission of the College is scaffolded through adequate support operations. President Dixon's vision of student completion and equity are at the forefront of institutional planning and are the resounding theme of communications to the campus community ([IV.B.1.2](#), [IV.B.1.3](#)).

In accordance with Board Policy P-4111, the president reports to the chancellor of the District. The Board delegates executive responsibility for administering Board policies and executing decisions of the Board requiring administrative action ([IV.B.1.4](#)).

The American River College Governance Framework underscores the role and authority of the President in governance and decision making ([IV.B.1.5](#)). The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IV.B.1.6](#)). The College's Integrated Planning Guide outlines a planning cycle that relies heavily on institutional research to inform the planning process and resource allocation ([IV.B.1.7](#)).

The President communicates directly with the campus community via email and the College-wide engagement series Beavers Build Together recognizing achievement, highlighting institutional priorities, goals, and integrated planning ([IV.B.1.8](#)). Also, the Beavers Build Together website provides video recorded sessions and summarized information from the engagement series as a formal channel of communication for institutional matters including student learning. College-wide emails from the President highlight institutional priorities, goals, and integrated planning ([IV.B.1.9](#)). The President hosts monthly College Exchange sessions, designed to be an exchange of thoughts and ideas about the college with a special eye towards how employees can work together to advance ARC's shared vision and goals ([IV.B.1.10](#)).

The President hosts convenings of community leaders, business leaders, elected officials, and foundation supporters creating venues for dialogue to strengthen partnerships and maintain alignment of college programs and community needs. The President regularly communicates institutional values, goals, institution-set standards, and other relevant information, to internal and external stakeholders. This occurs internally via convocation presentations, state of the college addresses, Executive Leadership Team discussions, and externally through meetings with chambers of commerce, county supervisors, rotary groups, principals, and superintendents. The CEO communicates the importance of a culture of evidence and a focus on student learning, such as during convocation ([IV.B.1.11](#), [IV.B.1.12](#)).

The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the President. As a function of its governance process, the President authorized the creation of integrated planning project teams that redesigned the program review and annual unit planning processes ([IV.B.1.13](#)). As part of the College's integrated planning model, the President holds institutional research responsible for providing a common data set which includes success rates disaggregated to show disproportionately impacted populations, as well as department set standards data and student learning outcomes assessment data ([IV.B.1.14](#)).

Analysis and Evaluation

As CEO, the President holds primary responsibility for the quality of the institution in accordance with established policy, the participatory governance structure, and as delegated by the Board of Trustees. The President provides leadership in institutional planning, budget development, personnel selection and development, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President is responsible for planning, oversight, and evaluation of the administrative structure of the organization to ensure that the institution is organized and staffed to reflect the College's purposes, size, and complexity ([IV.B.2.1](#), [IV.B.2.2](#), [IV.B.2.3](#)). The President empowers area managers to analyze the vacancy needs of their areas of responsibility when considering replacement and other hiring decisions. To this end, student services was reorganized in 2019 as part of the ARC Redesign to align with the integrated service delivery model embedded in the Guided Pathways framework ([IV.B.2.4](#), [IV.B.2.5](#)). The current student services structure reflects the reassignment of the dean of library and learning resources from instruction to student services, as well as establishing a dean position to oversee HomeBase Pathway Communities and a dean of engagement and completion position which provides support for student affinity groups.

The President is the chief executive officer of the College in service with three vice presidents assigned to administer the primary operational areas of instruction, student services, and administrative services ([IV.B.2.6](#)). The President delegates authority to each of the vice presidents in accordance with the responsibilities of their position. The dean of institutional effectiveness and innovation, who serves as ALO, also reports directly to the President. The District's public information officer assigned to ARC and reporting to the President ensures that communications and public record requests are facilitated consistently and promptly with the highest level of integrity and professionalism.

The President's role in planning, overseeing, and evaluating the administrative structure is evident in the President's creation of new administrative positions in response to recommendations proposed through the participatory governance process. The Distance Education plan called for a DE dean position to be created at the College ([IV.B.2.7](#)). Also, the

Institutional Equity Plan called for establishing an office/cabinet level administrator for equity and inclusion ([IV.B.2.8](#)). Through the Executive Leadership Team and the President's Executive Staff, which are governance mechanisms of the CEO, the President authorized hiring these two positions.

Analysis and Evaluation

The President works collaboratively with the vice presidents and the President's Executive Staff administrators to assure that the administrative organizational structure supports the purpose, size, and complexity of the College mission. The District has established policies that delineate delegation of authority and job descriptions that delineate the role and responsibility of employees including managers and academic administrators.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

American River College has a well-established cycle of integrated planning, including regular assessment, that leads to institutional improvement. The President guides improvement of the teaching and learning environment by ensuring that the mission, values, and vision of the College are at the forefront of the resource allocation process and by ensuring that the annual unit planning cycle is implemented and practiced ([IV.B.3.1](#)). The President assures opportunity for input by all constituencies and facilitates changes to the integrated planning process through updates to the necessary manuals that are vetted through the governance process.

The Integrated Planning Guide sets forth the timelines for mission review, Strategic Plan update, Educational Master Plan update, and Facilities Master Plan update. The annual timelines for budget development, resource allocation, and the annual progress report are established in the Integrated Planning Guide as are the processes for Annual Unit Planning, Program Review, and operational plans. The Integrated Planning Guide further establishes the timeline and process for assessing planning and decision-making processes at the College. Each of the components of the Integrated Planning Guide is supported by the processes, roles, and responsibilities set forth in the ARC Governance Framework. The CEO is responsible to ensure that the College planning and decision-making processes in support of improving learning are carried out in a collegial process that supports the mission, vision, and values of the College ([IV.B.3.2](#)).

In 2019, American River College expanded its institution-set standards to include stretch goals for outcomes and student achievement ([IV.B.3.3](#)). The Institutional Effectiveness Council facilitated discussion, inclusive of all constituencies, in determining the additional measures of college performance. The process to establish the institution-set standards demonstrates the College's reliance on quality data and analysis in determining minimum standards of performance and goals of excellence to inspire achievement. Institution-set standards are regularly reviewed within the Annual Unit Planning and Program Review processes ([IV.B.3.4](#)). The president ensures that educational planning is integrated with budget development and resource allocation through the participatory governance process. See Standard III.D.3.

Analysis and Evaluation

The president guides institutional improvement of the teaching and learning environment through supporting collegial processes, setting standards for student achievement, and relying on high quality research and institutional data in support of planning and resource allocation in support of increased learning outcomes and student achievement. In spring 2017, the president led the revision of the College mission statement and process to establish local college goals through the governance process ([IV.B.3.5](#)). The American River College Strategic Plan, Educational Master Plan, and Facilities Master Plans were current when the president assumed her role in January 2021.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president ensures that accreditation compliance and reporting are ongoing processes. The president ensures that the College is regularly informed about training sessions and staying up to date with ACCJC publications and information. The president and the dean of institutional effectiveness and innovation, who serves as the accreditation liaison officer and reports directly to the president, remain up to date on changes in Eligibility Requirements, Accreditation Standards, and Commission policies. The ARC president served as Team Chair for ACCJC comprehensive peer evaluation team reviews in 2016 and in 2018.

Under the leadership of the president, the Executive Leadership Team chartered the Accreditation Institutional Self-Evaluation Report project team in fall 2020. Chaired by the Dean of Institutional Effectiveness and Innovation and co-chaired by the faculty accreditation co-chair, the Accreditation Institutional Self-Evaluation Report project team received advanced ISER training from ACCJC and continuously worked on the accreditation report ([IV.B.4.1](#), [IV.B.4.2](#)). The Accreditation Institutional Self-Evaluation Report project team consists of broad representation from governance groups. The team came together early and began working on identifying evidence for the Institutional Self-Evaluation Report. The faculty accreditation co-chair has reassigned time paid out of the President's budget. The accreditation chair and co-chair met regularly with their counterparts on the District Accreditation Coordinating Committee, and feedback was sought from constituency groups as drafts were developed ([IV.B.4.3](#)).

Institutional accreditation is an institution-wide effort. Throughout the process, campus constituency groups have been kept informed and provided updates on progress. The Board of Trustees received a presentation as part of the process for drafting the Institutional Self-Evaluation Report ([IV.B.4.4](#)). The president embraces the Standards as quality statements of practice and encourages campus leaders to regularly assess procedure and practice to ensure the College reflects the Standards in its daily operations.

