



AMERICAN RIVER COLLEGE

In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;*
- (2) degree and certificate requirements;*
- (3) grading policies;*
- (4) educational program development;*
- (5) standards or policies regarding student preparation and success;*
- (6) district and college governance structures, as related to faculty roles;*
- (7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;*
- (8) policies for faculty professional development activities;*
- (9) processes for program review;*
- (10) processes for institutional planning and budget development; and*
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

2/9/23

3:00P.M.

Meeting ID: 845 6120 0223, Password: 10plus1

Zoom link:

<https://lrccd.zoom.us/j/85796237720?pwd=aWRUZCtmbkJNR0dmTWNrNTVzSktYQT09>

American River College Academic Senate Regular Meeting AGENDA

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person

Decision Items (10 minutes maximum per item)

Reports (5-10 minutes per item)

8. HomeBases Update (time certain at 3:05 PM, *President Frank Kobayashi*)
9. Strategic Planning Update (*AVP of Equity, Institutional Effectiveness, & Innovation, BJ Snowden and Dean of Institutional Effectiveness & Innovation, Jen Laflam*)
10. Council Updates
 - a. Institutional Effectiveness Council (*Janay Lovering*)
 - b. Operations Council (*Araceli Badilla*)
 - c. Student Success Council (*Veronica Lopez*)

Discussion (10-15 minutes per item)

11. HomeBases: What remaining questions do we have about HomeBases implementation?
12. In what ways would we like to see Los Rios Policy [P-2222](#) & Regulation [R-2222](#) (Attendance) updated to reflect new course modalities and equity-minded instructional approaches?
13. Report Back (Feedback from College Areas)
 - a. Open Issues from any Previous Agenda Item
14. Report Out (Information from District Meetings and Other Areas)
 - a. District Academic Senate and District Meetings
 - b. Other areas
15. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

- [District Academic Senate: Tuesday Feb. 7th 3:00 PM](#)
- LRCCD Board of Trustees: Wednesday Feb. 8th 5:30 P.M. (DO Board Room)
- [ARC Academic Senate: Thursday Feb. 9th 3:00 PM](#)
- [District Academic Senate: Tuesday Feb. 21st 3:00 PM](#)
- [ARC Academic Senate: Thursday Feb. 23rd 3:00 PM](#)

Thursday, February 9, 2023 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:00 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For January 26, 2023 Meeting
4. Introduction of Guests: LaQuisha Beckum, Adjunct Psychology; Connie Ayala, Counseling Faculty; Kay Lo, Counselor; Oranit Limmaneeprasert, ESL and ARC LRCFT President; Megan Bevens, Counseling Faculty; Martee Squire, Library; Lisa Roberts-Law Counselor, Anita Fortman, Counselor; Tatyana Yatsenko, Counselor; Hilary Mroczka, Library; Jessica Nelson, Counselor; Frank Kobayashi, Interim ARC President; Susan Andre, Counselor; BJ Snowden, Associate Vice President of Equity, Institutional Effectiveness, and Innovation; Jennifer Laflam; Dean of Institutional Effectiveness and Innovation; Art Jenkins, Counselor.
5. Public Comment Period (3 min)
 - Delta Dental reduced the reimbursement amount to the dentist. Perhaps ask LRCFT to re-negotiate this change.
 - There is an amazing fully stocked Adjunct Room in Howard Hall, Room 163. This is a space to Zoom, if needed. Just need swiping access (ask your Dean)
 - Students looking for a faculty advisor for a Dungeons and Dragons (D&D) Student Club. Please reach out to [Alisa Shubb](#) , if interested.
6. President's Report:
 - ARC fully accredited for 7 years. Two recommendations 1) Adhere to newly established process for developing and reporting improvement actions should the College or instructional programs ever fall below institution-set standards for institution-wide or program performance and 2) Strengthen processes to ensure there is inclusion of feedback on student performance as related to regular and substantive interaction in distance education courses providing students with opportunities to adjust their performance. Appreciation for our Accreditation Lead Bill Simpson, Alisa Shubb, our other faculty contributors and everyone else who was part of the Accreditation process - Thank you!
 - The Presidential Search process has been delayed by 30 days - did not receive enough applications in our pool. The position has been reposted with an extended deadline. Updated information about an impressions date for final candidates will be provided at a later date.
 - The Academic Senate has convened three workgroups to strengthen our equity focus in Program Review, Curriculum, and the new Equity & Culturally Responsive Online Teaching Institute.

- The President's office is sponsoring an ARC non-credit exploratory workgroup. The intent is to begin thinking about potential programs where we might consider non-credit (depending on the outcome of the DAS task force), and the current interest is in CTE at the moment. Several faculty are in this group, including our own senate folks: Damon, Tak, and Jordan.
- Just a reminder, you should have received the NAGPRA Survey email with a request to document any cultural items or human remains held in your area. Please work with your department chairs and/or dean to respond.
- We have some committee openings (see below). Please get in touch with President Hoffpauir or Brian Knirk if you have recommendations for appointments. Information regarding meeting patterns have been posted on Canvas.
 - i. Professional Standards Type A/B Leave: one in Kinesiology/Athletics; and one in Public Safety Training.
 - ii. Affordable Learning Materials: one counselor

Consent Items:

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person - Approved by consent

Discussion Items: (10 minutes per item) - None

Reports: (5 - 10 minutes per item)

8. HomeBases Update (time certain at 3:05 PM, Interim ARC President Frank Kobayashi)
 - ARC has done the last 10 years, including the Institutional Equity Plan, Disproportionate Impact Reports (Native Americans, African American, Latinx, LGBTQAI+, API, HomeBase Resource Panel 1.0 and HomeBase Resource Panel 2.0) representing over 1000 pages of work, thought and effort.
 - The campus has more work to do by looking at the outcomes and helping students with their goal to improve economic and social mobility. Less than 15% of students stay on their path. Due to LRCFT & DO demand to negotiate can't talk about specific things. Interim President Kobayshi is listening to concerns. HomeBases is not about a single department, but more about creating a structure to support students which more details can be found in the [HomeBase Resource Panel Report 1.0](#) and [HomeBase Resource Panel Report 2.0](#).
 - Questions centered about what faculty were part of the reorganization and the realignment of Areas & Departments. [HomeBase Resource Panel Report 1.0](#) and [HomeBase Resource Panel Report 2.0](#) would provide which faculty participated in this process and the vision for reorganization.
 - Questions centered about the new vision for counseling, as the counseling department is being disseminated. The vision is to create a structure that allows students to build a community, hoping that students are surrounded by the support they need, people, making campus less transactional.

- Question around the new reporting structure. Unfortunately, could not comment on this (Due to LRCFT & DO demand to negotiate can't talk about specific). The proposed changes took the Counseling Department by surprise and wondered if this is going to happen to instructional faculty? Instructional faculty should also expect changes. Hoping that everyone is aware.
- Question centered around undeclared majors and DI group - where will they go? How/where do we place them? Concepts are outlined in [HomeBase Resource Panel Report 2.0](#), still working this out. Students can try a path and can change if not the right fit.

9. Strategic Planning Update - AVP of Equity, Institutional Effectiveness, & Innovation, BJ Snowden and Dean of Institutional Effectiveness & Innovation, Jen Laflam.

- ARC reaffirmed our Strategic Goals for 2023-2030. **Local Level** - There have been five college forums to define our approach, once the draft is cleaned up it will be shared out to all governance groups. This will be an on-going process, aiming to have more public sharing on how we are doing. Will be using Data on Demand which will allow all to follow progress. **District Level** - Board approved 5 goals. Four of our goals support these goals. Working with DO aiming for March 1st to share college strategies. There were questions about how ARC defines success - is this in the classroom, grades will AAPI data be disaggregated for example Hmong students? At the local level we will have the ability. When the call for implementation, the intention is to be collaborative through this process.

10. Council Updates

- Institutional Effectiveness Council (Janay Lovering) - No report.
- Operations Council (Araceli Badilla) - No report.
- Student Success Council (Veronica Lopez) - Quick highlights, **1)** the institution released another Executive Summary (Chris Olson & Jen Laflam) which is focused on retention (persistence is retention). Basically, are students returning? (see attachment: Executive Summary Student Retention). Asking everyone, departments, areas to review. Why does this matter? Course success rates - generally higher than retention rates. Students are passing classes, but why aren't they enrolling in the second/third semester? Why? This is the question to bring back to our areas. This is affecting when and how students reach their goals. Are there certain questions held in your department/area that would help address this - reach out to BJ's office more than willing to help answer your questions. This data will be shared on Beaver Bites. Reach out to the Research Office, if you have questions; **2)** Priority Registration for Learning Communities (BJ Snowden & Parrish). There are various Priority Types and policies that guide some. For example, Title 5 states who get priority 0. This would need to involve all campuses. All campuses need to identify each affinity group. Do all campuses have the same affinity groups? Who would do data tracking? Would need to identify members in affinity groups. CRC tried a similar process but failed to keep up with tracking students. District sign-off is necessary for moving forward. If this is an interest, one suggestion would be to organize with all 4 campuses and work through our local

governance structures; **3)** ARC Strategic Plan (Jen Laflam & BJ Snowden) Local level, ARC reaffirmed our Strategic Goals for 2023-2030. There have been five college forums to define our approach, once the draft is cleaned up it will be shared out to all governance groups. Plan to annually see where we are meeting the goals and how we might need to pivot to reach others. At District level, working on 5 goals. All four research deans are working together to bring unity to the district plan. ARC will bring their strategies to DO by March 1st. **4)** Refund Policy (Sharon Gott & Jeff Stephenson), Math Department has expressed concern over the refund policy for students as being not exactly fair towards students. Timing of the refund request deadline and the semester are too close. Students may not realize that refunds aren't automatic. This issue was taken to the VP and then to Fiscal at DO. Identified that this process is linked to Title 5 and tied to [R-2254 Refund Schedule](#). Looking into updating policy. VPSS taken by Jeff and this issue has been placed with Fiscal as well as legal for review; **5)** Petitions Project (Jason Ralphs) reviewed a set of questions put forth by SSC. There are security concerns in the digital process. Will be using PeopleSoft moving forward. Working with a new vendor to establish a new process. **6)** General Announcements, Commencement will be Thursday, May 18th with a 5:30 pm line-up. Looking for anyone interested in participating in the Graduation Committee, contact Jeff Stephenson. Senator shared that the first Friday in March (March 3rd) is the deadline for students to petition. The petition is an online petition found on the Admissions Office webpage.

