American River College

Follow-Up Report

DRAFT

Submitted by:

American River College
4700 College Oak Drive
Sacramento, CA 95841

Submitted to:

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

March 15, 2017

Follow-Up Report Certification

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

From: Thomas Greene, President
            American River College
            4700 College Oak Drive
            Sacramento, CA 95841

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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Thomas Greene, College President   (Date)

_____

Ruth Scribner, Board of Trustees President   (Date)

_____

Brian King, Los Rios Community College District Chancellor   (Date)

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Gary Aguilar, Academic Senate President   (Date)

_____

Mary Goodall, Classified Senate President   (Date)

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Valencia Scott, Associated Student Body President   (Date)

_____

Adam Karp, Accreditation Liaison Officer   (Date)

_____

William Simpson, Faculty Accreditation Chair   (Date)

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Report Preparation

An evaluation team of the Accrediting Commission of Junior and Community Colleges (ACCJC) visited American River College (ARC) on October 5-8, 2015. The College received the Team Evaluation Report and accompanying Action Letter from the Commission on February 5, 2016. The letter stated that after reviewing the Institutional Self Evaluation Report, evidentiary materials, and the report prepared by the evaluation team, the Commission acted to reaffirm accreditation for eighteen months and require a Follow-Up Report. The External Evaluation Team Report was disseminated to the college and posted on the ARC Accreditation webpage. The Action Letter and External Evaluation Report were discussed at subsequent meetings of the President's Executive Staff [RP1, RP2] and of the Planning Coordination Council [RP3, RP4, RP5].

In response to the recommendations resulting from the October 2015 team visit, both the College and the Los Rios Community College District (LRCCD) identified key personnel to guide the work to resolve the noted deficiencies (Table 1). The Accreditation Oversight Council, composed of the leaders of each college constituency, the President's Executive Staff (PES), SLO coordinator and curriculum chair, maintained general oversight of the work of the college in response to the recommendations. The Data Inquiry Group (DIG), with its membership representing faculty, staff, students, and administrators, examined proposals for addressing deficiencies. The DIG recommended these proposals for discussion and approval by the Planning Coordination Council (PCC), the college's central governance body comprised of the chairs of the standing committees, the PES, and the leaders of each college constituency. In addition, the Accreditation Liaison Officer was appointed to oversee the writing of the follow-up report for the college.

Table 1: Follow up Report Leads and Coordinating Persons/Groups		
Recommendation	**Leads**	**Coordinating Persons or Working Groups**
College Recommendation #1 ***In order to meet the Standards***, the evaluation team recommends that the College re-visit its institution-set standards within the participatory governance structure and ensure that accurate institutional data informs the establishment of those standards. The evaluation team further recommends that a College wide dialogue take place to ensure a clear understanding of the meaning, role, and importance of institution-set standards. Once institution-set standards are established, the	Dean of Planning, Research and Technology/ ALO Faculty Researcher SLO	Data Inquiry Group; Planning Coordination Council Office of Institutional Research SLO Assessment Committee Academic Senate

evaluation team recommends that they be communicated to appropriate constituencies. Finally, the evaluation team recommends that institution-set standards be integrated into the College's ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to ensure the improvement of institutional effectiveness. (Standards I.B.3-5, ER 10 and 19)	Coordinator	Department Chairs
District Recommendation #1 ***In order to meet the Standard,*** the Evaluation Team recommends that LRCCD develop a comprehensive Technology Plan for the district which shall be integrated with the program review process and with the on-going and routine technology assessments done by District IT. The plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. (Standard III.C.2)	Deputy Chancellor	LRCCD District Educational Technology Committee LRCCD College IT committees LRCCD District Accreditation Coordinating Committee
District Recommendation #2 ***In order to meet the Standard***, the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)	Deputy Chancellor	LRCCD Chancellor, Deputy Chancellor, Vice Chancellors LRCCD Chancellor's Executive Team LRCCD Board of Trustees
District Recommendation #3 ***In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice,*** the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the president as the chief college administrator be added to the policy section 4000 – Administration. (Standards IV.B.2 and IV.B.3.e)	Deputy Chancellor	LRCCD Chancellor, Deputy Chancellor, Vice Chancellors LRCCD Chancellor's Executive Team LRCCD Board of Trustees

Initial work on the resolution of deficiencies began upon receipt of the preliminary recommendations in the team's exit report to the college following the site visit. Starting with dialogue in the Office of Institutional Research (OIR) and with the Data Inquiry Group (DIG), work on addressing the recommendations has been ongoing for more than twelve months.

In September 2016, a first draft of the Follow-up Report was prepared by the Accreditation Liaison Officer based on information and materials provided from DIG and SLOAC. This draft was sent to the college coordinating groups and the Planning Coordination Council for comment in December. The full timeline for report production is shown below:

October 24, 2016	Follow-Up Report Process and Timeline Discussed by AOC
November 7, 2016	Follow-Up Report Process and Timeline Discussed at PCC
November 28, 2016	Draft Follow-Up Report Presented to AOC
December 5, 2016	Draft Follow-Up Report Presented to PCC (1st Reading)
December 5-January 29	Draft Follow-Up Report Vetted Through Constituency Groups
January 30, 2017	Draft Follow-Up Report Presented to PCC (2nd Reading)
February 1, 2017	Draft Follow-Up Report Due to Chancellor's Office
February 8, 2017	Board of Trustees Action on Follow-Up Report