Analysis and Evaluation

The President provides leadership and guidance to the College on all matters, including accreditation. The President leads the effort at the College to ensure the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies as defined in the job description and demonstrated in practice. The president works closely with the accreditation liaison officer and has provided leadership during the course of the report development process.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Through board policy and the job description, the President is granted responsibility and authority to assure the implementation of statutes, regulations, and governing board policies ([IV.B.5.1](#), [IV.B.5.2](#)). Additionally, the President is charged with ensuring that institutional practices are consistent with the mission and policies, including budget and expenditures, in fulfilling the College's mission. The President works closely with campus leaders and administrators to assure compliance with statute, regulation, and policy across all areas of the College.

The President meets weekly with the executive team and holds weekly one-on-one meetings with the vice presidents and the Dean of Institutional Effectiveness and Innovation. These meetings provide regular opportunity for consultation and collaboration on implementation of new requirements, regulation, statutes, and review of policy to maintain alignment with changes. The President meets weekly as a member of the Chancellor's Cabinet. Recommended revisions to board policy are brought to the Chancellor's Cabinet for input and discussion ([IV.B.5.3](#)).

The Vice President of Administrative Services, who reports directly to the President, serves as the chair of the Operations Council, the participatory governance group responsible for budget development and resource allocation ([IV.B.5.4](#)). The Council follows established College processes and principles for budget development and receives regular and timely updates from the Vice President Administrative Services on the State budget. The President works directly with the Vice President of Administrative Services to effectively control expenditures and assure budget alignment with the mission. The President has final authority to approve resource allocation requests recommended by the Operations Council.

Analysis and Evaluation

The College has developed and implemented practices that support the implementation of statutes, regulations, and governing board policies and assures that institutional practices are

consistent with institutional mission and policies, including effective control of budget and expenditures. The President leads the campus administration in ensuring that the College's mission is supported through the decision-making process including budget development and resource allocation.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President works and communicates effectively with the communities in the Sacramento regions served by American River College. The President is active in the local community and participates in meetings with various organizations. The President maintains an annual schedule of presentations to service, business, and philanthropic organizations throughout the region served by the College. The President represents the College at city council meetings, presents at chambers of commerce, and holds meetings with high school principals and superintendents. The President also hosts breakfasts as venues for providing a college update to key community leaders and to hear input from local governments, schools, and businesses. Below is a representative list of engagements the President has held:

2021

Virtual presentation to the Citrus Heights Rotary	Wednesday, March 17
Meeting with SJUSD Superintendent	Friday, January 15

2020

Breakfast with Feeder HS Principals/Superintendents	Friday, January 31
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2019

Natomas Charter School Tour	Tuesday, January 5
Presentation to Citrus Heights Rotary	Wednesday, March 20
Meeting with Sacramento Metro Fire Chief	Wednesday, July 24

2018

Lunch with SJUSD Superintendent	Monday, April 2
Presentation to Carmichael Chamber of Commerce	Tuesday, April 24
Lunch with County Supervisor	Wednesday, October 17
Meeting with Natomas Charter School Co-Founder	Wednesday, December 12

The President communicates regularly with the College community via email. Beaver Bites is a campus newsletter in which the President has shared updates on College-wide work including accreditation, Guided Pathways, recognizing achievement, and honoring the excellence demonstrated at the College in service to students ([IV.B.6.1](#), [IV.B.6.2](#), [IV.B.6.3](#)). The President's College Exchange sessions are an informal avenue of communication from the President and stand in parallel with the formal publications of Beaver Bites by the public information officer's department ([IV.B.6.4](#)).

Analysis and Evaluation

The President serves on local and regional boards and communicates on behalf of the College across the Sacramento region. The President has established and nurtures ongoing relationships with local community groups in business, education, and service organizations. The President works effectively and communicates regularly with the communities and the region served by American River College.

Conclusions on Standard IV.B. CEO

At American River College, the President assures the implementation of statutes, regulations, and Governing Board policies by providing guidance to members of the President's Executive Team. The President provides leadership and guidance to the College on all matters. During the transition from the former College president to the current president in January 2021, the delegation of authority has supported the role of the institutional leader who plans, oversees, and evaluates the administrative structure.

The College has worked diligently to regularly review and strengthen its processes and practices to improve the teaching and learning environment. The College has continued to build on improvements to its planning efforts with leadership from the President by using the vehicle of College governance and specifically the Executive Leadership, which the President chairs. The President communicates regularly and provides opportunities to meet with employees, students, and community members.

Evidence List

- [IV.B.1.1](#) Job Description, President
- [IV.B.1.2](#) President's Welcome Message
- [IV.B.1.3](#) College Exchange
- [IV.B.1.4](#) Board Policy P-4111 -- Delegation of Authority to the President
- [IV.B.1.5](#) ARC Governance Framework - President
- [IV.B.1.6](#) Executive Leadership Team Agenda, 5-20-2020
- [IV.B.1.7](#) Integrated Planning Guide
- [IV.B.1.8](#) Beavers Build Together Campus Update
- [IV.B.1.9](#) Hiring Decision and Change of Direction Email
- [IV.B.1.10](#) College Exchange Beaver Bites
- [IV.B.1.11](#) President's Convocation Presentation Fall 2018
- [IV.B.1.12](#) President's Convocation Presentation Spring 2019
- [IV.B.1.13](#) Integrated Planning Project Team Charter
- [IV.B.1.14](#) Annual Unit Planning Data Set

- [IV.B.2.1](#) Organizational Chart Administrative Team
- [IV.B.2.2](#) Board Policy P-4111
- [IV.B.2.3](#) President Job Description
- [IV.B.2.4](#) Student Services Organizational Chart

[IV.B.2.5](#) ARC Redesign
[IV.B.2.6](#) President's Executive Staff Organizational Chart
[IV.B.2.7](#) Distance Education Plan Administrator Recommendation
[IV.B.2.8](#) Institutional Equity Plan Administrator Recommendation

[IV.B.3.1](#) ARC Integrated Planning Guide
[IV.B.3.2](#) ARC Governance Framework
[IV.B.3.3](#) ACCJC Annual Report 2020, Stretch Goals
[IV.B.3.4](#) Department-set standards in Annual Unit Planning
[IV.B.3.5](#) Planning Coordination Council, 4-3-2017

[IV.B.4.1](#) Accreditation Self-Evaluation Project Team Charter
[IV.B.4.2](#) ACCJC Advanced ISER Training
[IV.B.4.3](#) District Accreditation Coordinating Committee
[IV.B.4.4](#) BOT Agenda, 11-10-2021 Action on Accreditation ISER

[IV.B.5.1](#) Job Description, President
[IV.B.5.2](#) Board Policy P-4111 Delegation of Authority to the President
[IV.B.5.3](#) Chancellor's Cabinet
[IV.B.5.4](#) Operations Council Charter and Membership

[IV.B.6.1](#) Beaver Bites Spring 2021 Convocation President's Remarks
[IV.B.6.2](#) Beaver Bites President's Update
[IV.B.6.3](#) Beaver Bites Fall 2021 Convocation Schedule
[IV.B.6.4](#) College Exchange

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112 ([IV.C.1.1](#)).

The Board of Trustees of the LRCCD exercises the legal authority for its governance and operation pursuant to California Education Code 70902 ([IV.C.1.2](#)) and Title 5 of the California Code of Regulations § 51002 ([IV.C.1.3](#)). Board Policy P-3111 provides the Board with the authority for setting policies ([IV.C.1.4](#)). Board Policy P-4111 ([IV.C.1.5](#)) provides the College chief executive officer the authority for the effective operation for the institution. The District and its four Colleges maintain records that define and document formal policies and regulations, which in turn define and document responsibilities and processes for the effective operation of the District and the Colleges.

As outlined in Board Policy 3112 ([IV.C.1.6](#)), the board is responsible for guiding the colleges by establishing and upholding policies related to the overall philosophy of the District, academics, personnel, finance, student policies, and selection of the chief administrator. District policies are reviewed and updated on a cyclical basis by the board ([IV.C.1.7](#)). The board regularly participates in study sessions, board training sessions offered through its statewide association, and state and national sessions of interest to the District and the colleges ([IV.C.1.8](#)). New board members receive an orientation and specific training ([IV.C.1.9](#)).

Analysis and Evaluation

The Board of Trustees reviews and approves policy and regulation changes brought forward by constituency groups through the participatory governance process. While policy changes are approved by the board, changes to regulations are done through the Chancellor's Cabinet. Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy change recommendations go to the Chancellor's Cabinet only after other groups review and comment (VPIS, VPSS, students, and appropriate District-wide committees). The District's General Counsel facilitates the process throughout ([IV.C.1.10](#)).