Discussion: (10-15 minutes per item)

11. HomeBases: What remaining questions do we have about HomeBases implementation?
 - How are they going to staff HomeBases? Thirteen new specialists were hired.
 - ESL does not have a HomeBase. ESL voices need to be included and would like alignment that works.
 - There is interest in maximizing resources. Concerns about pushing students into something they don't like. There might be more adjuncts placed in general counseling.
 - Outreach Specialist also focusing on in-reach at HomeBases. At the Board of Trustee meeting it was shared that specialist job duties are clear for counselors & specialists. There was a theme of 'students can't see a counselor, that is why we need more specialists.'
 - Will a HomeBases refuse to serve a student not from that HomeBase?

12. In what ways would we like to see Los Rios Policy P-2222 & Regulation R-2222 (Attendance) updated to reflect new course modalities and equity-minded instructional approaches?
 - What would faculty like to see updated? Policy is silent on online modality. Question around if funding is tied to this? It might be.
 - What is the student's perspective? Attendance and engagement are different things. What is the absolute minimum?
 - Concerns about dropping students after missing 3 sessions (6%) could be considered a bit harsh. However, attendance impacts progress differently depending on the discipline, for example, math is linear

- The policy states “maybe dropped” faculty can set their own policy, just need to be consistent. In addition, faculty need to have their policy on their syllabus.

13. Report Back (Feedback from College Areas)

- a. Open Issues from any Previous Agenda Item - None

14. Report Out (Information from District Meetings and Other Areas)

- a. District Academic Senate and District Meetings - At BOT there was a state budget update and there was good news about an 8% COLA, but the bad news is that we don't have as much money as we thought; Also provided updates on Strategic Enrollment Management update, each campus provided updates, specialist hired and will focus on outreach. At DAS discussed instructor notifications for new adds. A Senator shared that they were informed that 1) If a class hits 100% enrollment prior to the beginning of the semester at any point, then the class will require a permission number for additional enrollments from that point forward; 2) Full semester classes that reach 90% enrollment any time at the start of the first week, or at any time during the first week, will become closed and require a permission number from the professor to enroll from that point forward; 3) For classes that are any length other than standard “full term,” then there is no known cut-off rule at 90%, nor is there a cut off immediately at the beginning of the semester. Students can enroll in the class until it reaches 100% full, or until the published last day to enroll as noted in the class schedule (<https://arc.losrios.edu/admissions/academic-calendar-and-deadlines/spring-2023-academic-calendar>); 4) Full term classes that did not reach the 90% fill rate will revert to require professor consent once the first week of classes has ended (from Admissions & Record); Also discussed four Universal Design for Learning and Accessibility Support Coordinator Positions (these will be reassignment positions); still discussing the Los Rios Equivalency to Minimum Qualification Regulation & Processes. Our current process is not unlawful, but doesn't make sense. Some folks don't think there is enough wrong to change that requires changing the current process. A Senator shared that through our hiring practice we typically attempt to mitigate bias through the use of equity reps. However, equity reps aren't involved with the equivalency process. Thus there seems to be disconnect when some may ask “Where's the data that shows there's bias in this process?” When there are studies to show bias could play a role? Thus, if we want to mitigate bias, why aren't we using our existing infrastructure? Why aren't min quals and the potential for bias to play a role discussed in equity rep training? Why doesn't the equivalency committee meet and get reminded by an equity rep about mitigating bias? Shouldn't be taking those steps before forming a district wide committee; Dining and Vending Services Contract Evaluation Committee were discussed; Priority Enrollment for Learning Communities - looking into where in the priority level these students might fall. Looking for suggestions.
- b. Other areas - None

15. Items from College Areas for Academic Senate Consideration

- None

Upcoming meetings and Events:

- District Academic Senate: Tuesday, Feb. 7th 3:00 PM
- LRCCD Board of Trustees: Wednesday, Feb. 8th 5:30 P.M. (DO Board Room)
- ARC Academic Senate: Thursday, Feb. 9th 3:00 PM
- District Academic Senate: Tuesday, Feb. 21st 3:00 PM
- ARC Academic Senate: Thursday, Feb. 23rd 3:00 PM

Meeting Adjourned at 5:19 pm

ARC Academic Senate Roster			Updated	2023-02-09
Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tin		Present
Behavioral & Social Sciences	Ellen Bowden	Alternate Adjunct		
Business & Computer Sciences	Damon Antos	Full-time	2023	Present
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present
Business & Computer Sciences	Christian Speck	Adjunct	2023	Present
Business & Computer Sciences	Marc Condos	Alternate Full-Tin		
Business & Computer Sciences		Alternate Adjunct		
Counseling	Kim Queen	Full-time	2024	Present
Counseling	Joyce Fernandez	Adjunct	2024	
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2025	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling		Alternate Adjunct		
English	Valerie Bronstein	Adjunct	2023	
English	Robyn Borcz	Full-time	2023	Present
English	Caroline Prieto	Full-time	2024	Present
English	Gina Barnard	Full-time	2025	
English	Melissa Diaz	Alternate Full-Tin		
English		Alternate Adjunct		
Fine & Applied Arts	Unfilled	Full-time		
Fine & Applied Arts	Linda Gelfman	Full-time	2024	
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	Unfilled	Full-time		
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tin		
Fine & Applied Arts		Alternate Adjunct		
Health & Education	Cheri Garner	Full-time	2023	
Health & Education	Unfilled	Full-time		
Health & Education	Susan Chou	Full-time	2024	Present
Health & Education	Unfilled	Adjunct		
Health & Education		Alternate Adjunct		
Health & Education	John Coldiron	Alternate Full-Tin		
Humanities	Corinne Arrieta	Full-time	2025	
Humanities	Jill Birchall	Full-time	2024	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Andrew Fix	Adjunct	2025	Present
Humanities	Erik Haarala	Alternate Full-Tin		
Humanities		Alternate Adjunct		
Kinesiology & Athletics	Kat Sulvan Torres	Full-time	2025	
Kinesiology & Athletics	Eric Black	Full-time	2024	
Kinesiology & Athletics	Unfilled	Full-time		
Kinesiology & Athletics	Unfilled	Adjunct		
Kinesiology & Athletics		Alternate Full-Tin		
Kinesiology & Athletics		Alternate Adjunct		
Library/Learning Resources/Instructional	David McCusker	Full-time	2024	Present
Library/Learning Resources/Instructional	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources/Instructional	Marianne Harris	Alternate Full-Tin		Present
Mathematics	Deborah Gale	Adjunct	2024	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Adrienne Avila	Full-time	2024	Present
Mathematics	Sonya Reichel	Full-time	2025	Present
Mathematics	Lana Anishchenko	Alternate Full-Tin		
Mathematics		Alternate Adjunct		
Workforce/ Work Experience/Apprenticeship	Vivian Dillon	Full-time	2024	Present
Workforce/ Work Experience/Apprenticeship	Carlos Ponce	Adjunct	2024	
Workforce/ Work Experience/Apprenticeship	Jody Johnson	Adjunct	2023	
Workforce/ Work Experience/Apprenticeship	Unfilled	Adjunct		
Workforce/ Work Experience/Apprenticeship	Lonetta Riley	Alternate Full-Tin		
Workforce/ Work Experience/Apprenticeship		Alternate Adjunct		
Science & Engineering	Mihaela Badea-Mic	Adjunct	2025	Present
Science & Engineering	Glenn Jaecks	Full-time	2025	Present
Science & Engineering	Charles Thomsen	Full-time	2024	Present
Science & Engineering	Mike Holms	Full-time	2025	Present
Science & Engineering		Alternate Full-Tin		
Science & Engineering		Alternate Adjunct		
Student Support Services	Judith Valdez	Full-time	2024	Present
Student Support Services	Unfilled	Adjunct		
Student Support Services	Arthur Jenkins	Alternate Full-Tin		
Student Support Services		Alternate Adjunct		
Technical Education	Chris Moore	Full-time	2024	
Technical Education	Mikhail Drobot	Adjunct	2023	Present
Technical Education	Jordan Meyer	Full-time	2023	Present
Technical Education	Unfilled	Full-time		
Technical Education		Alternate Full-Tin		
Technical Education		Alternate Adjunct		
Officers	Carina Hoffpauir		President	Present
Officers	Brian Knirk		Vice President	Present
Officers	Veronica Lopez		Secretary	Present
Officers	Alisa Shubb		Past President	Present
Liaison	Janay Lovering		Program Review	
Liaison	Kate Williamson		Open Education	

ARC Academic Senate Roster		Updated	2023-02-12																
Area	Senator	Adjunct/FT	Term End																
Liaison	Beth Madigan		Classified Sena																
	Roxanne Morgan		Curriculum																
	Bill Simpson		Program Pathw																
Total Senate Seats Available (without Officers)		52																	
Unfilled Seats		9																	
Total Filled Seats		43																	
Quorum (25% of filled seats)		11 (round 0.5 up)																	
A = 2023		14																	
B = 2024		18																	
C = 2025		11																	