Response to the Commission Action Letter

College Recommendation 1

In order to meet the Standards, the evaluation team recommends that the College re-visit its institution-set standards within the participatory governance structure and ensure that accurate institutional data informs the establishment of those standards. The evaluation team further recommends that a College wide dialogue take place to ensure a clear understanding of the meaning, role, and importance of institution-set standards. Once institution-set standards are established, the evaluation team recommends that they be communicated to appropriate constituencies. Finally, the evaluation team recommends that institution-set standards be integrated into the College's ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to ensure the improvement of institutional effectiveness. (Standards I.B.3-5, ER 10 and 19)

The following chronology describes the College's ongoing efforts regarding institution-set standards from 2014 through spring 2015, the semester prior to the team visit:

- Feb 21, 2014 – Institution-set standards were discussed with institutional researchers at LRCCD District Research Council [CR1.1]
- Feb 26, 2014 -- Institution-set standards were discussed at President's Executive Staff meeting [CR1.2]
- March 3, 2014 -- Institution-set standards were discussed at the Planning Coordination Council (PCC), which included representation from all participatory governance groups, including managers, the Academic Senate, the Classified Senate, and the Associated Student Body [CR1.3]
- March 31, 2014 -- Established institution-set standards for course completion, degrees, certificates, transfers, and CTE pass rates were reported to ACCJC [CR1.4]
- March 18, 2015 -- Institution-set standards for CTE pass rates and job placements rates discussed at Deans Meeting [CR1.5]
- March 30, 2015 -- Established Institution-set standards for course completion, degrees, certificates, transfers, and CTE pass rates and job placement rates were reported to ACCJC [CR1.6]
- April 6, 2015 -- OIR presented to PCC, a Key Effectiveness Indicators proposal with ISS as a component [CR1.7] and approved by PCC [CR1.8]
- April 16, 2015 -- ACCJC Annual Report and institution-set standards discussed by Data Inquiry Group (DIG), which included representation from all constituent groups including administration, faculty, classified staff, and students. ISS results were reviewed [CR 1.9]

Promptly following the ACCJC site visit, the Office of Institutional Research (OIR) re-visited institution-set standards (ISS) with the Data Inquiry Group (DIG) [CR1.10]. With clarification that ISS are to be defined as minimal acceptable standards of performance, below which the institution would find its performance unacceptable and take corrective action [CR1.11], the OIR proposed a revised methodology for ISS that aligns with that definition. The revised methodology also addressed a district policy change that occurred in summer 2012, which impacted drop dates and transcript notation, resulting in a systematic lowering of course success rates from fall 2012 onward [CR1.12]. Further, the OIR outlined other ISS that should be developed to encompass the full scope of the College's mission; the calculation and communication of ISS results to prompt dialogue and action; providing avenues for explicitly integrating ISS within the College's ongoing cycle of evaluation, planning, resource allocation, and program review; and emphasized the need to document the formal process for how ISS will be reviewed, assessed, and acted upon [CR1.13, CR1.14].

ISS Methodology
Following receipt of the Commission's action letter, and in response to College Recommendation 1, the College re-visited its institution-set standards within its participatory governance structure with dialogue occurring within the Data Inquiry Group [CR1.15], [CR1.16], [CR1.17], Planning Coordination Council [CR1.18, CR1.19, CR1.20, CR1.21, CR1.22], Senior Leadership Team [CR1.23], and President's Executive Staff [CR1.24, CR1.25, [CR1.26]. Dialogue included representatives of the Academic Senate, Classified Senate, and the Associated Student Body. First, the OIR developed a revised methodology for computing institution-set standards.

This revised methodology begins by computing the average over the last three years since course success rate data prior to fall 2012 are influenced by a district policy change regarding the timing of census and drop dates. Then, a 95% confidence interval is built around that average and the lower limit is used as the standard. This metric distinguishes random year-to-year variations that do not require action from significant decreases in success that may require the allocation of college support and resources. With this methodology, there is only a 1 in 40 chance that the current year result could fall below the 95% confidence interval lower limit by random chance alone. Instead, results below the standard are more likely to reflect a significant decrease that deserves closer attention and the allocation of college support and resources. Academic year is treated as the unit of observation and a t distribution with 2 degrees of freedom is assumed [CR1.27]. This proposal was presented and discussed with the DIG [CR1.28] and subsequently forwarded to PCC for consideration and action [CR1.29]. Revising the methodology for calculating ISS was a necessary step for ensuring that accurate institutional data informs the establishment of the College's standards.

Additional ISS
With the adoption of a revised methodology for determining ISS in general, the College approved and implemented a series of proposals [CR1.30, CR1.31, CR1.32] to ensure a clear understanding of the meaning, role, and importance of institution-set standards. These proposals included the formal adoption of a comprehensive list of institution-set standards, comprised of course success rate, degrees, certificates, and transfers, which inform how the college is achieving its stated mission [CR1.33]. Additionally, further dialogue within the DIG prompted the OIR to propose to the Basic Skills Committee the development and adoption of a basic skills

metric for institution-set standards in English Writing, English Reading, Mathematics, and ESL to gauge how the college is helping students to successfully accomplish learning in developmental education [CR1.34, CR1.35, CR1.36]. Also, dialogue led to the development and adoption of job placement rate and licensure rate institution-set standards to gauge how the college is helping students regarding learning and achievement in career and technical education.

To prompt focused department level dialogue regarding ISS, the College has adopted and implemented what are referred to at ARC as department-set standards [CR1.37]. These are institution-set standards at the departmental level. These department-set standards utilize the same methodology used for course success rates for institution-set standards (the 95% confidence interval lower limit), but disaggregated by department. Department chairs access these results through the same website used for their Educational Master Plan (unit planning) process, Program Review, and Student Learning Outcomes Assessment [CR1.38, CR1.39]. Department-set standards are calculated by the OIR, communicated to department chairs, and prompt review, dialogue, and action by departments.