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The District expects Board members to represent the interests of their individual service areas and “to be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs.” At the same time, Board Policy P-3113 ([IV.C.2.1](#)) “Attributes and Conduct” emphasizes that the Board should act as a whole once decisions are made: “It is therefore incumbent on each Trustee to exhibit equal interest, loyalty, and concern for all Los Rios colleges and facilities, and not just for the college situated in the Trustee’s area of residence.”

As evidenced by its agendas and minutes documents, the Los Rios Board of Trustees acts as a whole and in accordance with the policies and bylaws ([IV.C.2.2](#)). Further, the board amends policies and regulations to address changes in the District’s operations, changes in law, and changes in the needs of students ([IV.C.2.3](#)).

Analysis and Evaluation

The Board adheres to LRCCD Policy 3113 to ensure that, when decisions are made, the Board acts as a whole. The Board’s work fulfills the District’s vision, mission, and values statements as well as the District’s strategic plan, both of which are reviewed on a regular cycle.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

As described in LRCCD Policies 4111 ([IV.C.3.1](#)) and P-9142 ([IV.C.3.2](#)), the Board of Trustees is responsible for the recruitment, employment, and evaluation of the District Chancellor. The board establishes the qualifications for the position and the timeline for the search. The current Chancellor began his tenure with the District on February 1, 2013.

Each year the Board, in concert with the chancellor, develops its goals for the coming year and prepares a report on the accomplishments of the previous year ([IV.C.3.3](#)). The Board reviews the performance of the chancellor annually in October, including a formal evaluation with input from various constituent groups ([IV.C.3.4](#)). The Chancellor and Board annually review the performance of the District’s Executive Staff, including College presidents, District deputy chancellor, and vice chancellors ([IV.C.3.5](#)). The Board also participates in the review of final candidates for these high level positions and has the ultimate decision regarding the hiring of these candidates ([IV.C.3.6](#)).

Analysis and Evaluation

LRCCD follows a clearly defined process for selecting and evaluating the Chancellor. This process works effectively to ensure the Chancellor’s goals are aligned with the Board’s goals and the Strategic Plan. In concert with the Chancellor, the Board of Trustees develops annual goals and prepares a report on the accomplishments of the previous year ([IV.C.3.7](#)).

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As an independent body, the LRCCD Board acts on behalf of the District and in the best interest of the community ([IV.C.4.1](#)). Los Rios Community College District board policies and regulations describe governing board expectations for quality, integrity and improvement of student learning programs and services ([IV.C.4.2](#)). Board policy P-3112 “Supervision and Control” describes what the trustee responsibilities are and how the board exercises its leadership ([IV.C.4.3](#)). Board policy P-3112 also lists trustee responsibilities: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships.

Analysis and Evaluation

The board effectively communicates its expectations for quality, integrity, and improvement of student learning programs and services at monthly board meetings. The board periodically receives reports regarding student success and by way of these reports is informed of the institution-set standards and analysis of results for improvement of student achievement and learning ([IV.C.4.4](#)).

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The Board of Trustees formulates policies and oversees creation of regulations, institutional goals and strategies, and other formal statements regarding student learning programs and services and the resources necessary to support them ([IV.C.5.1](#)). The Board’s work fulfills the District’s vision, mission, and values statements as well as the District’s strategic plan, both of which are reviewed on a regular cycle ([IV.C.5.2](#)). At its regular monthly board meetings, the Board expresses its expectations for quality, integrity, and improvement of student learning programs and services ([IV.C.5.3](#)). The Board of Trustees periodically receives reports regarding student success, and, through these reports, the Board remains aware of the institution-set standards and analysis of results for improvement of student achievement and learning ([IV.C.5.4](#)). In 2020, the governing board adopted districtwide, measurable equity targets for course success and the completion of transfer-level math and English among other targets ([IV.C.5.5](#)).

Analysis and Evaluation

The Los Rios Board of Trustees supports through policies and goals institutional integrity, quality, and the improvement of student learning programs and services. The governing board is an integral part of improving institutional effectiveness.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

LRCCD Policies 3111 ([IV.C.6.1](#)), 3112 ([IV.C.6.2](#)), 3113 ([IV.C.6.3](#)), 3114 ([IV.C.6.4](#)), 8321 ([IV.C.6.5](#)), 8323 ([IV.C.6.6](#)), and 8611 ([IV.C.6.7](#)) specify the Board of Trustees' size, duties, responsibilities, and procedures. The board reflects the public interest by developing policy, providing oversight for the District, and setting its strategic direction ([IV.C.6.8](#)). Board members are accountable for the educational quality and financial health of the organization ([IV.C.6.9](#)). The Board of Trustees' Statement of Legislative Principles ([IV.C.6.10](#)), policies and regulations, and related information is published on the LRCCD website and is easily accessible from the main page ([IV.C.6.11](#)).

Analysis and Evaluation

Board policies and regulations pertaining to board duties, structure, and responsibilities are regularly reviewed and updated as necessary. The information is easy to access and understand.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

The Board of Trustees supports collegiality and promotes the improvement of student learning programs and services ([IV.C.7.1](#)). Board policies regarding the board's size, duties, responsibilities, structure, and operating procedures are published and publicly accessible ([IV.C.7.2](#)). As indicated on the District's Board of Trustees' webpage, policies and regulations are periodically updated to clarify or to change procedures and to stay in compliance with new or revised California and federal law ([IV.C.7.3](#)). The District reviews its policies and regulations regularly to ensure they are appropriately updated ([IV.C.7.4](#)).

Further, policies and regulations are created and amended to address changes in the District's operation, law, and the needs of students ([IV.C.7.5](#)). In LRCCD Policy 3112 ([IV.C.7.6](#)), the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, "The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear." Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat ([IV.C.7.7](#)), and completes it during the following spring retreat ([IV.C.7.8](#)).

Analysis and Evaluation

Board agendas and minutes demonstrate that the LRCCD Board of Trustees acts in accordance with its own policies and bylaws. The Policy and Regulation Vetting Process described on the Board of Trustees web page demonstrates that the board regularly assesses its regulations and policies for their effectiveness in fulfilling the district's mission ([IV.C.7.9](#)).

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112. Responsibility is delineated in four (4) areas: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships ([IV.C.8.1](#)). The Board regularly reviews disaggregated key indicators of student learning and achievement and institutional plans for improving academic quality ([IV.C.8.2](#)). The study and evaluation of reports concerning the execution of policies constitutes the basic method by which the Board of Trustees exercises its control over the operation of the District.

Analysis and Evaluation

At the October 2020 LRCCD Board Retreat, key indicators of student success from each of the four colleges were disaggregated and presented ([IV.C.8.3](#)). This presentation prompted the collaborative development of the Los Rios Board of Trustees Supporting Transformational Change Action Plan ([IV.C.8.4](#)). This 13-point action plan, developed in collaboration with the colleges' presidents, aligned Los Rios values with actionable goals for improving student achievement and academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Prior to election to the Los Rios Board of Trustees, candidates are oriented to the LRCCD through briefings and question-and-answer opportunities with the Chancellor, Vice Chancellors, Associate Vice Chancellors, General Counsel, and College Presidents ([IV.C.9.1](#)). Once elected, new board members meet with District officials and with the college presidents, often taking tours of the campuses. In addition, new members, including the student trustee, are provided a local orientation that includes an introduction to the policies and procedures of the District ([IV.C.9.2](#)). Each January, the California Community College Trustees organization provides orientation for trustees ([IV.C.9.3](#)). New trustees are also encouraged to go to the Community College Trustees orientation as well as the American Association of Community Colleges orientation ([IV.C.9.4](#)). The expected attributes of and guidelines for the conduct of board members are clearly laid out in LRCCD Policy 3113, which also indicates that trustees must possess the willingness to devote time to the business of the board ([IV.C.9.5](#)). Board members are elected to 4-year terms of office on a staggered basis to promote continuity. Trustees for areas one, two and six were elected in 1990 and every four years thereafter. Trustees for areas three, four, five, and seven were elected in 1992 and every four years thereafter ([IV.C.9.6](#)).