First Friday in March is the deadline to petition. The petition is an online petition found on the Admissions Office webpage

PEER REVIEW TEAM REPORT

American River College
4700 College Oak Drive
Sacramento, CA 95841

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

Dr. Kristin Clark
Team Chair

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

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

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

ACADEMIC MEMBERS

Dr. Michael Cawdery
Leeward Community College
Professor, Teacher Education

*Ms. Catherine Indermill
Mendocino College
Professor of Psychology

Ms. Evelyn Lord
Laney College
Head Librarian

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

Dr. Julia Wendt
Victor Valley College
Department Chair and Faculty

ADMINISTRATIVE MEMBERS

Dr. Daphne Dionisio
Glendale Community College
Manager of Accreditation and Institutional Effectiveness

Mr. Bill McGreevy
Grossmont College
Vice President of Administrative Services

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

ACCJC STAFF LIAISON

Dr. Gohar Momjian
Vice President

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

**American River College
Peer Review Team Roster
FOCUSED SITE VISIT**

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

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

ACADEMIC MEMBERS

*Ms. Catherine Indermill
Mendocino College
Professor of Psychology

Ms. Evelyn Lord
Laney College
Head Librarian

ADMINISTRATIVE MEMBERS

Dr. Daphne Dionisio
Glendale Community College
Manager of Accreditation and Institutional Effectiveness

ACCJC STAFF LIAISON

Dr. Gohar Momjian
Vice President

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

Summary of Focused Site Visit

INSTITUTION: American River College

DATES OF VISIT: October 10-12, 2022

TEAM CHAIR: Dr. Kristin Clark

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

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

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

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1 :

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

Team College Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1 (improvement):

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

Recommendation 2 (improvement):

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

District Commendations:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

District Recommendation 1 (improvement):

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

Introduction

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

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

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

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

Eligibility Requirements

1. Authority

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

The College meets the ER.

2. Operational Status

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

The College meets the ER.

3. Degrees

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

The College meets the ER.

4. Chief Executive Officer

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

The College meets the ER.

5. Financial Accountability

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

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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

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

Evaluation Items:

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

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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

Narrative :

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

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

Standards and Performance with Respect to Student Achievement

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Credits, Program Length, and Tuition

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Transfer Policies

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Distance Education and Correspondence Education

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Recommendations to Improve Quality:

Recommendation 2:

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

Student Complaints

Evaluation Items:

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

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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

Narrative:

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

Title IV Compliance

Evaluation Items:

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

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

Conclusion Check-Off:

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

Narrative:

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

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

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

Findings and Evidence:

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

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

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

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

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

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

Recommendation 1:

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

I.C. Institutional Integrity

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the standard.

Recommendations to Improve Quality:

Recommendation 2:

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

II.B. Library and Learning Support Services

General Observations:

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

Findings and Evidence:

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

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

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

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

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

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

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

Findings and Evidence:

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

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

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

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

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

Conclusions :

The College meets the Standard.

III.C. Technology Resources

General Observations:

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

Findings and Evidence:

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

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

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

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

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

Conclusions :

The College meets the Standard.

III.D. Financial Resources

General Observations:

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

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions :

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

Conclusions :

The College meets the Standard.

Commendation 1 :

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

IV.B. Chief Executive Officer

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

Conclusions :

The College meets the Standard.

IV.C. Governing Board

General Observations:

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions:

The College meets the Standard.

District Recommendation 1 (improvement):

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

IV.D. Multi-College Districts or Systems

General Observations:

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

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

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

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

Findings and Evidence:

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

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

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

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

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

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

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

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

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

Conclusion:

The College meets the Standard.

Quality Focus Essay

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

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

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

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

Appendix A: Core Inquiries

CORE INQUIRIES

American River College
4700 College Oak Drive
Sacramento, CA 95841

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

Dr. Kristin Clark
Team Chair

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American River College

Peer Review Team Roster

Team ISER Review

February 22, 2022

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

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

Summary of Team ISER Review

INSTITUTION: American River College

DATE OF TEAM ISER REVIEW: February 22, 2022

TEAM CHAIR: Dr. Kristin Clark

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

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

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

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

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

Core Inquiries

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

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

N/A

Request for Observations/Interviews:

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

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

Standards or Policies: Standard IIIB.4

Description:

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

Topics of discussion during interviews:

Total cost of ownership for new facilities and equipment

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

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

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

Standards or Policies: Standard IVA.2

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

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

Request for Additional Information/Evidence:
Status reports/updates on Student Design Team

- Request for Observations/Interviews:**
- Individuals responsible for the implementation of the Student Design Team
 - Students who participate on the Student Design Team

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

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

Description:

The team reviewed the sample of distance education courses provided by the college, the Curriculum Committee Standards for Regular Effective Contact and Regular and Substantive Interaction in Online Classes, and LRCCD Policy 7145 – Distance Education.

The team did not see the application of regular and substantive interaction in the majority of the courses reviewed. In addition, SLOs were not consistently included in syllabi. In both instances, the institution does not appear to be following its policies and procedures.

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

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

District Core Inquiries

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

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

Standards or Policies: IV.C.7

Description:

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

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

Request for Observations/Interviews:

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

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

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

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

Description:

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

Topics of discussion during interviews:

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

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

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

PROJECT CHARTER

Project Team: Noncredit Exploratory Group

Project Type: Exploratory Group

Project Duration: Spring 2023

Sponsoring Council: President's Office

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

Noncredit presents numerous potential benefits for students and American River College. Some benefits include:

- Critical for disproportionately impacted individuals, no residency requirement
- Free, flexible, offered across semesters, open to all students; open-entry/open exit
- Classes repeatable and prevent accumulation of unneeded credit units
- Short-term for immediate employment, wage/skill gains, career path, and college entrance
- Pathway to citizenship; support of immigrants
- One of few educational opportunities for adults with disabilities
- Older adult programs address the needs of the state's aging population
- Programs that serve the community and brings in revenue and credit enrollment
- Noncredit education can be a R&D wing of ARC

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The purpose of this project is to explore Noncredit opportunities at American River College.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project will involve:

- Analysis of short term, medium term, and long term potential noncredit pathways for students.
- Analysis of curriculum requirements for noncredit.
- Analysis of systems requirements (PeopleSoft, Business Services) for noncredit.
- Analysis of student services needs for noncredit.
- Analysis of faculty pay/contract interests for noncredit.
- Action plan for implementation of initial noncredit programming.

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

- 1) Document outlining the following:

PROJECT CHARTER

- Analysis of short term, medium term, and long term potential noncredit pathways for students.
- Analysis of curriculum requirements for noncredit.
- Analysis of systems requirements (PeopleSoft, Business Services) for noncredit.
- Analysis of student services needs for noncredit.
- Analysis of faculty pay/contract interests for noncredit.
- Action plan for implementation of initial noncredit programming.

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

- 1) Final document with project deliverables is presented to the College President by May 18, 2023.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
Spring 2023	Initiation	Project initiation and charter development
Spring 2023	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
Spring 2023	Team-Based Work	Analysis guided by objectives
Spring 2022	Formal Review	Final document with project deliverables is presented to the College President by May 18, 2023.

Project Meeting Schedule:

Initial kickoff meeting on February 9, 2023 from 11AM to 12PM:

<https://lrccd.zoom.us/j/82935369914>

Meeting schedule after the kickoff meeting will be coordinated by the Co-Chairs.

APPENDIX A: PROJECT MEMBERSHIP

PROJECT CHARTER

PROJECT TEAM		
	Name of Participant	Role at the College
Project Co-Lead	Kirstin Corbin	Dean
Project Co-Lead	Gary Aguilar	Dean
	Carina Hoffpauir	Academic Senate
	Tak Auyeung	CIS Faculty
	Daniel Gilbert Valencia	CIS Faculty
	Damon Antos	CIS Faculty
	Ben French	Automotive Faculty
	Chris Messier	Welding Faculty
	Suzanne O'Brien	Horticulture Faculty
	Jordan Meyer	Electronics Technology Faculty
	Parrish Geary	Dean
	Nisha Beckhorn	Dean
	Megan Bevens	Faculty Articulation Officer



DATE: February 3, 2023
TO: Faculty
FROM: Dr. Frank Kobayashi, Interim President *FK*
SUBJECT: American River College Collections Survey

American River College seeks your assistance in compiling a comprehensive inventory of certain items and collections that are or may be under the control of the College. At this time, our primary focus is on Native American human remains (hereafter referred to as individuals¹) and cultural items, but we would also like to know about all collections.

We hope this survey will be seen as a community-wide social justice undertaking. It is an opportunity for us to reevaluate our institutional holdings through contemporary lenses of equity and respect and align them with our values of social justice.

There are also issues of legal compliance. For the College to fulfill its obligations under the Native American Graves Protection and Repatriation Act (NAGPRA), the California Native American Graves Protection and Repatriation Act (CaINAGPRA), and other laws, we must understand the full scope of collections housed at the College.

We ask each department's faculty and/or staff to work collaboratively to complete and return the attached questionnaire **no later than March 10, 2023**. Take time to review all offices, classrooms, workspaces, labs, storage areas, closets, cabinets, and other areas under your department's supervision. Also, please determine if any items or collections are housed elsewhere (e.g., loans, samples sent for testing, educational kits). The survey is framed in a way that we hope will help you think broadly about the items under your supervision. If you are unsure how best to report individuals or cultural items, please use the final section of the questionnaire.

Please email the NAGPRA Implementation Team at nagpra@arc.losrios.edu **no later than March 10, 2023** to submit the survey and report items or collections located in your area or to request additional time for review. Completion of the survey by every department is required, even if no individuals or cultural items are located in your facilities.