Presented below in Table 2 are the results for the College's ISS, as reported to the ACCJC in the 2016 Annual Report [CR1.40]. Table 3 shows the results for basic skills pipeline success and Table 4 presents CTE job placement rates.

Table 2. Institution-Set Standards reported to ACCJC

Metric	Institution Set Standard (95% CI Lower Limit based on previous 3 Year Avg)	Fall 2015, 2014-2015 Results	Standard Met?
Course Success Rate (Fall) (14a.)	70.1%	70.5%	Yes
Degrees (15b.)	1407.2	1731	Yes
Certificates* (15c.)	276.7	441	Yes
Transfers (17a.)	626	1170	Yes

Qualifying Certificates are those leading to gainful employment

Table 3. Basic Skills Pipeline Success Institution-Set Standards

Math

Starting in MATH 100 or STAT 105	Fall 2011 cohort (tracked through Fall 2012) (n=1091)	Fall 2012 cohort (tracked through Fall 2013) (n=1226)	Fall 2013 cohort (tracked through Fall 2014) (n=1246)	3 Year Avg	3 Year SD	3 Year SE	Institution Set Standard: 95% CI Lower Limit	Fall 2014 cohort (tracked through Fall 2015) (Target Year) (n=1168)	Standard Met?
Pipeline Success (Successfully completing Math 120, 124, 125, 129, 133, or higher (including Stat 305, Statway) through the next Fall semester)*	0.38	0.38	0.42	0.39	0.02	0.01	0.33	0.42	Yes

*MMLC starting cohorts excluded because Fall 2011 and Fall 2012 are based on a different format of MMLC. MMLC will be included starting with Fall 2017 Cohort. Math 103/104 excluded due to the additional time required to complete the sequence of courses.

English Writing

Starting in ENGWR 50/51	Fall 2011 cohort (tracked through Fall 2012) (n=266)	Fall 2012 cohort (tracked through Fall 2013) (n=457)	Fall 2013 cohort (tracked through Fall 2014) (n=543)	3 Year Avg	3 Year SD	3 Year SE	Institution Set Standard: 95% CI Lower Limit	Fall 2014 cohort (tracked through Fall 2015) (Target Year) (n=685)	Standard Met?
Pipeline Success (Successfully completing ENGWR 101/102, or higher through the next Fall semester)	0.48	0.45	0.53	0.49	0.04	0.02	0.39	0.43	Yes

English Reading

Starting in ENGRD 15	Fall 2011 cohort (tracked through Fall 2012) (n=250)	Fall 2012 cohort (tracked through Fall 2013) (n=364)	Fall 2013 cohort (tracked through Fall 2014) (n=422)	3 Year Avg	3 Year SD	3 Year SE	Institution Set Standard: 95% CI Lower Limit	Fall 2014 cohort (tracked through Fall 2015) (Target Year) (n=497)	Standard Met?
Pipeline Success (Successfully completing ENGRD 116, or higher through the next Fall semester)*	0.32	0.32	0.36	0.33	0.02	0.01	0.28	0.33	Yes

*Also includes meeting requirements through the Reading Competency Test (Accounted for less than 1% of successful students overall)

ESL Writing

Starting in ESLW 310	Fall 2011 cohort (tracked through Fall 2012) (n=96)	Fall 2012 cohort (tracked through Fall 2013) (n=99)	Fall 2013 cohort (tracked through Fall 2014) (n=98)	3 Year Avg	3 Year SD	3 Year SE	Institution Set Standard: 95% CI Lower Limit	Fall 2014 cohort (tracked through Fall 2015) (Target Year) (n=92)	Standard Met?
Pipeline Success (Successfully completing ESLW 320 or higher, or ENGWR 101/102, or higher through the next Fall semester)	0.50	0.40	0.47	0.46	0.05	0.03	0.34	0.46	Yes

ESL Reading

Starting in ESLR 310	Fall 2011 cohort (tracked through Fall 2012) (n=127)	Fall 2012 cohort (tracked through Fall 2013) (n=121)	Fall 2013 cohort (tracked through Fall 2014) (n=157)	3 Year Avg	3 Year SD	3 Year SE	Institution Set Standard: 95% CI Lower Limit	Fall 2014 cohort (tracked through Fall 2015) (Target Year) (n=120)	Standard Met?
Pipeline Success (Successfully completing ESLR 320 or higher, or ENGRD 116, or higher through the next Fall semester)*	0.46	0.53	0.42	0.47	0.05	0.03	0.34	0.49	Yes

*Also includes meeting requirements through the Reading Competency Test (Accounted for 0% of successful students overall)