Analysis and Evaluation

The governing board effectively meets the requirements for board development, orientation, staggered terms, and continuity of board membership.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

In LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, under “Evaluation, 2.3.4.2: The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear; and in 2.3.4.3: The Board of Trustees will informally discuss their performance as a Board annually” ([IV.C.10.1](#)). Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat, and completes it during the following spring retreat. In following this process, the Board completed the Self-Evaluation instrument at its October 2020 retreat ([IV.C.10.2](#)). The results were then tabulated, reviewed, and discussed at the March 2021 retreat ([IV.C.10.3](#)).

Analysis and Evaluation

The Board’s self-evaluation process is clearly defined in Policy 3112. The process is implemented and the results published on a regular annual cycle.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees’ “Statement of Ethics” is clearly described in LRCCD Policy 3114, which provides an overall statement of ethics and describes 12 elements that each member of the Board adheres to in performing the duties of the office ([IV.C.11.1](#)). Additional ethics-related policies can be found in LRCCD Policy 8631: Conflict of Interest Rules ([IV.C.11.2](#)) and 8611: Conflict of Interest Code ([IV.C.11.3](#)) which requires designated positions to file statements of economic interest with the District Office of General Counsel and make them publicly available. It also requires the Board members to recuse themselves from participating in issues whenever they have a conflict of interest. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government in Government Code Section 83116 ([IV.C.11.4](#)) and stipulate the prescribed sanctions when standards of conduct are violated.

Analysis and Evaluation

The Board's "Statement of Ethics" cited in Policy 3114 provides the expectations for the members of the Board of Trustees. For example, "make decisions in the best interest of students and the District," "devote adequate time and effort to Board responsibilities," and "avoid conflicts of interest." This Statement of Ethics ensures a clearly defined code of ethics for the Board. To date, no board member ethics violations have occurred.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As described in LRCCD Policies 4111 ([IV.C.12.1](#)) and 9142 ([IV.C.12.2](#)), the Board is responsible for the recruitment, selection and evaluation of the District Chancellor. The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board of Trustees entrusts the Chancellor with the full responsibility for the implementation and administration of Board policies, as asserted in the following statement from LRCCD Policy 3112 ([IV.C.12.3](#)): "The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate," and from LRCCD Policy 4111: "1.1 The Chancellor shall serve as the chief executive officer for Los Rios Community College District Board of Trustees. The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees ([IV.C.12.4](#)). The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District" ([IV.C.12.5](#)). In addition, the Board of Trustees appoints the College Presidents, Vice Chancellors and Associate Vice Chancellors upon recommendation by the Chancellor.

The Board evaluates the Chancellor annually to provide accountability toward achievement of set goals ([IV.C.12.6](#)). The process involves discussions of the Chancellor's performance related to the joint Board of Trustees and Chancellor Desired Outcomes at retreats held in October ([IV.C.12.7](#)) and March ([IV.C.12.8](#)). The Board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October ([IV.C.12.9](#)). Similarly, the Chancellor and Board conduct an annual review of the college president's performance ([IV.C.12.10](#)) on achievement of set goals and outcomes to ensure accountability ([IV.C.12.11](#)).

Analysis and Evaluation

The Board has responsibility for the selection and evaluation of the Chancellor, who in turn is given the responsibility to govern the District and to implement Board policies. In addition, the Board selects and evaluates its Presidents in accordance with Board policy.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and

functions in the accreditation process.

Evidence of Meeting the Standard

The Board is apprised of all accreditation requirements, standards, policies, processes and the college's accreditation status ([IV.C.13.1](#)). Through an annual review of the College's progress toward set goals and outcomes ([IV.C.13.2](#)), the Board can enact policies and initiatives that will support the college's efforts ([IV.C.13.3](#)). The Board reviewed and approved the College's accreditation follow-up report ([IV.C.13.4](#)), meeting submission deadlines ([IV.C.13.5](#)) with the resulting full reaffirmation of accreditation by the Commission ([IV.C.13.6](#)).

Analysis and Evaluation

The Board is knowledgeable about Accreditation Standards, Eligibility Requirements, accreditation processes and policies and supports the College's efforts to maintain full accreditation status. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students.

Conclusions on Standard IV.C. Governing Board

The LRCCD Board supports academic quality, integrity and effectiveness of student learning programs and services through policy development and fiscal stability. Policies are consistent with the college/district/system mission and are published to the public. Board members adhere to LRCCD policies and act as a collective entity to support implementation of group decisions. The Board regularly reviews policies and revised them as necessary. In exercising its authority, the Board ensures policy development reflects public and student interests in educational quality. Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

LRCCD policies include a process for evaluation for the Board and selection and evaluation of the Chancellor and College CEO. The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds themselves and the Chancellor accountable for promoting and sustaining academic quality and institutional effectiveness in operation of the District. The Board maintains effectiveness and continuity through new board member training and staggered terms of office. The governing board regularly evaluates its practices and performance, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The governing board upholds and adheres to a code of ethics and the District conflict of interest policy which contain consequences for violating these policies. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The board participates in evaluation of governing board roles and functions in the accreditation process. The governing board is informed about accreditation processes and standards and supports the College's efforts to retain fully accredited status.

Evidence List

IV.C.1.1	LRCCD Board Policy P-3112
IV.C.1.2	California Education Code 70902
IV.C.1.3	California Code of Regulations §51002
IV.C.1.4	LRCCD Board Policy P-3111
IV.C.1.5	LRCCD Board Policy P-4111
IV.C.1.6	LRCCD Board Policy P-3112
IV.C.1.7	LRCCD Board of Trustees Agenda 12/16/2020, p. 8
IV.C.1.8	LRCCD Board of Trustees Minutes 02/10/2021, Item 6
IV.C.1.9	LRCCD Board Policy P-3113
IV.C.1.10	LRCCD Board of Trustees Minutes 12/18/2019, p. 35
IV.C.2.1	LRCCD Board Policy P-3113
IV.C.2.2	LRCCD Board of Trustees Minutes 03/17/2021
IV.C.2.3	LRCCD Board of Trustees Minutes 12/18/2019, Item D
IV.C.3.1	LRCCD Board Policy P-4111
IV.C.3.2	LRCCD Board Policy P-9142
IV.C.3.3	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
IV.C.3.4	LRCCD Board of Trustees Agenda 10/14/2020, p. 63
IV.C.3.5	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, p. 10
IV.C.3.6	LRCCD Board Policy P-9124
IV.C.3.7	LRCCD Board of Trustees Fall Retreat Minutes 10/04/2019
IV.C.4.1	LRCCD Board Policy P-3113
IV.C.4.2	LRCCD Board Policy P-3114
IV.C.4.3	LRCCD Board Policy P-3112
IV.C.4.4	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
IV.C.5.1	LRCCD Board Policy P-3112
IV.C.5.2	LRCCD 2016-2021 Strategic Plan
IV.C.5.3	LRCCD Board of Trustees Meeting Minutes 09/09/2020
IV.C.5.4	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
IV.C.5.5	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
IV.C.6.1	LRCCD Board Policy P-3111
IV.C.6.2	LRCCD Board Policy P-3112
IV.C.6.3	LRCCD Board Policy P-3113
IV.C.6.4	LRCCD Board Policy P-3114
IV.C.6.5	LRCCD Board Policy P-8321
IV.C.6.6	LRCCD Board Policy P-8323
IV.C.6.7	LRCCD Board Policy P-8611
IV.C.6.8	LRCCD Board Policy P-3112
IV.C.6.9	LRCCD Board Policy P-3112