¹ "Individual" is being used instead of "human remains" to acknowledge they are human beings rather than objects or specimens.



If you have concerns or would like to report individually, there are mechanisms to anonymously report your findings. You may reach out directly to the Equity Response Team.

If you have questions, please contact nagpra@arc.losrios.edu.

American River College Collections Survey

Contact information for the person who conducted and submitted the survey

Submitter's Name: _____

Title: _____

Department: _____

Phone number: _____

Email: _____

Date submitted: _____

Please list all buildings, rooms, areas, and records included in this response.

Are there any rooms, areas, or records that you were unable to access that should be examined? If so, please list them.

Are you aware of items or collections that are housed elsewhere (e.g., loans, samples sent for testing, educational kits)?

Are there any individuals who may hold institutional memory about collections? If so, please provide names and contact information if available to you.

On the following pages, please indicate your findings, and add as much descriptive information as possible. If associated documentation, including catalogs, inventories, databases, or item lists are available, please include that information in your response.

If individuals or cultural items are identified, please, do not move or photograph them, and immediately contact your Division Dean and the NAGPRA Implementation Team (nagpra@arc.losrios.edu).

Archaeological material

Add additional rows as necessary

Country and Community of origin	Describe (e.g., ceramic sherds, lithics, unknown cultural items, unprocessed faunal material, DNA or tissue samples, individuals ¹)	Current Location and Additional information

Ethnographic material

Add additional rows as necessary

Country and Community of origin	Describe (e.g., gourd rattle, baskets)	Current Location and Additional information

Biological material

Is there skeletal material or teeth?

Add additional rows as necessary

Country and community of origin	Human or non-human	Samples taken for testing?	Current Location and Additional information

Are there wet specimens, taxidermy specimens, skins, hides, cells, or tissue?

Add additional rows as necessary

Country and community of origin	Human or non-human	Samples taken for testing?	Current Location and Additional information

¹ "Individual" is being used instead of "human remains" to acknowledge they are human beings rather than objects or specimens.

Replicas

Are there any replicas (e.g., molds, casts, 3D printed items)? Please indicate if any are replicas of individuals.

Add additional rows as necessary

Country and Community of Origin	Describe	Current Location

Geological material

If any were modified by humans (e.g., stone tools, petroglyphs, pictographs) please include that information.

Add additional rows as necessary

Country and Community of Origin	Describe	Current Location

Paleontological material

Are there any remains of individuals (e.g., bones, teeth)?

Add additional rows as necessary

Country and Community of Origin	Describe	Current Location

Archival material

Is there archival material associated with an indigenous community (e.g., audio or video recordings-analog or digital-of songs and stories, ledgers, photographs)?

Add additional rows as necessary

Country and Community of Origin	Describe	Current Location

Historical material

Is there historical material associated with an indigenous community?

Add additional rows as necessary

Country and Community of Origin	Describe	Current Location

Other individuals, items, or collections

If none of the above categories accurately describe items in your care, or you aren't sure how to categorize something, please describe them below.

Add additional rows as necessary.

Country and Community of Origin	Describe	Current Location

No individuals, items, or collections found

If no individuals, items, or collections were identified, please indicate that below.

If you located any individuals, items, or collections, your next steps should be:

1. Do not disturb them more than necessary
2. Notify your Division Dean and the NAGPRA Implementation Team (nagpra@arc.losrios.edu) by email immediately.
3. The NAGPRA Team and your Division Dean will work with you to assess the situation and determine the appropriate next steps.

Areas of Interest and HomeBases

Where We Are and How We Got Here

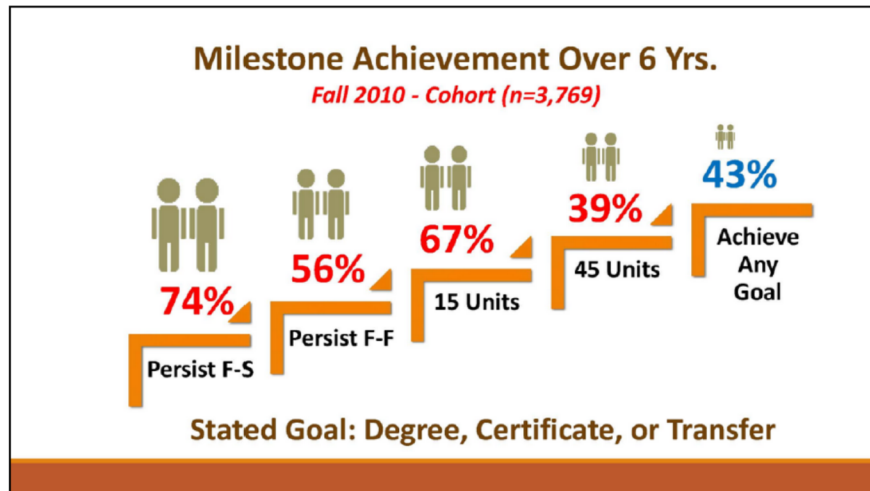
Introduction

ARC decided to become a Guided Pathways college in the spring of 2017. The college created three project teams to make recommendations regarding what needed to be done to achieve that goal. Some of those recommendations led to the creation of Areas of Interest to help students explore potential majors, and to HomeBase pathway communities to support students throughout their academic careers. This report provides a brief history of the events that led to their creation and also describes their evolution over time (summarized in Appendix A). This report is intended to support the college as it completes the final stages of implementing HomeBase pathway communities and integrating them into the college’s culture and administrative structure.

College Redesign

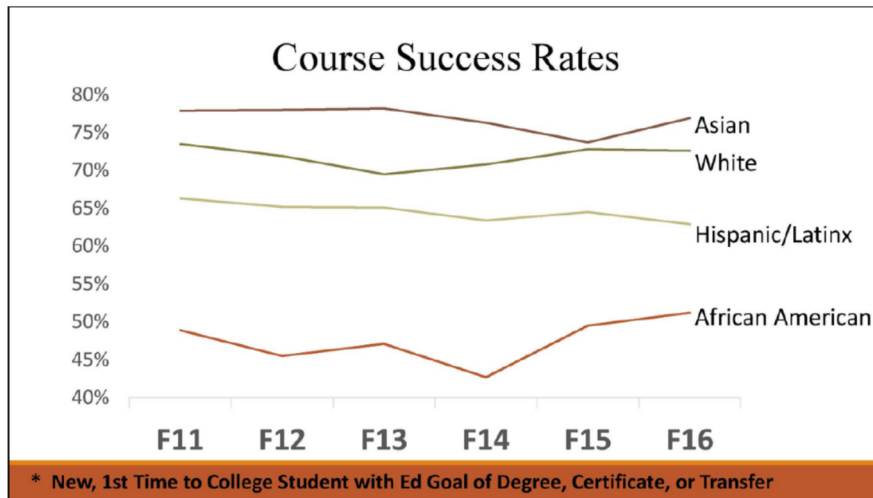
Areas of Interest and HomeBases were created in the context of a larger college redesign effort that began several years ago. In 2015, President Greene announced that ARC needed to update its strategic plan, and in the process make changes to the college to address trends in student success data. Up to that time, the college had invested in a number of programs designed to improve overall student success rates, as well as success rates for specific groups of students. While those programs did increase the success rates for a small percentage of students, data showed that the majority of ARC’s students were not achieving their educational goals.

Figure 1: Milestone Achievement Over 6 Years



As is shown in figure 1, fall-to-spring and fall-to-fall retention of students was not great, with only 74% of students starting in fall 2010 coming back in the spring and only 56% of those students returning the following fall. In addition, only 67% of students starting in fall 2010 completed 15 units over the next 6 years, and only 39% completed at least 45 units in 6 years. These metrics show that a majority of the students who start at ARC do not stick around to complete a degree or certificate. In fact, only 43% of the students starting in fall 2010 achieved any of their educational goals.

Figure 2: Course Success Rates



Another metric the college looked at was course success rates from year to year, disaggregated by race and ethnicity (figure 2). There are two important trends in the data. First, each graph is pretty flat, meaning there was no real improvement from year to year. Second, there is a notable difference between the success rates for African American and Hispanic/Latinx students compared to White and Asian students, and that did not change over time either.

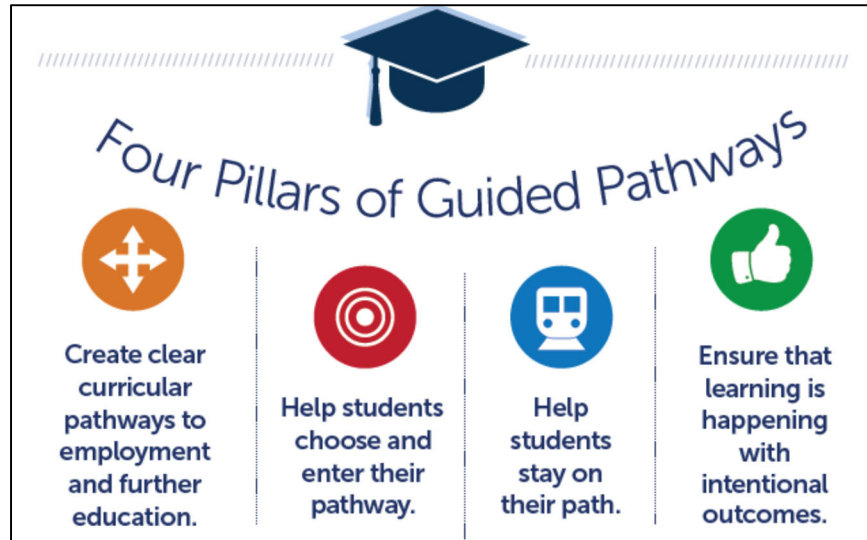
President Greene concluded that making incremental changes to the existing college structure did not result in significant improvements in student success or equity, so the college needed to make more drastic changes. The college needed to be redesigned, and that had to start with a new strategic plan. So, instead of making minor tweaks to the existing strategic plan, the college decided to throw it out and start from scratch.

