



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	American River College
2. Name of individual preparing report:	Yuj Shimizu
3. Phone number of person preparing report:	916-484-8149
4. E-mail of person preparing report:	shimizy@arc.losrios.edu

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 44827 2023-24: 47973 2024-25: 49575

5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.02 %	3.34 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 40656 2023-24: 43045 2024-25: 44699

6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	5.88 %	3.84 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

Increase: Religious Studies, Decrease: n/a

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 29225

2023-24: 30411

2024-25: 31802

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	4.06 %	4.57 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

na

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 28501

2023-24: 29762

2024-25: 31190

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	4.42 %	4.80 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

na

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

25 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

22 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACC)
- ☒ College established dashboard
- ☐ Other (please specify)
- ☐ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://arc.losrios.edu/why-arc/facts-and-statistics>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 5

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website?

ARC scored 5/8, from 6/8 in 2025 on the rubric. The Institutional Effectiveness Council's review reflected a more rigorous evaluation this year, with increased scrutiny on the clarity and effectiveness of ARC's data story. ARC is leveraging shared governance to strengthen data transparency and refine methodological approaches. In 2025-26, ARC engaged governance councils, Academic Senates, and executive leadership in a review of student achievement data. This identified the need to improve disaggregation and public-facing communication. Next year, ARC will advance coordinated efforts to enhance clarity, deepen institutional understanding, and align data storytelling with the mission of "students first."

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	72%	69%	70%
12b. Stretch goal (aspirational):	75%	79%	82%
12c. Actual successful course completion rate:	76%	79%	80%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes

No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	669	883	460
13c. List your stretch goal (aspirational):	1470	1470	1470
13d. List actual number or percentage of certificates:	1178	1873	2063

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23	2023-24	2024-25
---------	---------	---------

14a. List your Institution-Set Standard (floor) for associate degrees:

2325	2280	2342
------	------	------

14b. List your stretch goal (aspirational) for associate degrees:

3088	3088	3088
------	------	------

14c. List actual number or percentage of associate degrees:

2438	2521	2542
------	------	------

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
-----	----

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

--

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
-----	----

If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

--

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
-----	----

If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- ☒ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

955	932	980
-----	-----	-----

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

1509	1509	1509
------	------	------

17d. List actual number or percentage of students who transfer to a 4-year college/university:

1070	1041	1183
------	------	------

Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

No

If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Certified Nursing Assistant (CNA)	National	67.6	93.5	93.3	95.8	100
Emergency Medical Technician (EMT)	National	75	85	83	95	78
Funeral Services Education - Arts	National	70	75	76	n/a	61
Funeral Services Education - Sciences	National	70	75	64	n/a	46
Nursing	National	67.6	93.5	92.5	100	94.4
Paramedic	National	75	85	77	85	90

Respiratory Care - CRT	National	80	90	100	100	100
Respiratory Care - RRT	National	80	90	100	100	90

19. Does your college offer Career and Technical Education Programs?

Yes

No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accounting	65	100	85	88	77
Administration of Justice	60	100	88	80	81
Automotive Technology	42	100	85	60	82
Business Administration	44	100	85	76	75
CIS: Computer Networking Management	36	100	85	60	79
CIS: Programming	12	100	79	40	70
Commercial Music	58	100	73	89	100
Computer Infrastructure and Support	74	88	83	78	90
Diesel Technology	71	92	80	86	75
Early Childhood Education	75	85	78	82	77
Electrical	92	97	94	94	97
Electronic	61	89	81	70	79

Environmental Conservation	42	100	100	69	75
Fire Technology	91	99	94	95	81
Funeral Services Education	85	92	89	90	75
General Business	52	96	64	82	70
Hospitality Management: Baking	49	100	67	90	77
Hospitality Management: Culinary Arts/Restaurant Management	51	96	68	84	71
Human Services	58	100	83	92	74
Interior Design	52	56	55	55	88
Legal Assisting	69	95	87	82	80
Management	65	100	91	94	86
Nursing	89.9	100	97	96	89.2
Real Estate	51	100	67	87	63
Sheet Metal	75	100	100	100	100
Speech Language Pathology Assistant Training	93.4	100	96	97	92.9