<u>IV.C.6.10</u>	LRCCD Statement of Legislative Principles
<u>IV.C.6.11</u>	LRCCD Webpage Statement of Legislative Principles, Policies & Regulations
<u>IV.C.7.1</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, p. 11
<u>IV.C.7.2</u>	LRCCD Webpage Policy & Regulations
<u>IV.C.7.3</u>	LRCCD Webpage Policy & Regulations Vetting Process
<u>IV.C.7.4</u>	LRCCD Board Policy P-3112
<u>IV.C.7.5</u>	LRCCD Board Policy P-3112
<u>IV.C.7.6</u>	LRCCD Board Policy P-3112
<u>IV.C.7.7</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 3C
<u>IV.C.7.8</u>	LRCCD Board of Trustees Spring Retreat Agenda 03/06/2020
<u>IV.C.7.9</u>	LRCCD Webpage Policy & Regulations Vetting Process
<u>IV.C.8.1</u>	LRCCD Board Policy P-3112
<u>IV.C.8.2</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
<u>IV.C.8.3</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, Item 7B
<u>IV.C.8.4</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, p. 11
<u>IV.C.9.1</u>	LRCCD Trustee Candidates' Workshop 09/11/2020
<u>IV.C.9.2</u>	LRCCD Student Trustee Orientation Agenda 05/26/2020
<u>IV.C.9.3</u>	CCLC Trustee and Board Chair Workshops, January 2020
<u>IV.C.9.4</u>	CCLC 2021 Trustee Board Orientation, Trustee Wilkerson Registration
<u>IV.C.9.5</u>	LRCCD Board Policy P-3113
<u>IV.C.9.6</u>	LRCCD Board Policy P-3132
<u>IV.C.10.1</u>	LRCCD Board Policy P-3112
<u>IV.C.10.2</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020, p. 6
<u>IV.C.10.3</u>	LRCCD Board of Trustees Spring Retreat Agenda 03/05/2021, p. 64
<u>IV.C.11.1</u>	LRCCD Board Policy P-3114
<u>IV.C.11.2</u>	LRCCD Board Policy P-8631
<u>IV.C.11.3</u>	LRCCD Board Policy P-8611
<u>IV.C.11.4</u>	State of California Government Code 83116
<u>IV.C.12.1</u>	LRCCD Board Policy P-4111
<u>IV.C.12.2</u>	LRCCD Board Policy P-9142
<u>IV.C.12.3</u>	LRCCD Board Policy P-3112
<u>IV.C.12.4</u>	LRCCD Board Policy P-4111
<u>IV.C.12.5</u>	LRCCD Board Policy P-4111
<u>IV.C.12.6</u>	LRCCD Board Policy P-9142
<u>IV.C.12.7</u>	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020
<u>IV.C.12.8</u>	LRCCD Board of Trustees Spring Retreat Agenda 03/06/2020
<u>IV.C.12.9</u>	LRCCD Board of Trustees Agenda 10/14/2020, p. 63
<u>IV.C.12.10</u>	LRCCD Board Policy P-9142
<u>IV.C.12.11</u>	LRCCD Board Policy P-3112

IV.C.13.1	LRCCD Board of Trustees Agenda 02/08/2017, p. 223
IV.C.13.2	LRCCD Board of Trustees Fall Retreat Minutes 10/09/2020, Item 7b
IV.C.13.3	LRCCD Board of Trustees Fall Retreat Agenda 10/09/2020. p. 11
IV.C.13.4	ARC Accreditation Follow-Up Report, 03/15/2017
IV.C.13.5	LRCCD Board of Trustees Agenda 02/08/2017, p. 223
IV.C.13.6	ARC Accreditation Reaffirmed Letter 06/23/2017

D. Multi-College Districts or Systems

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

Evidence of Meeting the Standard

The District works closely with the colleges to set expectations of educational excellence and integrity through establishing aligned metrics and shared student success and equity targets ([IV.D.1.1](#)). With student success and equity as the foundation for decision-making, the District and colleges work together to promote equity and student success. Regular meetings of the four colleges' constituency leadership groups ensures the District and colleges identify together the support needed for the effective operation of the colleges ([IV.D.1.2](#)).

Expectations and information are shared at weekly Chancellor's Staff meetings attended by the college presidents, the Chancellor, Vice Chancellors, Associate Vice Chancellors, and legal counsel ([IV.D.1.3](#)). Weekly meetings of the Vice Presidents with the Deputy Chancellor and relevant Associate Vice Chancellors also ensure that College needs are communicated to the District, and District interests are discussed with the colleges ([IV.D.1.4](#)). The Chancellor's Cabinet, which meets at least monthly, includes faculty and classified leadership, LRCFT leadership, college presidents, and student leaders, who discuss a wide range of issues relevant to the District and colleges ([IV.D.1.5](#)). During the emergency closure due to COVID-19, the Chancellor's Cabinet often met more frequently to ensure the District and colleges were in constant communication and that all constituent groups were supported in the critical work they were doing to serve students ([IV.D.1.6](#)).

District-wide committees regularly meet to address curriculum and program placement, development of new job descriptions, workforce needs, research agendas, IT needs, and business practices ([IV.D.1.7](#), [IV.D.1.8](#), [IV.D.1.9](#)). The authority and roles for participatory governance and committees are clearly outlined in Regulations 3411([IV.D.1.10](#)) and 3412 ([IV.D.1.11](#)). Los Rios has an active District Academic Senate ([IV.D.1.12](#)). The District Academic Senate President attends and presents at Board of Trustee meetings ([IV.D.1.13](#)) and meets with the Chancellor and Deputy Chancellor weekly and the Academic Senate Presidents from all four

colleges each month ([IV.D.1.14](#)).

The District's strategic goals and objectives provide the basis for the college presidents', vice presidents', and deans' annual goals ([IV.D.1.15](#)). In this way, the College goals operationalize the District's to ensure there is progress towards achieving them.

Analysis and Evaluation

The four colleges work well together and in concert with the District. What was true of previous accreditation cycles has remained true of this one; namely, that the longstanding culture of cooperation between District and College has fostered collegial and professional efforts on behalf of shared interests and desired outcomes. The College and the District clearly understand who is responsible for what, and where clarity is needed, frequent dialogue occurs.

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

The extensive array of meetings that take place among the participatory governance committees and other affiliated groups serve to assure that there is clear delineation and communication about the operational responsibilities and functions in the District. Participatory governance structures and processes have found continued support in District level committees, including Education Technology ([IV.D.2.1](#)), Equity and Student Success ([IV.D.2.2](#)), Budget ([IV.D.2.3](#)), and Curriculum ([IV.D.2.4](#)), while the District Academic Senate and the Senate-Union Joint Issues Committee remain the principal organizations for overseeing academic policy making and shared oversight of academic employee contract issues.

The District Function Map illustrates how the District currently allocates responsibility for the many operational functions of the District ([IV.D.2.5](#)). Using the accreditation standards as a structural frame, the original District map was created in 2002 and revised in 2007, 2014, 2020. The 2020 revisions were made following review and recommendations from the District Accreditation Coordinating Committee which includes broad representation from across the district, including the ALOs from each college ([IV.D.2.6](#)). The document indicates whether a college, or the District, has primary, secondary, or shared responsibility for a defined operational function. Nevertheless, the District lines of responsibility remain flexible enough to shift following participatory governance review of changing circumstances and needs ([IV.D.2.7](#)).

Appropriate authority for issues affecting all four colleges, such as resource allocations, begins at the District level using established formulas ([IV.D.2.8](#)). The College may, when it deems necessary, work with the District to solicit more resources in order to enhance growth or to

implement new programs ([IV.D.2.9](#)). Requests for additional resources trigger discussions between the College and the District about urgency, use of existing College funds to support initiatives, and alternative means for addressing an interest, such as a partnership with a community agency ([IV.D.2.10](#), Item 3C).

Analysis and Evaluation

The College has established practices and processes that work in consultation with the District. The College understands its scope of authority and aligns with the District. The College consistently adheres to the delineation of functions as outlined by the District in policies, regulations, and guidelines.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The LRCCD practices conservative financial management ([IV.D.3.1](#), p.5). This results in stability and consistency in District operations. The Board of Trustees oversees the distribution of finances through approval of purchase orders, warrants, checks and wires ([IV.D.3.2](#)). Likewise, the board ratifies grants and contracts, renewed contracts, and bid transactions ([IV.D.3.3](#)).

The District Budget Committee ensures broad-based constituency input into fiscal policies ([IV.D.3.4](#), p.3). As a result, the District has an equitable and fair process for distribution of financial resources. This process is described in the LRCCD 2020-2021 Adopted Budget ([IV.D.3.5](#), p.13). It is important to note that the District's "bucket" formula assists in ensuring a fair distribution of resources ([IV.D.3.6, p.143](#)). Allocation of funds is determined through the consideration of factors including enrollment, weekly student contact hours, and assignable square footage at the colleges ([IV.D.3.7, p.15](#)).

The District budget conforms to a uniform fund structure and other revenue, expenditure, and accounting procedures as prescribed by the Budget and Accounting Manual issued by the State Chancellor's Office of the California Community Colleges and Ed Code section 70901 ([IV.D.3.8, p.25](#)). Each year, the District develops a Budget Calendar specifying the timeframe for planning and compiling the various portions of the budget ([IV.D.3.9, p.15](#)). The Board of Trustees formally adopts the tentative budget, based on estimated funding levels, prior to the new fiscal year ([IV.D.3.10, p.66](#)). A public hearing precedes final adoption of the budget before the date specified by the Ed Code ([IV.D.3.11, p.125](#)). In addition, the District establishes and maintains a budgetary general fund wherein reside all District funds not earmarked for other specified purposes ([IV.D.3.12, p.36](#)). Investing District funds, setting up of purchasing contracts and bidding procedures, and funding of special activities throughout the District is regulated by statute and District policy ([IV.D.3.13](#)). The various District budgetary Policies P-8152 ([IV.D.3.14](#)), P-8252 ([IV.D.3.15](#)), P-8315 ([IV.D.3.16](#)), P-8321 ([IV.D.3.17](#)), P-8323 ([IV.D.3.18](#)) further delineate processes and responsibilities for the District and the College fiscal structures.