During the 2016-17 academic year, ARC held a number of college-wide events to identify what needed to be changed. The President's Executive Staff took that input and created a strategic plan that is very different from past plans (see Appendix B). In particular, the new plan focuses on equity, puts students first, and is aligned with the principles of Guided Pathways, which is a nationwide movement to redesign colleges to improve student success and equity.

Becoming a Guided Pathways College

At that time, a Guided Pathways pilot project was starting up in California and ARC decided to join it, to become a Guided Pathways college. This would be a major part of redesigning the college to improve student success and equity. Guided Pathways has four pillars, which the college would need to be structured around as part of its redesign (see figure 3). The fourth pillar is already in place at ARC. The college has a robust student learning outcome assessment process. But, the college needed to work on the other three pillars.

Figure 3: Four Pillars of Guided Pathways



In the fall of 2017, ARC redesigned its governance structure, adopting a model with an Executive Leadership Team, governance councils, and project teams ([link to ARC governance website](#)). Using that new governance structure, the Student Success Council chartered three project teams – one for each of the three pillars the college needed to work on.

- The *Clarify Program Paths* team was responsible for the first pillar – creating clear paths.
- The *Start Right* team was responsible for the second pillar – helping students find a path.
- And, the *IPaSS* (Integrated Planning and Support for Students) team was responsible for the third pillar – helping students stay on their path.

Each of the teams created a final report, which can be found in IGOR ([link to IGOR](#)).

The *Start Right* team recommended that the college create a number of first-term “gateways” to orient students to college. They also recommended implementing career-exploration and needs assessment tools, simplifying campus navigation by relocating services to be near each other, and investing in communication and outreach tools.

The *IPaSS* team recommended a case management model similar to what is used for EOP&S and DSPS, where a team of clerks, counselors, coaches, peer mentors, and others work together to support a group of students. They recommended assigning students to their case management teams based on their Area of Interest. They also recommended using an early alert system to respond to students when they need additional support, creating physical locations where students could drop in for help, and implementing new technologies that would support student success. Examples of those new technologies include Student Experience Lifecycle (SEL) software, a degree planning tool, and a predictive analytics tool.

The *Clarify Program Paths* team recommended creating meta-majors at the college, which would be called Areas of Interest, to organize program information on the college website to make it easier for students to explore potential majors. They also recommended creating program maps for all of the mappable programs at the college, and investing in software to manage all of those maps. Finally, they

recommended creating a Program Paths Committee to maintain and update the Areas of Interest and program maps over time.

The intent of the Areas of Interest was to make it easier for students to sift through the 300+ degrees and certificates offered by the college, to decide what they would like to major in. At that time, it was challenging for students to explore potential majors because the college website presented all of its programs in a long alphabetical list. Areas of Interest would group similar programs together based on a common theme, to provide more structured exploration for students on the website. Areas of Interest were supposed to be a finder's guide and, because some programs at the college could belong to more than one Area of Interest, the boundaries were intentionally fuzzy, allowing programs to be in more than one Area to make it easy for students to find them. The original nine Areas of Interest recommended by the *Clarify Program Paths* team are listed at the top of Appendix C.

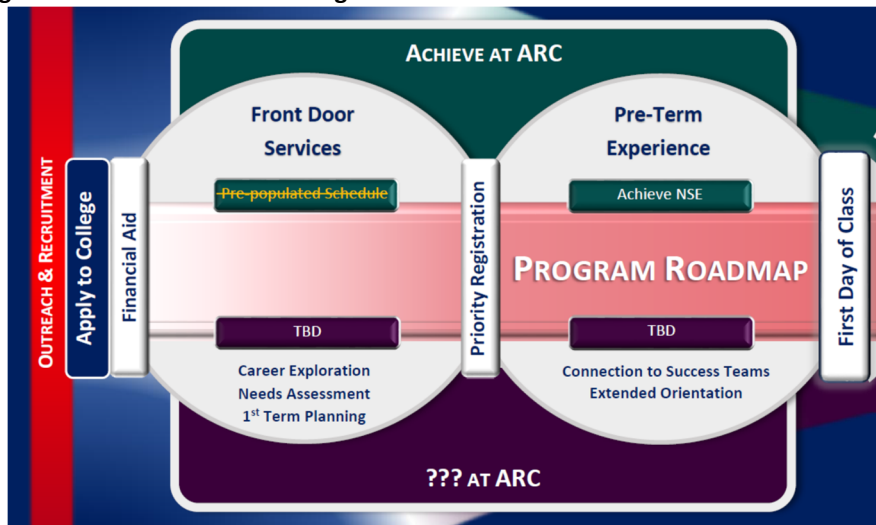
Turning Recommendations Into a Plan

In the 2017-2018 academic year, the three project teams did their work and submitted their recommendations to the college. In the fall of 2018, college administrators sorted through those recommendations and began to implement them, renewing the charter for the *Clarify Program Paths* team so it could continue its work creating program maps and incorporating a number of the *Start Right* and *IPaSS* recommendations into the Achieve@ARC program.

With the help of a consultant, college administrators put together an integrated redesign plan that incorporated the recommendations of the project teams. Drafts of that plan were discussed at Executive Leadership team meetings. One version of the redesign plan is in Appendix D. It flows from left to right, with the red bar on the left representing potential students interested in applying to ARC, and the green bar on the right representing students who have successfully completed college.

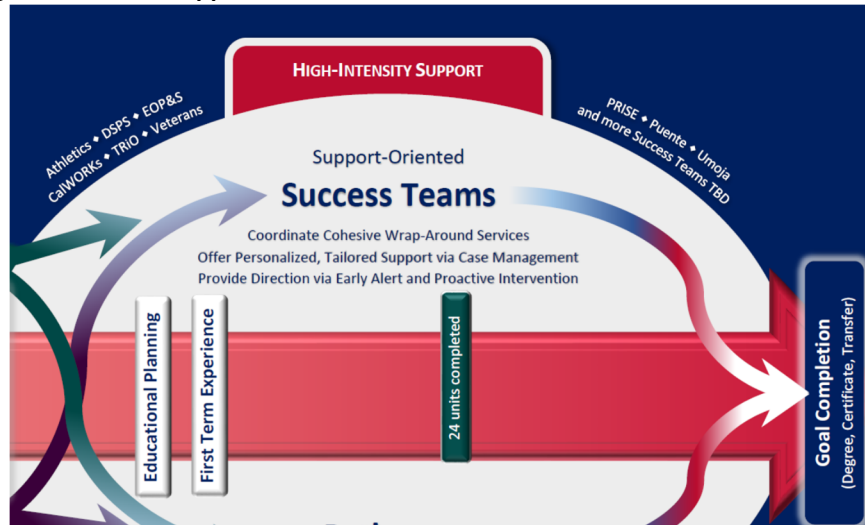
The left-hand side, shown in figure 4, represents outreach and onboarding. For recent high school graduates, onboarding would be facilitated by Achieve@ARC. Returning and non-traditional students would be handled by another, similar program. In either case, students would use Areas of Interest and program maps to explore their options and pick a major so the college could help them create an initial educational plan.

Figure 4: Outreach & Onboarding



The upper-right part of the graphic (figure 5) depicts the support students would get once they have started college, using a success team model.

Figure 5: Student Support Success Teams



Below that, in the graphic, are pathway communities that offer career and program-oriented activities like field trips and guest speakers (figure 6). Those communities would foster a sense of belonging, and would be based on the Areas of Interest.

Figure 6: Pathways Communities

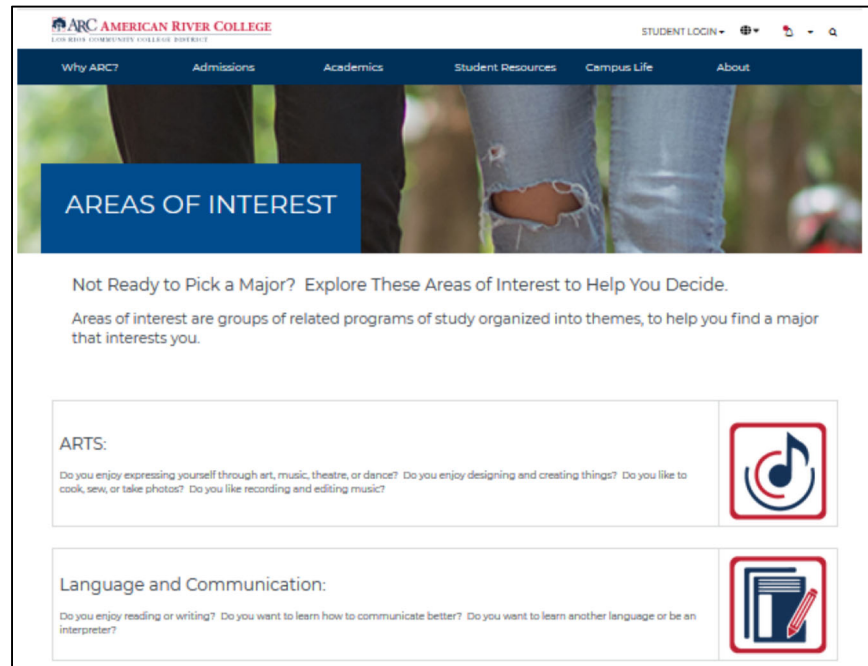


This design incorporates most of the recommendations made by the three project teams: providing an onboarding experience, student success teams, and a sense of community based on a student's Area of Interest.