Table 4. CTE Job Placement Rates and Institution-Set Standards

Program	Perkins Program Name	CIP Code-4 digits (##.##)	2013-2014	2014-2015	2015-2016	3 Year Avg	3 Year SD	3 Year SE	95% lower Limit	2016-2017 Fiscal Year Job Placement Rate (13-14 Cohort)	Meets Institution-Set Standard?
Accounting	ACCOUNTING	52.01	78.72	62.99	60.68	67.47	9.82	5.67	43.08	75.51	Yes
Administration of Justice	ADMINISTRATION OF JUSTICE	43.011	81.82	50.00	85.64	72.49	19.57	11.30	23.88	94.90	Yes
Automotive Collision Technology	AUTOMOTIVE COLLISION REPAIR	47.06	75.00	46.67	96.00	59.22	14.44	8.34	23.35	70.00	Yes
Automotive Technology	AUTOMOTIVE TECHNOLOGY	47.06	74.24	54.79	60.00	63.01	10.07	5.81	38.00	63.64	Yes
Business Technology	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	52.04	59.42	51.35	59.62	56.80	4.72	2.72	45.08	61.54	Yes
Carpenter Apprenticeship	CARPENTRY	46.02	100.00	100.00	100.00	100.00	0.00	0.00	75.00	100.00	Yes
Chemical Dependency Studies	ALCOHOL AND CONTROLLED SUBSTANCES	51.15	54.55	76.92	52.00	61.16	13.71	7.92	27.09	60.00	Yes
CIS: Computer Networking Management	COMPUTER NETWORKING	11.09	68.42	76.00	62.07	68.83	6.97	4.03	51.50	73.68	Yes
CIS: Information Security Essentials	COMPUTER NETWORKING	11.1	68.42	76.00	62.07	68.83	6.97	4.03	51.50	73.68	Yes
CIS: Microcomputer Applications	SOFTWARE APPLICATIONS	11.06	75.00	61.90	52.94	63.28	11.09	6.40	35.72	61.90	Yes
CIS: PC Support	COMPUTER SUPPORT	11.101	58.33	78.26	60.61	65.73	10.91	6.30	38.63	50.00	Yes
CIS: Programming	COMPUTER PROGRAMMING	11.02	55.00	50.00	30.30	45.10	13.06	7.54	12.66	60.47	Yes
CIS: Web Developer	WORLD WIDE WEB ADMINISTRATION	11.1	52.94	61.90	57.14	57.33	4.48	2.59	46.19	66.67	Yes
Commercial Music	COMMERCIAL MUSIC	10.02	75.00	66.67	57.69	66.45	8.66	5.00	44.95	75.00	Yes
Design Technology	DRAFTING TECHNOLOGY	15.13	60.00	55.56	64.71	60.09	4.58	2.64	48.72	62.50	Yes
Diesel Technology	DIESEL TECHNOLOGY	47.061	78.95	65.91	66.04	70.30	7.49	4.32	51.69	71.43	Yes
Drywall/Lathing Apprenticeship	DRYWALL AND INSULATION	46.04	100.00	100.00	100.00	100.00	0.00	0.00	75.00	100.00	Yes
Early Childhood Education	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	19.071	73.17	57.02	59.71	63.30	8.65	5.00	41.83	66.06	Yes
Electrical	ELECTRICAL	46.03	96.43	100.00	96.15	97.53	2.15	1.24	92.20	98.18	Yes
Electronic	ELECTRONICS AND ELECTRIC TECHNOLOGY	47.01	72.73	54.31	54.00	60.35	10.72	6.19	33.70	57.81	Yes
Environmental Conservation	NATURAL RESOURCES	3.0101	60.00	61.11	61.11	60.74	0.64	0.37	59.15	71.43	Yes
Fashion	FASHION DESIGN	19.091	66.67	42.31	63.64	57.54	13.28	7.66	24.56	61.54	Yes
Fire Technology	FIRE TECHNOLOGY	43.02	89.29	61.90	85.71	78.97	14.88	8.59	41.99	95.00	Yes
Firefighter Recruit Academy	FIRE ACADEMY	43.02	88.89	78.95	86.96	84.93	5.27	3.04	71.84	93.55	Yes
Funeral Service Education	MORTUARY SCIENCE	12.03	82.61	75.00	74.07	77.23	4.68	2.70	65.59	78.95	Yes
General Business	BUSINESS AND COMMERCE, GENERAL	52.01	94.12	75.00	55.17	74.76	19.47	11.24	26.18	63.33	Yes
Geographic Information Systems (GIS)	GEOGRAPHIC INFORMATION SYSTEMS	45.08	87.50	62.50	66.67	72.22	13.39	7.73	38.95	76.00	Yes
Gerontology	GERONTOLOGY	19.07	73.02	58.33	41.67	57.67	15.69	9.06	18.70	64.91	Yes
Hospitality Management: Baking	CULINARY ARTS	12.05	71.43	50.00	56.60	59.34	10.97	6.34	32.06	62.96	Yes
Hospitality Management: Culinary Arts/Restaurant Mgmt	RESTAURANT AND FOOD SERVICES AND MANAGEMENT	12.05	76.47	54.55	54.05	61.69	12.80	7.39	29.88	80.39	Yes
Human Services	HUMAN SERVICES	44	56.52	42.50	53.85	50.96	7.44	4.30	32.46	47.83	Yes
Interior Design	INTERIOR DESIGN AND MERCHANDISING	50.041	55.56	61.11	50.00	55.56	5.56	3.21	41.75	57.69	Yes
Ironworkers Apprenticeship	SHEET METAL AND STRUCTURAL METAL	48.051	100.00	100.00	100.00	100.00	0.00	0.00	75.00	100.00	Yes
Legal Assisting	PARALEGAL	22.03	72.50	58.82	60.00	63.77	7.58	4.38	44.94	70.83	Yes
Management	BUSINESS MANAGEMENT	52.02	68.75	70.00	52.50	63.75	9.76	5.64	39.50	50.00	Yes
Nursing	REGISTERED NURSING	51.38	89.61	81.82	64.38	78.54	13.03	7.52	46.17	81.82	Yes
Real Estate	REAL ESTATE	52.15	77.27	53.85	55.56	62.22	13.06	7.54	29.78	53.33	Yes
Respiratory Care	RESPIRATORY CARE/THERAPY	51.091	73.33	80.00	78.57	77.30	3.51	2.03	68.58	78.57	Yes
Sheet Metal Apprenticeship	SHEET METAL AND STRUCTURAL METAL	48.051	100.00	100.00	100.00	100.00	0.00	0.00	75.00	100.00	Yes
Sign Language Studies: Interpreter Training	SIGN LANGUAGE INTERPRETING	16.16	94.74	81.82	94.74	90.43	7.46	4.31	71.90	84.21	Yes
Speech Language Pathology Assistant Training	SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY	51.02	92.86	80.00	80.00	84.29	7.42	4.29	65.84	73.33	Yes
Welding Technology	WELDING TECHNOLOGY	48.051	70.59	63.27	73.08	68.98	5.10	2.94	56.31	66.67	Yes