Faculty staffing decisions consider criteria described in the Los Rios Community College

District Guidelines for Authorizing New and Replacement Faculty Positions ([IV.D.3.19](#)). Colleges and participants in the District position allocation process use this document to determine their local priorities. While the state’s full-time/part-time faculty ratio requirement is not an accreditation standard-related measurement or metric, the District does use the ratio to meet its interest in achieving reasonably equitable full-time/part-time faculty ratios across all LRCCD colleges. Productivity/access goals are also District-level considerations. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in District Policy P-8122 ([IV.D.3.20](#)) and Regulation R-8122 ([IV.D.3.21](#)).

The District’s established resource allocation formulas determine apportionment of resources including FTE ([IV.D.3.22, p.16](#)). Allocations are assigned and discussed at the appropriate levels ([IV.D.3.23](#)). To be prepared for the outcomes of state budget allotments to the community colleges, LRCCD prepares three tiers of projected budgets ranging from extremely conservative estimates to conservative estimates ([IV.D.3.24, p.5](#)). The Board of Trustees approves and makes public the ultimate annual budget for the District ([IV.D.3.25, Item 4A](#)).

Analysis and Evaluation

Los Rios is a fiscally conservative district. During the pandemic, the District and colleges were able to avoid laying off any permanent employees. While full-time faculty were not laid off during the pandemic, fewer adjuncts were employed because of the reduction in course offerings. Because of the District’s fiscally conservative approach, the College and District were able to compensate for the impact of lower enrollment due to the pandemic. In sum, the District uses sound fiscal principles.

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.**

Evidence of Meeting the Standard

Board Policy P-4111 ([IV.D.4.1](#)) notes that the chancellor serves as the chief executive officer for the Board of Trustees. Board Policy P-9142, “Performance Evaluation Chancellor and President,” charges the chancellor with delegating authority for administering the colleges to the four college presidents and holds them accountable through the annual performance evaluation process ([IV.D.4.2](#)). The evaluative process is based at least partially on the president’s achievement of goals that are developed by the president in conjunction with College personnel and are consistent with priorities expressed in both the District and the College strategic plans ([IV.D.4.3](#)). The chancellor evaluates the presidents annually in the fall ([IV.D.4.4](#)). Perhaps the best description of the chancellor’s relationship with the College presidents is that of chief executive officer, i.e., a figure who delegates the day-to-day administration of the Colleges to the College administrative staffs, staffs that are headed by the respective College presidents. In turn, the chancellor remains ultimately responsible for seeing that district policies are effectively implemented through a variety of oversight functions, including performance evaluations ([IV.D.4.5](#)) and weekly meetings of the Chancellor’s Executive Staff ([IV.D.4.6](#)).

The Chancellor meets regularly with the four college presidents at weekly Chancellor’s

Executive Staff meetings ([IV.D.4.7](#)), at their bi-annual meetings to review progress on their desired outcomes, at periodic Executive Staff retreats, and at several other times in the course of the year. The Chancellor delegates full responsibility for administering the colleges to the presidents ([IV.D.4.8](#)) and holds them accountable for meeting shared targets on equity and student success and goals in the five areas of the District strategic plan ([IV.D.4.9](#)).

Analysis and Evaluation

The chancellor's delegation of authority to the college presidents is shown in the District's Organizational Chart ([IV.D.4.10](#)) and indicated in the College president's job description ([IV.D.4.11](#)). The President ensures that District policies and regulations are adhered to at the College. While the President is responsible for implementing and administering policy and procedures at the College, it is done in consultation with the Chancellor or District staff and often in close coordination with the other College Presidents.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Strategic planning in Los Rios remains founded on inclusivity and evaluation and sets the overall compass direction for almost every major decision-making structure and process. The District engages in development of a Strategic Plan generally on a five- or six-year cycle ([IV.D.5.1](#)). During this process, the direction of the entire District is analyzed closely and outlined for the future. All plans and reports are reviewed and approved by the Board of Trustees, and widely shared throughout the District ([IV.D.5.2](#), Items C-F).

The District analyzes data from institutional research on student success measures with a focus on equity ([IV.D.5.3](#)). This information is used to interrogate current practices and develop new efforts on the college campuses to increase student success and equitable achievement across all ethnic groups ([IV.D.5.4](#)). Notably, in response to long standing 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 African American and Latinx students ([IV.D.5.5](#)).

Analysis and Evaluation

The District regularly evaluates its governance structures and decision-making processes. It maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The District and colleges continuously reflect and make revisions as needed to meet their shared student success.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication between the District and Colleges includes shared planning documents such as recorded minutes of various District standing committees ([IV.D.6.1](#)), published agendas and recorded minutes of all Board of Trustees meetings ([IV.D.6.2](#)), and the shared results of District ([IV.D.6.3](#)) and College surveys ([IV.D.6.4](#)). District Budget Committee minutes and budgetary information is also provided through both the District ([IV.D.6.5](#)) and College websites ([IV.D.6.6](#)).

The chancellor holds weekly Executive Staff meetings attended by the College president ([IV.D.6.7](#)) and monthly Chancellor's Cabinet meetings ([IV.D.6.8](#)) which provide another important and timely means of communication. Participatory governance facilitates regular communication between the District, the Board of Trustees, and the four colleges; the District Academic Senate convenes monthly at the District office ([IV.D.6.9](#)). As the need arises, these meetings include the participation of District officials. District personnel also participate on District-wide workgroups such as the District Accreditation Coordinating Committee ([IV.D.6.10](#)), the Vice Presidents of Student Services and Instruction Councils ([IV.D.6.11](#)), Vice Presidents of Administration Council ([IV.D.6.12](#)), Career Education Council group ([IV.D.6.13](#)), the District Research Council ([IV.D.6.14](#)), the Districtwide IT Services Group ([IV.D.6.15](#)), and the Educational Technology Committee ([IV.D.6.16](#)). All of these workgroups meet regularly to communicate District-wide concerns and to assist with communication between the District and College personnel.

Analysis and Evaluation

District personnel report regularly to the Board of Trustees, and their participation on District participatory governance committees and workgroups facilitates communication throughout the District. College representatives on these committees and workgroups in turn communicate with their colleagues at College-level participatory governance groups and work group meetings, with the result that both the Board of Trustees and the College stay well informed regarding District issues. Given the ongoing schedule of meetings, typically monthly, of all participatory governance committees, executive committees, and planning councils, information vital to the interests of the College and District is in constant circulation, through posting of committee minutes, executive reports, workshops, training sessions, and District email notifications. All of these exchanges serve to illustrate the numerous ways that the District acts as liaison between the Colleges and the governing board.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

At the District level, review of the Institution's governance and decision-making structure involves discussion of information gathered from an array of sources. These include regular employee satisfaction surveys ([IV.D.7.1](#)) and forums like the Summit for the Future ([IV.D.7.2](#)). The District's participatory governance and decision-making processes are discussed in the Chancellor's Executive Staff group ([IV.D.7.3](#)) and in other District groups such as the Vice

Presidents' groups ([IV.D.7.4](#), Item 3) and the Academic Senate ([IV.D.7.5](#), Discussion Item 3). Governance and structure are also the focus in discussions of regulation and policy changes that occur in the Chancellor's Cabinet ([IV.D.7.6](#)).