Areas of Interest and HomeBases

In the spring of 2019, Areas of Interest were incorporated into the college's website (figure 7). The following fall, the Program Paths Committee took over for the Clarify Program Paths team and continued creating program maps. At that time, the college also decided to revisit the Areas of Interest.

Figure 7: Areas of Interest on ARC's Website



Changes needed to be made to the Areas of Interest to integrate them with other aspects of the college redesign. For example, Areas of Interest were going to be used in the onboarding process to cohort students with similar interests, and they were going to be the basis for the pathway communities. So, the college needed to be able to identify a single Area of Interest for each student based on their program of study, which meant that the fuzzy boundaries used for the original Areas had to be replaced with firmer boundaries where each program belongs to just one Area of Interest.

The college administrators working on this at the time recommended the eight Areas listed in the middle of Appendix C. Using that model, each program belonged in a single Area and, in most cases, all of the programs offered by a particular division of the college also fit into a single Area.

In that same semester, the Student Success Council discussed how to implement pathway communities. They decided to roll the Achieve program, the first-year experience, and the pathway communities together into HomeBases.

In the spring of 2020, after much discussion, the college settled on having six HomeBases for the eight Areas of Interest (see the bottom of Appendix C).

- The Arts, Business, STEM, and Manufacturing, Construction & Transportation areas would each have their own HomeBase.
- The People, Culture & Society and Language & Communication areas would share the Language & People Homebase.
- The Health, Human Services & Well Being and Public Service areas would share the Health & Service HomeBase.

HomeBases then replaced Areas of Interest on the college website. Today, students are encouraged to explore a HomeBase in a similar manner to how they were encouraged to explore an Area of Interest in the past.

Figure 8: HomeBases on ARC's Website



Due to the pandemic, work on Areas of Interest and HomeBases slowed considerably, and the overall design was not changed. ARC currently has six HomeBases that are aligned with its eight Areas of Interest. HomeBases are now used as a finder's guide to organize programs on the college website, replacing the Areas of Interest. Homebases have both a virtual and physical presence, and the Achieve program has been incorporated into the HomeBases.

The college is now trying to integrate HomeBases and Areas of Interest into its administrative structure. Appendix E contains a chart showing the current alignment between HomeBases, Areas of Interest, programs of study, and divisions. It shows that the programs within some divisions fit entirely within a single Area of Interest or HomeBase. However, that is not the case for all programs so some realignment will be needed.

Submitted to the ARC Academic Senate on Oct. 27, 2022 by Bill Simpson, Program Paths Committee chair.

Appendix A: Brief Timeline

2015

- Decided to update ARC's strategic plan, focusing on student success data.

2016-17

- Held college-wide events. Identified what needed to change. Created new strategic plan.

Spring 2017

- Decided to become a Guided Pathways college.

Fall 2017

- Redesigned ARC's governance structure.
- Created three project teams, to work through the 2017-18 academic year.
 - Clarify Program Paths – create clear paths for students
 - Start Right – get students onto a path
 - IPaSS (Integrated Planning and Support for Students) – help students stay on their paths

Spring 2018

- Final reports with lots of recommendations, including:
 - Create nine Areas of Interest, used to organize programs on the ARC website.
 - Create an FYE experience for new students.
 - Create pathways communities for existing students.
 - Create a case management model for supporting students and assign students to their support team based on their Area of Interest.

Fall 2018

- Clarify Program Paths charter renewed.
- Many Start Right and IPaSS recommendations incorporated into Achieve@ARC.
- Redesign plan formulated and discussed at ELT.

Spring 2019

- Areas of Interest implemented on the ARC website.

Fall 2019

- Program Paths Committee took over for Clarify Program Paths team.
- College decided to revisit Areas of Interest, with firmer boundaries and only eight areas.
- Student Success Council discussed how to implement pathway communities.
 - Pull together Achieve, FYE, and pathway communities. Call them HomeBases.

Spring 2020

- Decided on six HomeBases for the eight Areas of Interest.

Fall 2020

- HomeBases replaced Areas of Interest on ARC website.

Spring 2021 – present

- Virtual and physical HomeBases created and staffed.

Appendix B: ARC Strategic Plan 2017-2021

Our 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 social justice and equity through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

STRATEGIC GOALS

- SG 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.
- SG 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.
- SG 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.
- SG 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.

Appendix C: Evolution of Areas of Interest & HomeBases

Original nine (9) Areas of Interest, recommended in spring 2018:

- People, Culture & Society
- Language & Communication
- Arts
- Applied Technology & Digital Arts
- Business, Hospitality & Recreation
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service & Education

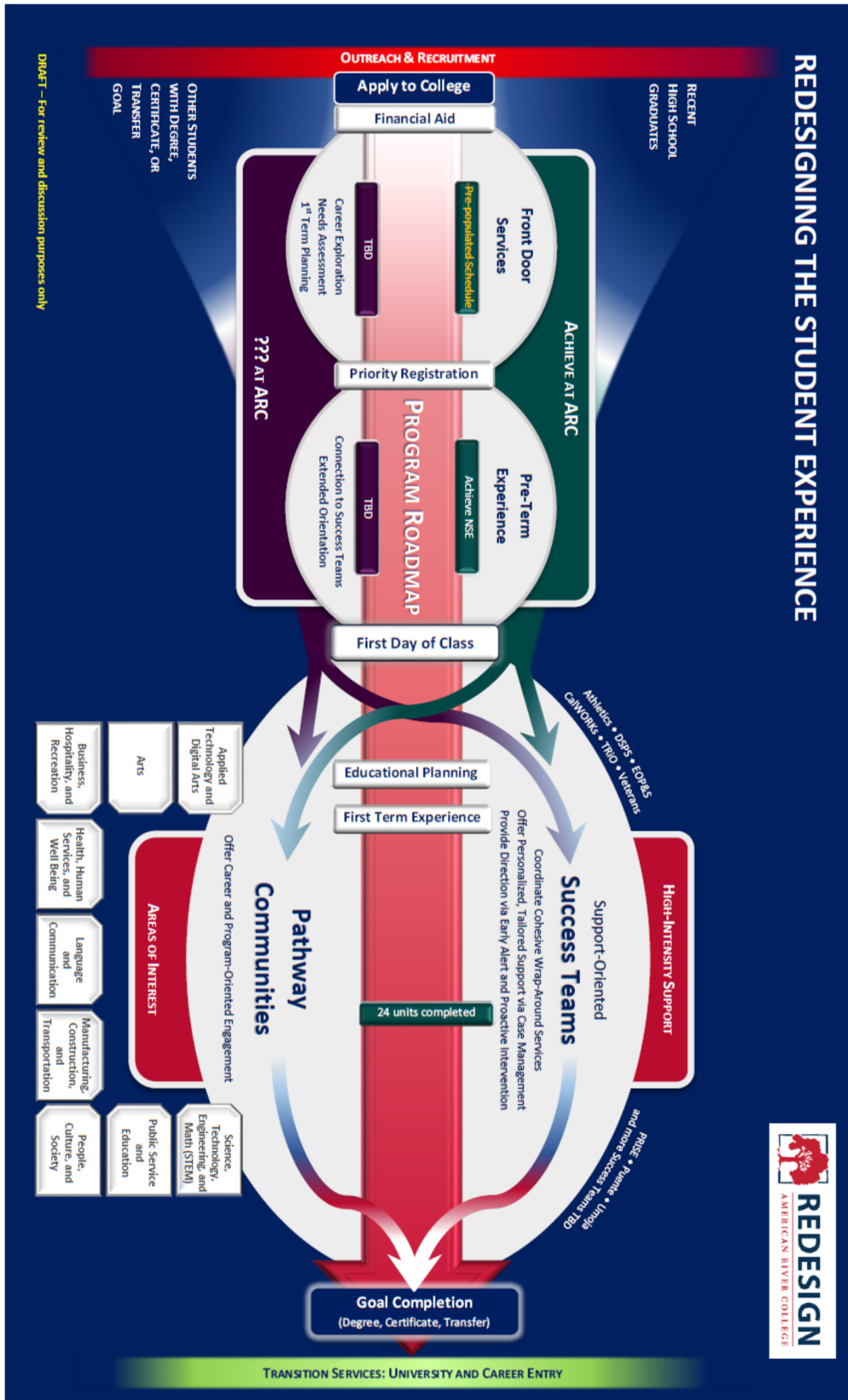
Current eight (8) Areas of Interest, recommended in fall 2019:

- People, Culture & Society
- Language & Communication
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service

Current six (6) HomeBases:

- Language & People
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health & Service

Appendix D: Draft Design Incorporating Project Team Recommendations



Appendix E: Current Alignment of HomeBases with Areas of Interest, Programs, and Divisions

HomeBase	Area of Interest	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theatre Arts	Fine & Applied Arts
		Theatre Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences
		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
	Speech-Language Pathology	Health & Education	
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
Public Safety		SRPSTC	
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
World Languages	Humanities		



ARC Strategic Planning Metrics Report: 2017 to 2022

This report provides a summary of findings for ARC's Strategic Planning Metrics¹. Metrics and metric goals were established for ARC Strategic Goals #1 (Students First) and #2 (Clear & Effective Paths). [Metric technical definitions can be found here.](#)

