

**American River College**  
**Institution-Set Standards Report**  
**2022-2023 (2021-2022 Data)**



**OFFICE OF  
INSTITUTIONAL  
RESEARCH**  
**AMERICAN RIVER COLLEGE**

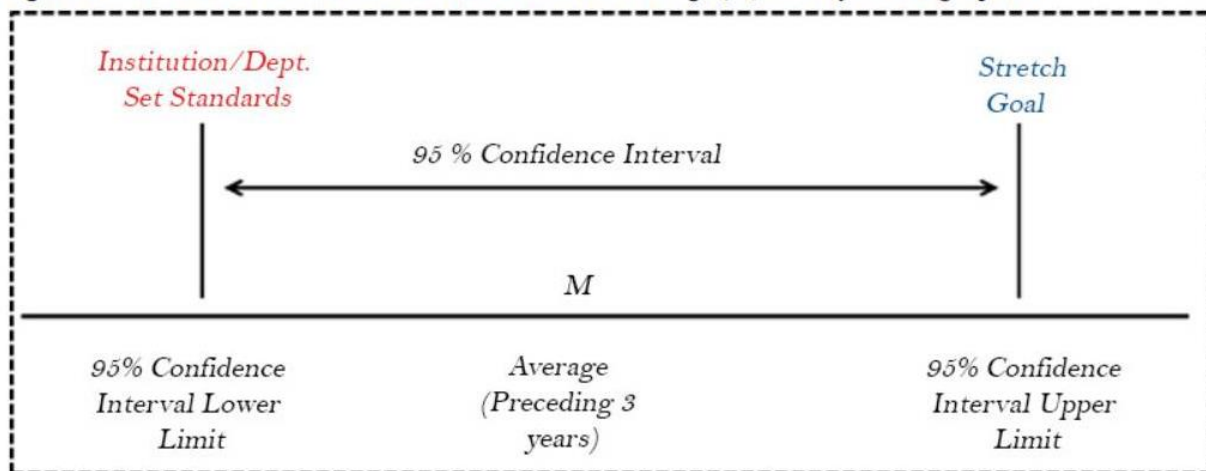
## Overview

ACCJC Accreditation Standard I.B.3 states that *"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"*

To meet this standard, American River College developed and formally adopted a consistent college-wide methodology for computing Institution Set Standards in 2016<sup>1</sup>.

As shown in Figure 1 below, this revised methodology begins by computing the average over the last 3 years (not including the current year). Then, a 95% confidence interval is built around that average and the lower limit is recognized as the standard. This metric distinguishes random year to year variations that do not require action from significant decreases in success that may require action, including the allocation of college support and resources<sup>2</sup>.

Figure 1. 95% Confidence Interval centered around the Average (M) of the preceding 3 years



In 2017, American River College utilized the upper limit of the 95% Confidence Interval to serve as the Stretch (or aspirational) Goal.

<sup>1</sup> American River College revisited its institution set standards within its participatory governance structures with dialogue occurring within the Data Inquiry Group, the Planning and Coordinating Council, the Senior Leadership Team, Dean's meetings, and with representatives of the Academic Senate, Classified senate, and the Associated Student Body (prior to ARC Governance Redesign). The Office of Institutional Research, in consultation with these governance groups, formulated a revised methodology for computing institution set standards that provides accurate data that meets ACCJC's definition of institution set standards as minimal acceptable standards below which actions should be taken to improve student success.

<sup>2</sup> 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.

At ARC, this methodology for computing institution-set standards applies to the following student success metrics:

SUCCESS METRICS	DEFINITIONS
SUCCESSFUL COURSE COMPLETION	Percent of A, B, C, Cr, Pass grade notations over all grade notations, including EW grades, Fall and Spring semesters (excludes Summer)
CERTIFICATES	Number of unduplicated 16+ unit certificates awarded
DEGREES	Number of unduplicated degrees awarded
TRANSFERS	Number of transfers to UC and CSU
JOB PLACEMENT RATES (CAREER ED)	As defined by the state MIS Perkins Website, for career education (CE) programs with at least 10 or more completers in each year needed to compute performance against institution-set standards

*Note: At the program level, success course completion rates are referred to as department-set standards. Instructional programs review their department-set standards as part of their Annual Unit Planning cycle.*

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.