Analysis and Evaluation

The District regularly evaluates its governance structures and decision-making processes. It maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The College has been self-reflective in assessing its strength and areas for improvement. It continuously reflects and makes revisions as needed to meet its goals and expected outcomes.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The Los Rios Chancellor provides leadership and support of the four colleges in an effort to provide an exemplary and equitable educational experience to students. Through well established governance structures, documented in board policy, the respective roles of the colleges and the District in executing operational responsibilities are clearly defined and respected. The Chancellor ensures the colleges receive adequate resources to effectively achieve their missions. The District ensures resource allocations align with the Standards requirements for fully accredited institutions. The formulaic allocation model ensures resources are adequate to support the effective operations and sustainability of the colleges and District. Systematic controls are in place to ensure the integrity of the resource allocation process. The Chancellor works closely with the four college presidents to delegate authority and responsibility for the implementation of policies and holds the College CEOs accountable for outcomes. District governance structures are aligned with College governance structures to ensure integrated planning and evaluation to improve student learning, achievement and institutional effectiveness. The resultant communication between the colleges and the District ensures effective operations and decision-making. The Chancellor regularly evaluates District/College role delineations, governance and decision-making processes to assure their integrity and effectiveness. The District uses the results of this evaluation and analyses are used as the basis for improvement.

Evidence List

- [IV.D.1.1](#) LRCCD Shared Student Success Targets
- [IV.D.1.2](#) LRCCD Special Board Meeting Agenda 07/14/2020
- [IV.D.1.3](#) Chancellor's Executive Staff Meeting Agenda 04/13/21
- [IV.D.1.4](#) VPI/VPSS Meeting Agenda 10/01/2020
- [IV.D.1.5](#) Chancellor's Cabinet Meeting Agenda 04/26/2021
- [IV.D.1.6](#) Chancellor's Cabinet Meeting Schedule
- [IV.D.1.7](#) District Curriculum Coordinating Committee Agenda 04/23/2021
- [IV.D.1.8](#) Career Education Council Meeting Agenda 04/22/2021
- [IV.D.1.9](#) Educational Technology Committee Meeting Minutes 01/28/2021
- [IV.D.1.10](#) LRCCD P-3411
- [IV.D.1.11](#) LRCCD P-3412
- [IV.D.1.12](#) District Academic Senate Meeting Agenda 04/20/2021

[IV.D.1.13](#) District Academic Senate President's Report to LRCCD Board 04/14/2021
[IV.D.1.14](#) District Senate President Communications Report 04/19/2021
[IV.D.1.15](#) District Shared Student Success Targets 09/09/2020

[IV.D.2.1](#) Educational Technology Committee Meeting Minutes 10/22/2020
[IV.D.2.2](#) District Equity and Student Success Meeting Minutes 03/15/2020
[IV.D.2.3](#) District Budget Committee Meeting Minutes 06/10/2020
[IV.D.2.4](#) District Curriculum Coordinating Committee Meeting Minutes 03/26/2021
[IV.D.2.5](#) Accreditation Standards District Function Map 2020
[IV.D.2.6](#) District Accreditation Coordinating Committee Meeting Minutes 10/02/2020
[IV.D.2.7](#) Accreditation Standards District Function Map 2020
[IV.D.2.8](#) LRCCD R-8122
[IV.D.2.9](#) District Budget Committee Meeting Minutes 12/12/2018
[IV.D.2.10](#) LRCCD Board Meeting Agenda 01/13/2021

[IV.D.3.1](#) LRCCD 20-21 Adopted Budget (p.5)
[IV.D.3.2](#) LRCCD R-8315
[IV.D.3.3](#) LRCCD P-8315
[IV.D.3.4](#) District Committee Workgroup Membership 20-21(p.3)
[IV.D.3.5](#) LRCCD 2020-21 Adopted Budget (p.13)
[IV.D.3.6](#) LRCCD 2019-20 Adopted Budget (p.143)
[IV.D.3.7](#) LRCCD 2020-21 Adopted Budget (p.15)
[IV.D.3.8](#) Los Rios Community College District Financial Statements, June 30, 2020 (p.25)
[IV.D.3.9](#) LRCCD 2019-20 Adopted Budget (p.15)
[IV.D.3.10](#) LRCCD Board Meeting Agenda 06/10/2020 (p.66)
[IV.D.3.11](#) LRCCD Board Meeting Agenda 09/11/2019 (p.125)
[IV.D.3.12](#) LRCCD 2020-21 Adopted Budget (p.36)
[IV.D.3.13](#) LRCCD R-8323
[IV.D.3.14](#) LRCCD P-8152
[IV.D.3.15](#) LRCCD P-8252
[IV.D.3.16](#) LRCCD P-8315
[IV.D.3.17](#) LRCCD P-8321
[IV.D.3.18](#) LRCCD P-8323
[IV.D.3.19](#) LRCCD Guidelines for Authorizing New and Replacement Faculty Positions
[IV.D.3.20](#) LRCCD P-8122
[IV.D.3.21](#) LRCCD R-8122
[IV.D.3.22](#) LRCCD 2020-21 Adopted Budget (p.16)
[IV.D.3.23](#) District Budget Committee Meeting Minutes 12/18/19
[IV.D.3.24](#) LRCCD 20-21 Adopted Budget (p.5)
[IV.D.3.25](#) LRCCD Board of Trustees Meeting Minutes 10/14/2020 (Item 4A)

[IV.D.4.1](#) LRCCD P-4111
[IV.D.4.2](#) LRCCD P-9142
[IV.D.4.3](#) LRCCD District and College Student Success Targets Fall 2019
[IV.D.4.4](#) LRCCD P-9142
[IV.D.4.5](#) LRCCD P-5141

[IV.D.4.6](#) Chancellor’s Executive Staff Meeting Agenda, 04/13/2021
[IV.D.4.7](#) Chancellor’s Executive Staff Meeting Agenda, 04/13/2021
[IV.D.4.8](#) Los Rios Summit for the Future Transcript, 05/06/2021
[IV.D.4.9](#) LRCCD 2016-2021 Strategic Plan
[IV.D.4.10](#) LRCCD Organizational Chart
[IV.D.4.11](#) ARC College President Job Description

[IV.D.5.1](#) LRCCD 2016-2021 Strategic Plan
[IV.D.5.2](#) LRCCD Board of Trustees Agenda 02/13/2019 (Items C-F)
[IV.D.5.3](#) LRCCD Strategic Plan Indicator of Achievement 12/2018 update
[IV.D.5.4](#) LRCCD Board of Trustees Special Meeting 07/14/2020
[IV.D.5.5](#) LRCCD District and College Student Success Targets Fall 2019

[IV.D.6.1](#) District Curriculum Coordinating Committee Meeting Minutes 03/26/2021
[IV.D.6.2](#) LRCCD Board of Trustees Published Agendas & Minutes
[IV.D.6.3](#) LRCCD Fall 2020 Student Profile
[IV.D.6.4](#) ARC Fall 2019 Institutional Campus Climate Survey Preliminary Report May 2020
[IV.D.6.5](#) LRCCD Published Budget Information
[IV.D.6.6](#) ARC Operations Council Agendas and Notes
[IV.D.6.7](#) Chancellor’s Executive Staff Meeting Agenda 04/13/2021
[IV.D.6.8](#) Chancellor’s Cabinet Meeting Agenda 04/26/2021
[IV.D.6.9](#) District Academic Senate Meeting Agenda 04/20/2021
[IV.D.6.10](#) District Accreditation Coordinating Committee Meeting Minutes 10/28/2020
[IV.D.6.11](#) VPI/VPSS Meeting Agenda 10/01/2020
[IV.D.6.12](#) Vice Presidents of Administration Council Meeting Agenda 12/30/2020
[IV.D.6.13](#) Career Education Council Meeting Agenda 04/22/2021
[IV.D.6.14](#) District Research Council Meeting Agenda 04/20/2021
[IV.D.6.15](#) Districtwide IT Services Meeting Agenda 05/05/2021
[IV.D.6.16](#) Educational Technology Committee Meeting Minutes 01/28/2021

[IV.D.7.1](#) LRCCD Employee Satisfaction Survey Executive Summary August 2019 Summary
[IV.D.7.2](#) Los Rios Summit for the Future Transcript, 05/06/2021
[IV.D.7.3](#) Chancellor’s Executive Staff Meeting Agenda 04/13/2021
[IV.D.7.4](#) VPI/VPSS Meeting Agenda 10/01/2020 (Item 3)
[IV.D.7.5](#) District Academic Senate Meeting Agenda 01/19/2021 (Discussion Item 3)
[IV.D.7.6](#) Chancellor’s Cabinet Meeting Agenda 11/23/2020

H. Quality Focus Essay

Introduction of Project

Beginning in 2017, American River College underwent a series of changes related to streamlining the onboarding and completion of all American River College students. Using Guided Pathways as a framework, in fall 2019 the College formed a HomeBase Pathway Communities Implementation team to begin exploring ways to leverage HomeBase Pathway Communities (HomeBases) 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 all students equitably persist, learn, and succeed, particularly marginalized and underserved students; and 3) ultimately **facilitate and encourage each student's progress** along recognizable pathways through and beyond ARC ([QFE.1](#)). Using Spring 2020 Convocation as a vehicle, feedback was solicited from the campus community and used to finalize the initial implementation plan ([QFE.2](#)).