Executive Summary

- American River College failed to achieve most of the 20 metric goals aligned with its 2017-2022 Strategic Plan. Moreover, amidst the backdrop of the COVID-19 pandemic, over half of the metrics fell below their 2017 starting or baseline pre-pandemic values. In total, only 3 of 20 metric goals (15%) were achieved: 1 of 8 for *Students First*, (*Transfer-Level English and Math completion in 1 Year*), and 2 of 12 for *Clear and Effective Paths*, (*Average Units at Degree & Exiting Career Education Students Employed*).
- Similarly, ARC failed to achieve the additional goal of reducing equity gaps by 40% for students from ARC's historically disproportionately impacted populations for most of the applicable metrics. In total, only 5 of 24 applicable equity-gap reduction metric goals (21%) were achieved: 1 of 10 (10%) for African American students [*Median Years to a Certificate (4 years to 3.5 years)*], 1 of 10 (10%) for Latinx students [*Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*], and 3 of 4 (75%) for Native American students [*Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)*].
- On a positive note, comparing outcomes in 2017-2018 vs 2021-2022, students from each of ARC's historically disproportionately impacted populations showed improvements on a greater number of metrics than was observed for all students (*on average*). Specifically, all students (*on average*) showed improvement on only 8 of 20 metrics (40% or less than half). By contrast, African American students showed improvement on 8 of 15 applicable metrics (53%), Latinx students showed improvement on 10 of 20 applicable metrics (50%), and Native American students showed improvement on all 6 of 6 applicable metrics (100%). (*Applicable metrics are those where the count of students per year per group was equal or greater than 10.*) In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.
- Notable areas for concern included the sharp declines observed for *Success Rate in the 1st term* (decreased by almost 10 percentage points), *Retention to the 2nd term* (decreased by 11 percentage points), and *Total Certificates awarded* (decreased by 41%). As additional context, metrics that are based on counts rather than rates (such as *Total Certificates Awarded*), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

¹ A metric is merely a standard for measuring or evaluating something. Examples include those aimed at quantifying an organization's student performance, its diversity, or disproportionate impact [Click here to read more about metrics.](#)

Background

The 20 metrics² described in this report were designed to assess the extent to which ARC’s 2017-2022 strategic planning and institutional redesign efforts have benefited students and improved student achievement outcomes, both overall, and specifically for students from ARC’s historically disproportionately impacted populations ([a broad summary of the college’s efforts to improve student achievement and equity outcomes can be found here](#)).

Most of these metrics (16 of 20) are *cohort-based* and reflect either the number or percent of students in a *new, 1st time to college Fall cohort* that achieve a given milestone (e.g., are retained until the next semester or year, earn 30+ units, earn a degree, etc.) by a specified period (e.g., in their 1st term, 1st year, in 3 years, etc.)³. The exception to these cohort-based metrics are the *volume-based* metrics that count annual totals: total counts of certificates awarded, total counts of degrees awarded, total counts of ADT degrees awarded, and transfers to CSU each year⁴.

Most metric goals were set to improve outcomes by 5 percentage points (1 percentage point improvement per year over the 5-year term of the strategic plan). For some metric goals, the desired outcome was a decrease over the 5-year term (e.g., decrease the median years to an award, or decrease average units at degree to 79 units). The goals for total counts of certificates or degrees awarded (20% increase), or transfers to CSU each year (35% increase) were set to align with the California Community Colleges Chancellor’s Office [Vision for Success](#) Goals.

In addition, 14 metric goals were adjusted for ARC’s historically disproportionately impacted populations (African American, Latinx, and Native American students) with the goal of achieving the overall metric goal *and* an additional goal of reducing equity gaps by 40% using the 2017 year as a baseline (another *Vision for Success* Goal)⁵.

Importantly, these metric baselines and goals were established in 2017, prior to the onset of the COVID-19 pandemic. As such, the pandemic and its effects on ARC should be taken into consideration when interpreting student outcomes.

Summary

For ARC Strategic Goal: *Students First*, only 1 of 8 metric goals (13%) was achieved. For ARC Strategic Goal: *Clear and Effective Paths*, only 2 of 12 metric goals (17%) were achieved. Combined, only 3 of 20 metric goals (15%) were achieved.

	ARC Strategic Goal	
	Students First	Clear & Effective Paths
Overall Metric Goals Achieved?	1 of 8 Metric Goals Achieved 13%	2 of 12 Metric Goals Achieved 17%

² Excludes metrics that are no longer applicable (e.g., progression along a basic skills course sequence) or were not fully developed (survey metrics for Strategic Goal 3 (Exemplary Teaching, Learning, & Working Environment) and 4 (Vibrancy & Resiliency). Going forward, an ESL specific basic skills progression sequence (such as the [Skills Gain Rate](#) provided by the CCCCO’s Student Success Dashboard) may be warranted (replacing a previous metric that combined ESL, English, and Math basic skills progression).

³ The *exiting career education students employed* metric is cohort-based but based on program completers and skills-building students (coded by the CCCCO’s Journey Type as “Short-Term Career Students”), rather than new 1st time to college students.

⁴ Volume-base metrics have the benefit of being easy to understand and communicate. However, they have the disadvantage of not taking account changes in cohort size (e.g., ignores changes in annual enrollments that could be affecting these outcomes).

⁵ Exceptions include metrics where equity-gaps could not easily be computed or determined (e.g., all *volume-based* metrics), where data for each ethnicity was not available, or where all groups were set to achieve the same goal (e.g., 79 total units at degree).

For ARC’s historically disproportionately impacted populations, the goal of reducing equity gaps by 40% was achieved for the *Students First* metrics for 0 of 6 metric goals for African American students (0%), 1 of 6 metric goals for Latinx students (17%) and 1 of 2 metric goals for Native American students (50%), and for the *Clear and Effective Paths* metrics for 1 of 4 metric goals for African American students (25%), 0 of 4 metric goals for Latinx students (0%), and 2 of 2 metric goals for Native American students (100%). Overall, aggregating across ARC Strategic Goals, the goal of reducing equity gaps by 40% was achieved for 1 of 10 metric goals for African American students (10%), 1 of 10 metric goals for Latinx students (10%), and 3 of 4 metric goals for Native American students (75%)⁶. Combined, the goal of reducing equity gaps by 40% for ARC’s disproportionately impacted populations was achieved for 5 of 24 applicable metric goals, or 21%.

Metric Equity Gap Closed by 40%? (Vision for Success Goal)	ARC Strategic Goal	
	Students First	Clear & Effective Paths
	African American Students: 0 of 6*	African American Students: 1 of 4*
	0%*	25%*
Latinx Students: 1 of 6**	Latinx Students: 0 of 4**	
17%**	0%**	
Native American Students: 1 of 2***	Native American Students: 2 of 2***	
50%***	100%***	

*Only includes metrics where average N ≥ 10 per year

**Only includes metrics where equity gap existed in 2017

***Only includes metrics where average N ≥ 10 per year and where equity gap existed in 2017

Outcomes by Metric

Overall, aggregating over both ARC Strategic Goals 1 and 2, only 3 of 20 metric goals (15%) were achieved (*Transfer-Level English and Math completion in 1 Year, Average Units at Degree and Exiting Career Education Students Employed*).

By contrast, 17 of 20 metric goals (85%) were not achieved. Moreover, 11 of 20 metrics (55%, or just over half) fell below their 2017 pre-COVID-19 pandemic baseline values (see table below).

ARC STRATEGIC GOAL	METRICS	METRIC GOALS	METRIC RESULTS	METRIC GOALS ACHIEVED?
Students First	Success Rate (1st term)	Increase by 5 Percentage Points	Decreased by 9.7 Percentage Points	No, Below Baseline
	Success Rate (2nd term)	Increase by 5 Percentage Points	Decreased by 1.6 Percentage Points	No, Below Baseline
	Retention (to 2nd term, F-to-S)	Increase by 5 Percentage Points	Decreased by 11 Percentage Points	No, Below Baseline
	Retention (to 3rd term, F-to-F)	Increase by 5 Percentage Points	Decreased by 5 Percentage Points	No, Below Baseline
	15+ Units Earned (in 1st term)	Increase by 5 Percentage Points	Decreased by .7 Percentage Points	No, Below Baseline
	30+ Units Earned (by end of 2nd term)	Increase by 5 Percentage Points	Decreased by .3 Percentage Points	No, Below Baseline
	60+ Units Earned (by end of 2nd year)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Transfer English & Math (in 1 yr)	Increase by 5 Percentage Points	Increased by 7 Percentage Points	Yes, Goal Achieved!

⁶ Only includes metrics where average N ≥ 10 per year and/or where equity gap existed in 2017.

Clear & Effective Paths	Certificate Rate (in 3 yrs)	Increase by 5 Percentage Points	Decreased by 1 Percentage Point	No, Below Baseline
	Total Certificates**	Increase by 20%	Decreased by 41%	No, Below Baseline
	Median Years to Certificate	Decrease by 20%	No Change	No Change
	Degree Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by 2 Percentage Points	No, But Progress Made
	Total Degrees**	Increase by 20%	Decreased by 1.8%	No, Below Baseline
	Total ADT Degrees**	Increase by 20%	Increased by 17.7%	No, But Progress Made
	Avg Units at Degree	Decrease to Avg 79 units	Decreased to Avg 78.4 units	Yes, Goal Achieved!
	Median Years to Degree	Decrease by 20%	Decreased by 2%	No, But Progress Made
	Transfer Ready Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by .5 Percentage Points	No, But Progress Made
	Transfer Rate (in 4 yrs)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Total Transfers to CSU**	Increase by 35%	Increased by 1.7%	No, But Progress Made
	Exiting CE Students Employed***	Increase by 5 Percentage Points	Increased by 7.6 Percentage Points	Yes, Goal Achieved!

**Non-cohort based metric. Counts activity for entire year.

***Up to 2020-2021 Only, Source: CCCC Career Technical Education Employment Outcomes Survey (CTEOS)

In addition to the metric goals that were achieved, notable progress was observed for Degree Rate (increased by 2 percentage points) and Total Associate Degrees for Transfer (increased by 17.7%).