Notes:

Data Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx, and EDD Base Wage File

Cells shaded in blue fall below the district and state negotiated performance goal

Programs not shown if count was less than 10 in any of the past 4 years

In cases where the 3 year standard deviation equals 0, the confidence interval lower limit is replaced by 75% of the 3 year average

Departments that fall below their department-set standards are directed to indicate their action plans for improving student success. In fall 2016, 93% of departments met their department-set standard. Representative action plan statements identified by the five departments that fell below their department-set standards include the following:

- Modifying our instruction, curriculum, or seeking student support services
- Engaging in dialogue to explore ways to modify our instruction, curriculum, or seek student support services
- Requesting resources in our Educational Master Plan

Communicating Results

To ensure that institution-set standards are communicated to appropriate constituencies on a regular basis, through action at PCC the college has formally adopted a process for communicating institution-set standards results on an ongoing basis. The OIR is responsible for calculating the institution-set standards results annually and communicating those results to the participatory governance groups and other responsible parties for dissemination [CR1.41]. For CTE programs, deans are responsible for sharing data and receiving feedback about action plans regarding institution-set standards for job placement rates and licensure rates [CR1.34], [CR1.35]. Also, faculty discuss job placement rates and provide students with job placement information to encourage improved employment rates [CR1.36]. For programs that include developmental education, the Basic Skills Committee is responsible for conducting dialogue in reviewing institution-set standards results [CR1.37, CR1.38, CR1.39].

Integrated Planning

To ensure that institution-set standards are integrated into the College's ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to ensure the improvement of institutional effectiveness, all instructional departments are required to review their department-set standard data on an ongoing basis. Due to technical limitations of the website, the process for department-set standards was initiated in fall 2016 alongside the regular process for unit planning, and included departmental review, dialogue, and action on department-set standards. In the next EMP cycle, departmental review, dialogue, and action on department-set standards will be incorporated into the regular process of unit planning via the EMP. Table 5 shows an annual schedule for calculating ISS, dialogue with representative groups, and integration with the unit planning (EMP) process.

Table 5. Schedule for Action on Institution-Set Standards

Metric	Calculation of ISS	Dialogue	Integration with EMP
Course Success Rate, Degrees, Certificates, Transfers	February	March	
Basic Skills Pipeline	February	April	April
CTE Job Placement Rates	February	March	March/April
Department-Set Standards	February	February/March	March/April

Assessing the process

To ensure that institution-set standards continue to be appropriate and effective at ARC, the college has adopted a regular cycle to evaluate all aspects of how institution-set standards are

calculated, communicated, integrated, and lead to action and improvement. This evaluation will occur every three years, with the next evaluation scheduled for spring 2019. The responsible parties to lead this evaluation are the OIR, DIG, and PCC [CR1.43, CR1.44].

College Recommendation 1 included reference to Eligibility Requirement (ER) 19 per the findings regarding the publishing of student learning outcomes, as was noted in the evaluation team's report:

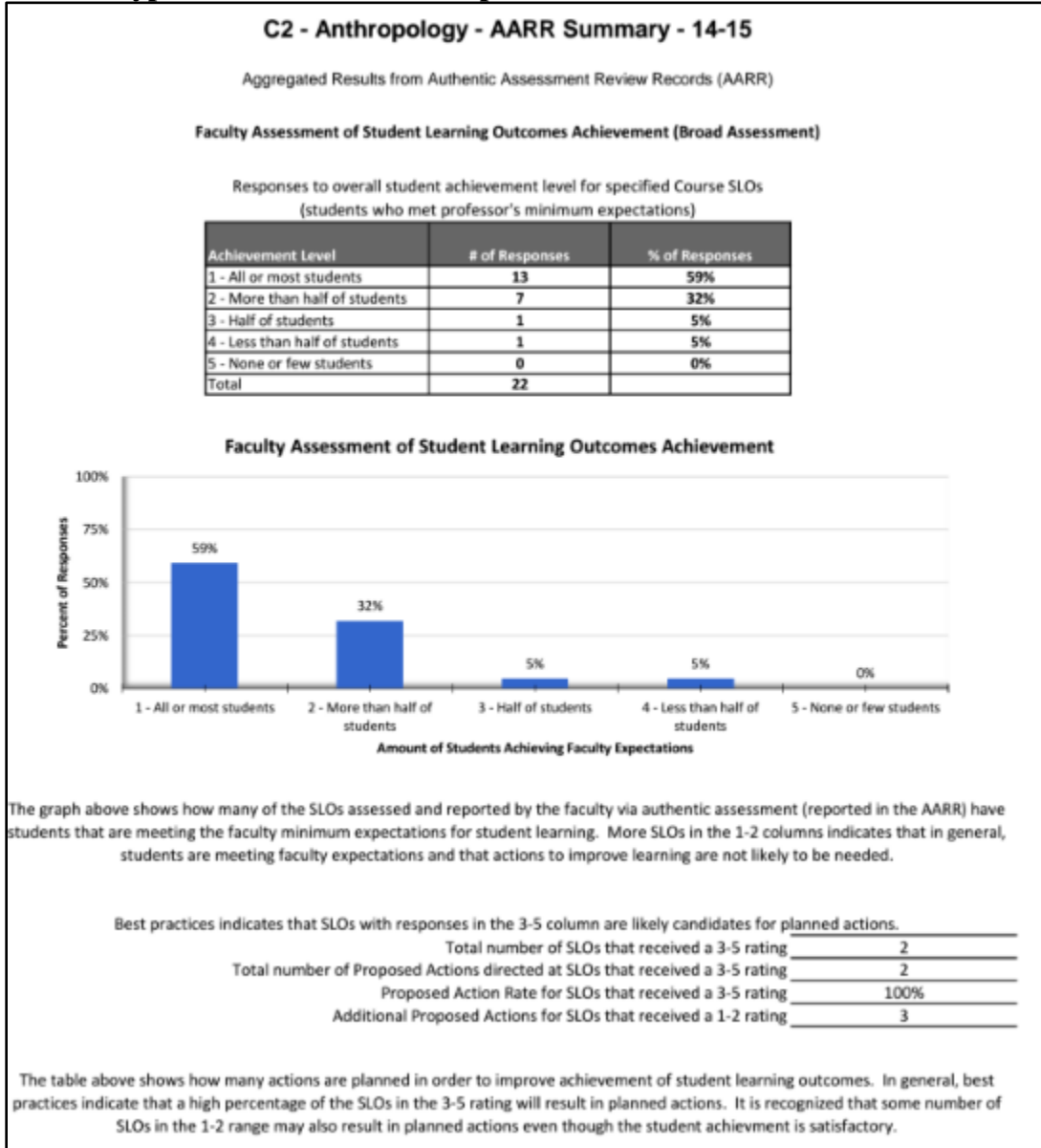**ER 19. Institutional Planning and Evaluation**
The evaluation team confirmed that the College has an integrated institutional planning, resource allocation, and evaluation process that includes the assessment of student learning outcomes and assesses progress towards achieving stated goals. The College publishes student learning outcomes at all levels, however student learning outcome assessment results were not found by the evaluation team on the College's public website. Rather, the evaluation team found counts of completed program-level assessments.

Student learning outcomes (SLOs) are established for virtually every program offered at American River College. These outcomes can be found in the college catalog. Assessment of program level SLOs relies on ARC's three-year cycle of course-level SLO assessment. This strategy is supported by the Curriculum Committee's diligent review of each program's required courses, which includes a requirement that all program SLOs explicitly map to (i.e. are clearly supported by) one or more of the required courses for a degree or a certificate requiring 6 or more units. These SLO program mapping matrices are completed by departments and are reviewed by the members of the SLO Assessment and Curriculum committees.

Oversight of the faculty's continuous review of student achievement of course SLOs is accomplished using multiple measures. The broadest measure is the Authentic Assessment Review Record in which faculty record student achievement of specific SLOs based on one or more authentic assessments that they regularly perform in their classes. Disciplines have been grouped into three cohorts so that all disciplines are actively engaged in one part of the formal three year cycle of documentation of assessment, planning, and implementation at all times. Completion of the first cycle for all disciplines using the Authentic Assessment Review Record will occur in fall 2017.

The latest information regarding program specific student achievement of SLOs is provided via a link to Program Level Student Learning Outcomes page [CR1.45] on our public website within two clicks of the College's main landing page. Below is an example of a typical SLO assessment report available for public review. All SLOs have been assessed within the regular three-year cycle. With the transition from the prior format to the Authentic Assessment Review Record (AARR) process, completion of the first cycle for all disciplines using the AARR will occur in fall 2017.

Typical SLO Assessment Report as Available for Public Review

C2 - Anthropology - AARR Summary - 14-15

Aggregated Results from Authentic Assessment Review Records (AARR)

Faculty Assessment of Student Learning Outcomes Achievement (Broad Assessment)

Responses to overall student achievement level for specified Course SLOs
(students who met professor's minimum expectations)

Achievement Level	# of Responses	% of Responses
1 - All or most students	13	59%
2 - More than half of students	7	32%
3 - Half of students	1	5%
4 - Less than half of students	1	5%
5 - None or few students	0	0%
Total	22	

Faculty Assessment of Student Learning Outcomes Achievement

The graph above shows how many of the SLOs assessed and reported by the faculty via authentic assessment (reported in the AARR) have students that are meeting the faculty minimum expectations for student learning. More SLOs in the 1-2 columns indicates that in general, students are meeting faculty expectations and that actions to improve learning are not likely to be needed.

Best practices indicates that SLOs with responses in the 3-5 column are likely candidates for planned actions.

Total number of SLOs that received a 3-5 rating	2
Total number of Proposed Actions directed at SLOs that received a 3-5 rating	2
Proposed Action Rate for SLOs that received a 3-5 rating	100%
Additional Proposed Actions for SLOs that received a 1-2 rating	3

The table above shows how many actions are planned in order to improve achievement of student learning outcomes. In general, best practices indicate that a high percentage of the SLOs in the 3-5 rating will result in planned actions. It is recognized that some number of SLOs in the 1-2 range may also result in planned actions even though the student achievment is satisfactory.