The three goals above align with ARC's Strategic Goal 1 (Students First) and Strategic Goal 2 (Clear and Effective Paths). Additionally, the goals for HomeBases align to Guided Pathways Pillar 3 (Stay on the Path) and Pillar 4 (Ensure Learning). These are also noted as key strategies in the College's project team reports on disproportionately impacted populations (Black/African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+) conducted in 2019 and 2020.

Anticipated Impact on Student Learning and Achievement

HomeBases foster engagement through a pathway-oriented program that supports continuing second year students as they pursue their educational goals. HomeBases are arranged around Areas of Interests and have initially been launched as virtual communities. Once the ARC main campus fully reopens, HomeBases will expand to physical locations in close proximity to where pathway classes are offered. At the heart of American River College are relationships and community. HomeBases create the space to develop and strengthen these relationships and create pathway communities across our entire campus community. By design, these pathway communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. While each HomeBase is expected to have a unique personality tailored to its area(s) of interest, the common goals embraced by all HomeBase personnel are:

Engage & Connect Students

The College anticipates that HomeBases will help provide a streamlined onboarding experience as first time new students are introduced to HomeBase Pathway Communities throughout the onboarding process, including post application, registration and prior to the start of their first semester. A branding of sorts takes place from the moment they apply to the College. They are introduced to their HomeBase Success Team (Counselors, Coaches, Peer Mentors, Faculty Liaisons) who will guide and support them throughout their educational journey.

Foster Relationships & Sense of Community

Building upon the documented success of smaller case management programs, the College fully anticipates that HomeBases will provide the tools and resources to the larger population of students who don't qualify for the boutique programs. In particular, for marginalized student populations who may not qualify or connect with the College's identity-based communities, HomeBases provide a network of support that can connect them with their larger academic community based on their area of study. Conversely, for students who are not aware of the College's identity-based communities, HomeBases serve as an introduction to these communities and a large offering of other resources and support systems. We anticipate that the Success Teams will provide academic and peer-to-peer support and that by immersing students in an academic community of their peers, connection, identity and engagement with the College will likely follow.

Facilitate & Encourage Each Student's Progress

The College fully anticipates that through regular interactions with the Success Team, Counselors in particular, students will find a path and complete that path. The Success Coaches provide just-in-time communication and support to help students stay on the path if things get challenging. The HomeBases host transfer and career based workshops to motivate students early and often while Faculty Liaisons provide tools and strategies for students to be engaged inside and outside of the classroom. The holistic team support is what the College believes will encourage students to stay enrolled and do well each semester.

Outcome Measures

The outcome measures for this project will be 1) increased persistence, semester to semester and year to year; 2) reduction of achievement gaps between disproportionately impacted and non-disproportionately impacted students; and 3) decrease time to goal attainment.

Persistence (Now being referred to statewide as "Retention"):

The following reflects overall ARC retention rates. Source: Data-on-Demand

Table #63. Retention Rates, Fall to Spring

	F17-S18	F18-S19	F19-S20	F20-S21
ARC Overall	63%	63%	62%	58%
ARC Overall (New, 1st Time only)	73%	72%	70%	63%

Table #64. Retention Rates, Fall to Fall

	F16-F17	F17-F18	F18-F19	F19-F20
ARC Overall	45%	45%	45%	41%
ARC Overall (New, 1st Time only)	55%	56%	56%	50%

The College has seen achievement gaps for new first-time students of on average 30 percentage points between historically disproportionately impacted (DI) groups and new first-time students overall. Shown below are disaggregated outcomes for English and math for students who earned A and B grades, as well as for course success and drop rates in English and math.

Table #65, #66, and #67. Disaggregated Outcomes for English and Math for Students Who Earned A and B Grades

ENGLISH

A-B Rates (% A, B)

	F17	F18	F19	F20
New, 1st Time only				
Overall	63%	63%	62%	58%
Historically DI (avg)	32%	24%	22%	28%
African American	28%	23%	15%	24%
Hispanic/Latino	34%	24%	24%	29%
Native American	25%	11%	13%	30%
Not Historically DI (avg)	46%	33%	31%	37%

MATH

A-B Rates (% A, B)

	F17	F18	F19	F20
New, 1st Time only				
Overall	63%	63%	62%	58%
Historically DI (avg)	38%	27%	23%	29%
African American	28%	29%	16%	18%
Hispanic/Latino	41%	27%	25%	32%
Native American	29%	29%	0%	25%
Not Historically DI (avg)	55%	46%	38%	51%

ENGLISH

Success Rates (% A, B, C, Cr, P)

	F17	F18	F19	F20
Overall	63%	63%	62%	58%
Historically DI (avg)	59%	60%	58%	54%
African American	52%	61%	52%	55%
Hispanic/Latino	62%	60%	59%	54%
Native American	38%	44%	47%	30%
Not Historically DI (avg)	70%	68%	69%	63%

MATH

Success Rates (% A, B, C, Cr, P)

	F17	F18	F19	F20
Overall	63%	63%	62%	58%
Historically DI (avg)	59%	45%	43%	46%
African American	48%	45%	37%	32%
Hispanic/Latino	63%	45%	44%	50%
Native American	29%	43%	17%	25%
Not Historically DI (avg)	71%	62%	61%	67%

ENGLISH

Drop Rates (% W)

	F17	F18	F19	F20
Overall	63%	63%	62%	58%
Historically DI (avg)	18%	11%	16%	26%
African American	27%	7%	25%	24%
Hispanic/Latino	15%	13%	14%	27%
Native American	25%	0%	13%	20%
Not Historically DI (avg)	14%	12%	13%	19%

MATH

Drop Rates (% W)

	F17	F18	F19	F20
Overall	63%	63%	62%	58%
Historically DI (avg)	19%	23%	34%	32%
African American	27%	26%	35%	43%
Hispanic/Latino	17%	22%	33%	29%
Native American	29%	43%	33%	50%
Not Historically DI (avg)	13%	17%	22%	19%

Average Number of Units per Semester:

The following comes from the State’s Student Success Metrics web site, as well as ARC’s Strategic Plan Metrics.

Table #68. Average Number of Units per Semester

Avg. Number of Units Accumulated by:	2017	2018	2019
All Associate Degree Earners	88	88	86
All AA/AS Degree (not for Transfer) Earners	89	88	88
All Associate Degree for Transfer Earners	91	91	89

Source: CCCC Student Success Metrics website (focus: Degree seeking students)

Median Years to:	F18	F19	F20
Degree	4.2	3.9	4.3
Certificate	3.6	3.9	3.3

Source: ARC Data-on-Demand, Strategic Plan Metrics, Median Years to Degree report

Action Plan

The timeline presented below outlines the necessary steps to fully integrate (physical and virtual) HomeBase Pathway Communities at scale. Currently, HomeBases operate solely in a virtual space, with limited resources. To accomplish the anticipated impacts on student learning and achievement, the following activities will need to be implemented using the proposed timeline presented here.

Table #69. HomeBase Pathway Communities Action Plan

Action	Responsible Party	Resources	Timeline
Reconvene Implementation Team	VP, Instruction VP, Student Services	Release time	Fall 2021
Hire Permanent Staff	VP, Student Services Dean, Student Services	Baseline funding	Fall 2021
Identify Faculty Liaisons for each HomeBase	VP, Instruction Instruction Tri-Chair (Dean)	Release time	Fall 2021
HomeBase Branding on Department Websites, Communication	Instructional Deans Dean, Student Services	Marketing and Graphic Design Team	Spring 2022

Outfit Physical Spaces	VP, Administrative Services Operations Manager	Funding	Fall 2021
Increased FTE for Counseling Faculty	VP, Student Services Counseling Tri-Chair (Dean)	Baseline funding	Spring 2022
Canvas Support (Instructional Designer)	VP, Instruction	Baseline funding	Spring 2022
Data Collection and Reporting	Dean, Institutional Effectiveness and Innovation	Assigned time	Spring 2022
HomeBase Advisory Committee	Dean, Student Services		Fall 2020

Evidence List

[QFE.1](#) HomeBase Pathways Communities

[QFE.2](#) HomeBase Pathways Communities Virtual Rollout



LOS RIOS
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