In addition, ARC has outlined the process whereby institution-set standards are shared with the ARC community, including an annual report to the Institutional Effectiveness Council, Student Success Council, Executive Leadership Team, and President's Executive Team, published and publicly available on the ARC website. In cases where the institution set standards are not met, actions to improve student success are recorded using an ISS Action Plan Reporting form. If the actions are at the program level, then these programs are reminded to include these actions in their subsequent Annual Unit Plan (AUP).

#### ARC Institution-Set Standards Annual Process

1. The Office of Institutional Research (OIR) creates the Annual ARC ISS Report (~April, after submission of the ACCJC Annual Report).
2. OIR or Office of Institutional Effectiveness & Innovation shares findings with IEC, Student Success Council, Executive Leadership Team, President's Executive Team.
3. OIR posts findings on ARC ISS website.
4. If applicable, OIR sends requests to the appropriate body (Council or Program) to complete the [ISS Action Plan Reporting Form](#) (this Action Plan reporting form would go out to departments that fell below their ISS for course success rates, licensure rates, or job placement rates, or Councils responsible for improving college level results that fall below the ISS). Departments would further be reminded by the Dean of Institutional Effectiveness and Innovation to include these actions in their subsequent Annual Unit Plan (AUP) in the Fall. A regular cycle for reporting will be implemented to coincide with the availability of the data (a Fall reporting for department set standards and a Spring reporting for all other metrics).
5. OIR shares results of ISS Action Plan Reporting Form with the IEC, and posts these results on the ARC ISS website.

Results for the past academic year are below.

### 2021-2022 College Wide Results

Success Metric	Institution-Set Standard – Stretch Goal	2021-2022 Results	Standard Met?
Successful Course Completion	69% - 79%	74%	Yes
Certificates	616 - 1512	1120	Yes
Degrees	1917 - 2460	2067	Yes
Transfers	859 - 1700	1118	Yes

**Analysis:** ARC exceeded the institution set standard for each of the collegewide student success metrics in 2021-2022.

- Successful Course Completion (5% over the standard)
- Number of Certificates (504 over the standard)
- Number of Degrees (150 over the standard)
- Number of Transfers (259 over the standard)

**Improvement Plan needed to meet these Institution-set standards?** no

### 2021-2022 Department/Program Level Results

Department Set Standards

Success Metric	Department-Set Standard – Stretch Goal	2021-2022 Results/Standards Met?	
		Yes	No
Successful Course Completion	<i>Varies by Program</i>	62 out of 68 (91%)	6 out of 68 (9%)

**Analysis:** 91% of programs at ARC exceeded their department-set standards for successful course completion in 2021-2022. 9% of programs at ARC did not meet their department-set standards:

- [Only programs that do not meet their department-set standards for successful course completion for 2 consecutive years will be listed here]

**Improvement Plan needed to meet these Department-set standards?** 6 programs completed the ISS Action Plan Reporting form in Fall 2022. The aggregated results of the reporting form are available on the [ARC ISS website](#) (page 3 of 3).

### Job Placement Rates

Career Education programs regularly review job placement data and compare them to Department-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. Only programs that had at least 10 graduates in each reporting year needed to compute the Institution-Set Standards and Stretch Goals are reported<sup>3</sup>.

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<sup>3</sup> 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

Success Metric	Department-Set Standard – Stretch Goal	2021-2022 Results/Standards Met? (2020-2021 Cohort)	
		Yes	No
<b>Job Placement Rates</b>	<i>Varies by Program</i>	27 out of 35 (77%)	8 out of 35 (23%)

**Analysis:** 77% of reported career education programs at ARC exceeded their department-set standards for job placement rates in 2021-2022. 23% of reported career education programs at ARC did not meet their department-set standards:

- [Only programs that do not meet their department-set standards for job placement rates for 2 consecutive years will be listed here]

**Improvement Plan needed to meet these Department-set standards?** 8 programs have been asked to complete the ISS Action Plan Reporting form. The form is due November 30th, 2023. These departments will be reminded to include these actions in their subsequent AUP in the Fall. The results of the reporting form will be aggregated and published on the ARC ISS website.

### Licensure Passage Rates

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.

Success Metric	Department-Set Standard – Stretch Goal	2021-2022 Results/Standards Met? (2020-2021 Cohort)	
		Yes	No
<b>Licensure Passage Rates</b>	<i>Varies by Program</i>	3 out of 3 (100%)	0 out of 3 (0%)

**Analysis:** In 2021-2022, all programs exceeded their Institution-Set Standards (100%).

**Improvement Plan needed to meet these Department-set standards?** No.

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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.