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Question 12: Course completion (success) rates are reported for Fall and Spring semesters (excluding Summers). EW grades are included in the denominator. 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 reporting 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. Current year results are then compared to these standards. In 2017, American River College utilized the upper limit of the 95% Confidence Interval to serve as the Stretch Goal for course completion rates. Current year results are then compared to these stretch goals. Question 13: Certificates (with 16 or more units) reported are the total number of certificates awarded in each year. Question 14: Degrees reported are the total number of degrees awarded in each year. Question 17: Transfers reported include transfers to CSU and UC. Extracted in February 2026 from CSU and UC websites. Questions 13, 14 & 17: Institution Set Standards are computed using the same methodology described above for Question 12 (but with certificates, degrees, and transfers). 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 using the 2016-17 year as a baseline. Following reaffirmation of ARC's Strategic Plan in Spring 2023, the same percentage increase goals were reaffirmed, but targets were reset using 2020-2021 as a new baseline. Question 18: Licensure passage rates The absence of a standardized data collection methodology for collecting licensure passage rate data has been identified as an area for continuous improvement. Following conversations with applicable career education programs, the reporting of licensure passage rates for the 2026 ACCJC annual report have been expanded. These updates include reporting for new programs and disaggregating programs in new ways to more meaningfully align with program outcomes (from a combined program to 2 separate programs, and from reporting one rate to 2 rates based on programs requiring two different licensure exams or two different sections of the licensure exam.) Question 19: Job placement rates source: State MIS Perkins V website. 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 lower limit 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%. Any programs falling below their institution set standards will be requested to report on what actions they will be taking to improve outcomes and will be provided an opportunity to document what actions they will be taking and what resources they will need in their Annual Unit Plan in the subsequent Fall semester.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

American River College's recent student achievement gains reflect a coordinated investment in facilities, technology, and student-centered practices. The completion of the Technology Education Center has expanded modern instructional space for career technical education, strengthening hands-on workforce training opportunities. At the same time, the expansion of the Natomas Center has increased instructional and student support capacity, improving access for students in the northern Sacramento region. Across campus, classroom technology upgrades and regular refresh cycles support reliable hybrid and technology-enabled instruction, while ongoing facilities and infrastructure improvements ensure safe, functional learning environments. These efforts are guided by the ARC Technology Master Plan, aligning technology investments with instructional and student service priorities. Complementing these advancements, ARC has strengthened integrated student support through HomeBases and coordinated services that connect students more efficiently to counseling, tutoring, and resources. The college has also expanded embedded academic support, advanced equitable placement and completion strategies, and supported faculty in culturally responsive, accessible, and inclusive teaching practices. Through clearer pathways, stronger coordination between instruction and student services, and data-informed refinement of interventions, ARC continues to reduce barriers, foster belonging, and create a seamless student experience that supports persistence and completion.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

Best practices for advancing student success at American River College include intentionally integrating facilities planning, technology infrastructure, and resource allocation with institutional goals. This includes aligning capital planning and operational investments to ensure that physical spaces, digital systems, and support services work together to enhance student access, engagement, and completion. Effective technology lifecycle planning and strong cybersecurity practices are essential to maintaining reliable instructional and student service systems, particularly as hybrid and technology-enabled instruction continues to expand. Sustaining high-quality hybrid learning environments requires ongoing investment in infrastructure, faculty support, and instructional design that centers accessibility and student engagement. Lessons from peer institutions highlight the importance of coordinated planning across facilities, technology, and operations to create cohesive, student-centered environments. To further support ARC's student success goals over the next three-year cycle, professional development should focus on equitable student success, data-informed improvement, and sustainable institutional change. Strengthening capacity to use student achievement data, improving pathway clarity, and aligning instruction with student services are key priorities. Additional emphasis on culturally responsive teaching, accessibility, belonging, and effective practices across modalities will further enhance outcomes, alongside support for participatory governance and change leadership that ensures improvements are collaborative, sustained, and responsive to campus needs.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☐ I reviewed the program listings and all of my institution's programs are correctly listed
- ☒ I have found some errors and will be reaching out to ACCJC for next steps on updating