District Recommendation 1

In order to meet the standards, the Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the District. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. (Standard III.C.2)

In spring 2016, following receipt of the district-level recommendation to develop a Los Rios Community College District (LRCCD) technology plan, district and college executive staff determined that in addition to using regular district and college program review results and routine technology assessments done by District Office Information Technology (DOIT), the entire district would benefit from a third party technology assessment. Therefore, LRCCD hired a team of consultants from CampusWorks, Inc. to assess Los Rios technology operations, provide input on the overall technology strategic objectives already in place, and assess students' technology experiences at the colleges and district. The CampusWorks team reviewed over 165 documents provided by the district and its four colleges prior to and during their visits to all five sites. The documents included district and college strategic and/or technology plans [DR1.1], technology related program reviews and unit plans [DR1.2, 1.3], and other assessments and documents. At the conclusion of their review, the CampusWorks team provided the district with a *Second Opinion Technology Assessment Report* [DR1.4] on May 17, 2016.

During that same spring 2016 semester, LRCCD completed its **2016 District Strategic Plan** [DR 1.1] which it had begun in fall 2015. The plan was developed with input from multiple stakeholders, including the Board of Trustees, students, faculty, classified staff and administrators from across the district, and community stakeholders. The 2016 plan, which includes updated vision, mission, and values statements, and five goals, was approved by the Board of Trustees at its May 11, 2016 meeting. The five goals are:
1. Establish effective pathways that optimize student access and success
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups
3. Provide exemplary teaching and learning opportunities
4. Lead the region in workforce development
5. Foster an outstanding working and learning environment

Each goal has its own strategies designed to successfully implement the goal. Eleven strategies which directly relate to technology include:
- Implement improved class scheduling system to better meet student needs (Goal 1, Strategy 2)
- Promote communication channels that increase awareness of course offerings, deadlines, services, programs, resources and events (Goal 1, Strategy 3)
- Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.) (Goal 1, Strategy 4)
- Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services (Goal 3, Strategy 2)

- Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources needed to engage in improvement of curriculum, teaching and learning (Goal 3, Strategy 4)
- Provide resources to enhance student learning, outcomes, development and assessment (Goal 3, Strategy 6)
- Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment (Goal 3, Strategy 7).
- Increase staff and manager participation in professional development activities (Goal 5, Strategy 1).
- Coordinate and communicate college sustainability efforts to further implement best practices across the District (Goal 5, Strategy 4)
- Complete and implement a District Technology Plan (Goal 5, Strategy 5)
- Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students (Goal 5, Strategy 6)

The District Technology Plan Steering Committee [DR1.5] was formed in late spring 2016 to hear the results of the CampusWorks assessment and begin its work to create a comprehensive district technology plan. The committee met throughout fall 2016 to continue overseeing the plan's development [DR1.6]. Based on the CampusWorks assessment report, the *2016 District Strategic Plan*, and ACCJC Accreditation Standard III.C [DR1.7], the committee identified the areas of district-supported technology the plan needed to address. Technology responsibilities supported primarily by the colleges, such as the selection, purchase, and maintenance of classroom technology are not included in the district plan. At American River College technology responsibilities are covered in the college Technology Master Plan [DR1.8] and Distance Education Plan [DR1.9].

The District Technology Plan Steering Committee agreed the initial development of individual technology plan sections should be drafted by those individuals who have expertise and responsibility for those particular types of technology. Thus, the Vice Chancellor of Finance and Administration worked with the college Vice Presidents of Administration to review and develop items regarding college IT budget and personnel responsibilities, the college learning management system (LMS) faculty coordinators and DOIT LMS support personnel worked on the LMS-related items, the district police worked on campus security-related technology items, etc. In late November 2016, the draft plan was sent to college and district leaders for review with their constituencies and the opportunity to submit comments and proposed edits before a final draft plan was sent to the Board of Trustees for action at its February 8, 2017 meeting [DR1.10, 1.11].

District Recommendation 2

In order to meet the Standard, the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)

In spring 2016, the Los Rios Community College District developed clearly defined Board Policies and Administrative Regulations for recruiting and selecting college presidents. The policies were approved by the Board of Trustees at its April 13, 2016 meeting [DR2.1] and the regulations were approved by the Chancellor's Cabinet at its January 25, 2016 meeting [DR2.2]. Policy 9123 *Selection and Recruitment: College President* [DR2.3] describes the authority to recruit for a vacant College President position, the building of the applicant pool, and the qualifications an applicant must possess to be considered for the position. Policy 9123 is supported by Regulation 9123 [DR2.4] *Recruitment: College President* which further details the College President position job description, opportunity for lateral transfer, building of an applicant pool, necessary applicant qualifications, and certification of the applicant pool by the Associate Vice Chancellor of Human Resources. At the same meeting, the Board of Trustees approved Policy 9124 *Initial Selection: College President* [DR2.5] which describes the authority for establishing the selection process, selection criteria, educational management position qualifications, appointment process, retirement system participation requirements, and fingerprinting requirements. Policy 9124 is supported by Regulation 9124 *Initial Selection: College President* [DR2.6]. The regulation describes the College President application review and selection processes, status of district management employees who are selected for a college presidency, the terms of the appointment, and the fingerprinting process. These policies and regulations will be followed in selecting future College Presidents and will be regularly reviewed and updated as necessary.

Policy 9142 *Performance Evaluation Chancellor and Presidents,* Section 2.0 [DR2.7], describes the annual evaluation process of College Presidents by the District Chancellor. The evaluation includes achievement of annually established goals and provides opportunity for input from any College or District constituency. The policy was approved by the Board of Trustees on December 15, 2010 [DR2.8] and has been followed since that time.

District Recommendation 3

In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice, the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the president as the chief college administrator be added to the policy section 4000 – Administration. (Standards IV.B.2, and IV.B.3.e)

The Los Rios Community College District used the language of Board Policy 2411 *Student Rights and Responsibilities*, Section 1.2 [DR3.1], which states "The president of a college in the District serves as the chief administrator of the college and is responsible for the overall supervision of the operation of the college in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees." to inform the modification of Board Policy 4111 *Administrative* [DR3.2]. Board Policy 4111 now includes Section 1.4, which states, "The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the District Policies of the Board of Trustees. The Chancellor delegates full responsibility and authority to the college Presidents to implement and administer delegated District Policies without interference and holds College Presidents accountable for the operation of the College." The modification was approved by the Board of Trustees at its April 13, 2016 meeting [DR3.3]. The approved language of the modified policy aligns the policy with ongoing administrative practice.

Appendix: Evidence

Evidence for Report Preparation

RP 1.1   President's Executive Staff Agenda February 10, 2016
RP 1.2   President's Executive Staff Agenda April 27, 2016
RP 1.3   Planning Coordination Council Agenda March 7, 2016
RP 1.4   Planning Coordination Council Minutes September 12, 2016
RP 1.5   Planning Coordination Council Minutes October 3, 2016

Evidence for Recommendations to Meet the Standards

College Recommendation 1

CR 1.1   District Research Council Minutes -- February 24, 2014
CR 1.2   Report to PES from PRT -- February 26, 2014
CR 1.3   PCC Minutes -- March 3, 2014
CR 1.4   2014 ACCJC Annual Report
CR 1.5   Deans Meeting Agenda -- March 18, 2015
CR 1.6   2015 ACCJC Annual Report
CR 1.7   PCC Minutes -- April 6, 2015
CR 1.8   PCC Minutes November 2, 2015
CR 1.9   DIG Agenda and Minutes -- April 6, 2015
CR 1.10   Institution Set Standards Notes for DIG October 20, 2015
CR 1.11   Manual for Institutional Self Evaluation October 2015
CR 1.12   Confidence Interval Proposal to DIG
CR 1.13   DIG Agenda October 20, 2015
CR 1.14   DIG Minutes October 20, 2015
CR 1.15   DIG Agenda December 1, 2015
CR 1.16   DIG Minutes December 1, 2015
CR 1.17   Revisiting Institution Set Standards Presentation
CR 1.18   PCC Agenda December 7, 2015
CR 1.19   PCC Agenda February 1, 2016
CR 1.20   PCC Agenda March 7, 2016
CR 1.21   PCC Minutes September 12, 2016
CR 1.22   PCC Agenda October 3, 2016
CR 1.23   SLT Communication January 13, 2016
CR 1.24   PES Agenda October 21, 2015
CR 1.25   PES Agenda December 2, 2015
CR 1.26   PES Agenda December 7, 2015
CR 1.27   Confidence Interval Proposal for Institution Set Standards
CR 1.28   DIG Minutes October 20, 2015

CR 1.29 PCC Minutes December 7, 2015
CR 1.30 DIG Agenda October 2, 2015
CR 1.31 DIG Minutes October 20, 2015
CR 1.32 PCC Agenda December 7, 2015
CR 1.33 Institution Set Standards Proposals
CR 1.34 Basic Skills Committee Communication
CR 1.35 Basic Skills ISS Pipeline Success Rates
CR 1.36 Basic Skills Committee Minutes March 17, 2016
CR 1.37 Department-Set Standards Communication to Department Chairs
CR 1.38 Sample of Website for Department Set Standards
CR 1.39 Department Set Standards Webpage
CR 1.40 ACCJC 2016 Annual Report
CR 1.41 Design Technology Job Information
CR 1.42 PCC Agenda May 2, 2016
CR 1.43 Area Deans Meeting Agenda March 18, 2015
CR 1.44 OIR email to VPI re: Job Placement Rates and ISS
CR 1.45 Program Level Student Learning Outcomes
CR 1.46 Basic Skills ISS Pipeline Success Rates
CR 1.47 Basic Skills ISS Graphs
CR 1.48 Basic Skills Committee Agenda April 21, 2016
CR 1.49 DIG Meeting Notes December 1, 2015
CR 1.50 PCC Agenda February 1, 2016

District Recommendation 1

DR 1.1 ***2016 District Strategic Plan***
DR 1.2 2016 DOIT Program Review
DR 1.3 2016 DOIT Unit Plan
DR 1.4 CampusWorks' ***Second Opinion Technology Assessment Report***
DR 1.5 District Technology Plan Steering Committee Membership
DR 1.6 District Technology Plan Steering Committee 2016 Minutes
DR 1.7 ACCJC Accreditation Standard III.C
DR 1.8 ARC Technology Master Plan
DR 1.9 ARC Distance Education Plan
DR 1.10 LRCCD Board of Trustees Technology Plan Agenda Item
DR 1.11 ***2017 District Technology Plan***

District Recommendation 2

DR 2.1 LRCCD Board of Trustees Meeting Minutes of April 13, 2016
DR 2.2 Chancellor's Cabinet Meeting Minutes of January 25, 2016

DR 2.3   Board Policy 9123
DR 2.4   Administrative Regulation 9123
DR 2.5   Board Policy 9124
DR 2.6   Administrative Regulation 9124
DR 2.7   Board Policy 9142
DR 2.8   LRCCD Board of Trustees Meeting Minutes of December 15, 2010

District Recommendation 3

DR 3.1   Board Policy 2411
DR 3.2   Board Policy 4111
DR 3.3   LRCCD Board of Trustees Meeting Minutes of April 13, 2016