By contrast, sharp declines were observed for Success Rate in the 1st term (decreased by almost 10 percentage points), Retention to the 2nd term (decreased by 11 percentage points), and Total Certificates awarded (deceased by 41%). As additional context, metrics that are based on counts rather than rates (such as Total Certificates Awarded), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

Equity Metrics (Metrics that included an additional goal of reducing 2017 equity gaps by 40%)

14 metrics also included an additional equity goal to close 2017 equity gaps by 40% for students from ARC's historically disproportionately impacted (DI) populations. At least one of these additional equity goals was achieved for each of ARC's historically disproportionately impacted populations.

For ARC's African American students, the 40% equity goal was achieved for *Median Years to a Certificate (4 years to 3.5 years)*. For ARC's Latinx students, the 40% equity goal was achieved for *Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*. For ARC's Native American students, the 40% equity goals were achieved for the *Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)* metrics (see table below).

Meet Metric Goal + Close Equity Gap by 40%?

ARC STRATEGIC GOAL	METRICS	AFRICAN AMERICAN	LATINX	NATIVE AMERICAN	ALL STUDENTS
Students First	Success Rate (1st term)	No (49.2% to 42%)	No (64.6% to 55.9%)	No (45.9% to 57.1%)	(69.1% to 59.4%)
	Success Rate (2nd term)	No (57.2% to 49.4%)	No (65.4% to 63.9%)	Yes (62.9% to 75.9%)	(71.1% to 69.5%)
	Retention (to 2nd term, F-to-S)	No (61.5% to 55.6%)	n/a - No Gap	n/a - n's < 10	(73.2% to 62.2%)
	Retention (to 3rd term, F-to-F)	No (42.2% to 41.1%)	n/a - No Gap	n/a - n's < 10	(54.7% to 49.7%)
	15+ Units Earned (in 1st term)	No (4% to 5.2%)	No (8.8% to 7.6%)	n/a - n's < 10	(9.5% to 8.8%)

	30+ Units Earned (by end of 2nd term)	n/a - n's < 10	No (4.4% to 3.7%)	n/a - n's < 10	(5.3% to 5%)
	60+ Units Earned (by end of 2nd year)	n/a - n's < 10	No (2% to 1.8%)	n/a - n's < 10	(3.5% to 3.4%)
	Transfer English & Math (in 1 yr)	No (2.8% to 4.8%)	Yes (5.5% to 11.4%)	n/a - n's < 10	(5.9% to 12.9%)
Clear & Effective Paths	Certificate Rate (in 3 yrs)	n/a - n's < 10	No (4.9% to 6.4%)	n/a - n's < 10	(6.6% to 5.6%)
	Median Years to Certificate	Yes (4 yrs to 3.5 yrs)	n/a - No Gap	Yes (4.6 yrs to 3.8 yrs)	(3.8 yrs to 3.8 yrs)
	Degree Rate (in 3 yrs)	No (2.6% to 5.4%)	No (4.1% to 7.6%)	n/a - No Gap	(5.6% to 7.6%)
	Median Years to Degree	No (4.8 yrs to 4.5 yrs)	n/a - No Gap	Yes (4.8 yrs to 3.8 yrs)	(4 yrs to 3.9 yrs)
	Transfer Ready Rate (in 3 yrs)	n/a - n's < 10	No (5.6% to 6.6%)	n/a - No Gap	(7.6% to 8.1%)
	Transfer Rate (in 4 yrs)	No (8.4% to 14.8%)	No (16.6% to 14.8%)	n/a - n's < 10	(19.4% to 19.3%)

Note: For some metrics/groups, gaps did not exist in 2017 and/or data reflected avg. counts < 10, which can lead to large year-to-year variations.

Additional Analyses for ARC's Historically Disproportionately Impacted populations

A separate way of assessing how ARC's strategic plan has benefited ARC's historically disproportionately impacted populations is simply to compare the metric outcomes in 2017-2018 versus 2021-2022, for each of ARC's DI populations, regardless of whether the equity gaps had met the 40% equity-gap reduction goal. Simply put, was there improvement or progress on a given metric from 2017 to 2022 for each of ARC's historically disproportionately impacted populations? This perspective includes the advantage of being able to include the volume-based and non-adjusted metrics in the comparison.

As context, comparing outcomes in 2017-2018 versus 2021-2022, *all students showed improvement on 8 of 20 (or 40% of) metrics.*

African American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **African American students showed improvement on 8 of 15 (or 53%, or just over half of) metrics** where data were available (where $N \geq 10$ per year):

- 15+ units earned in the 1st term (4% to 5.2%)
- Transfer English and Math in 1 year (2.8% to 4.8%)
- Median years to Certificate (4 years to 3.5 years)
- Degree Rate (2.6% to 5.4%)
- Average units at Degree (85.6 units to 70.9 units)
- Median years to Degree (4.8 years to 4.5 years)
- Transfer Rate in 4 years (8.4% to 14.8%)
- Total Transfers to CSU (56 to 64, a 14.3% increase)

Latinx Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Latinx students showed improvement on 10 of 20 (or 50%, or half of) metrics:**

- Transfer English and Math in 1 year (5.5% to 11.4%)
- Certificate Rate in 3 years (4.9% to 6.4%)
- Median years to Certificate (3.8 years to 3.6 years)
- Degree Rate (4.1% to 7.6%)
- Total Degrees (559 to 603, an 8% increase)
- Total ATD Degrees (166 to 218, a 31% increase)
- Average units at Degree (79.9 units to 75.5 units)
- Median years to Degree (3.9 years to 3.5 years)
- Transfer Ready Rate in 3 years (5.6% to 6.6%)
- Total Transfers to CSU (186 to 216, a 16.1% increase)

Native American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Native American students showed improvement on all 6 of 6 (or 100% of) metrics** where data were available (*where N ≥ 10 per year*):

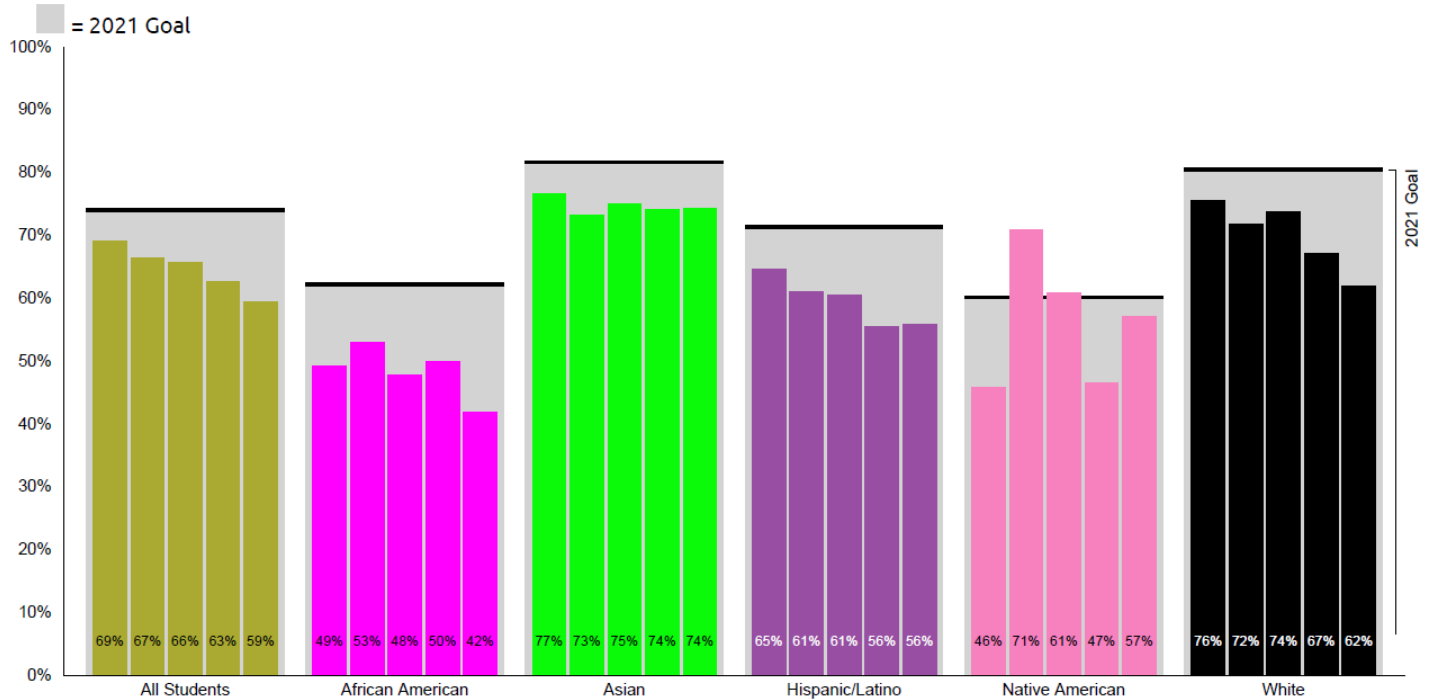
- Success Rate in the 1st term (45.9% to 57.1%)
- Success Rate in the 2nd term (62.9% to 75.9%)
- Median years to Certificate (4.6 years to 3.8 years)
- Total Degrees (13 to 26, a 100% increase)
- Average units at Degree (90.4 units to 79.7 units)
- Median years to Degree (4.8 years to 3.8 years)

In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.

The following pages provide additional details about each of the 20 metrics described in this report.

Success Rate in the 1st Term:

Success Rate (1st term)



Progress from Fall 2017 through Fall 2021

The success rate in the 1st term for new, 1st time to college ARC students fell from 69.1% in 2017 to 59.4% in 2021, a 9.7 percentage point decline⁷.

The success rates in the 1st term for new, 1st time to college African American and Latinx ARC students also fell, but by smaller margins (African American: 49.2% to 42%, a 7.2 percentage point decline, Latinx: 64.6% to 55.9%, an 8.7 percentage point decline).

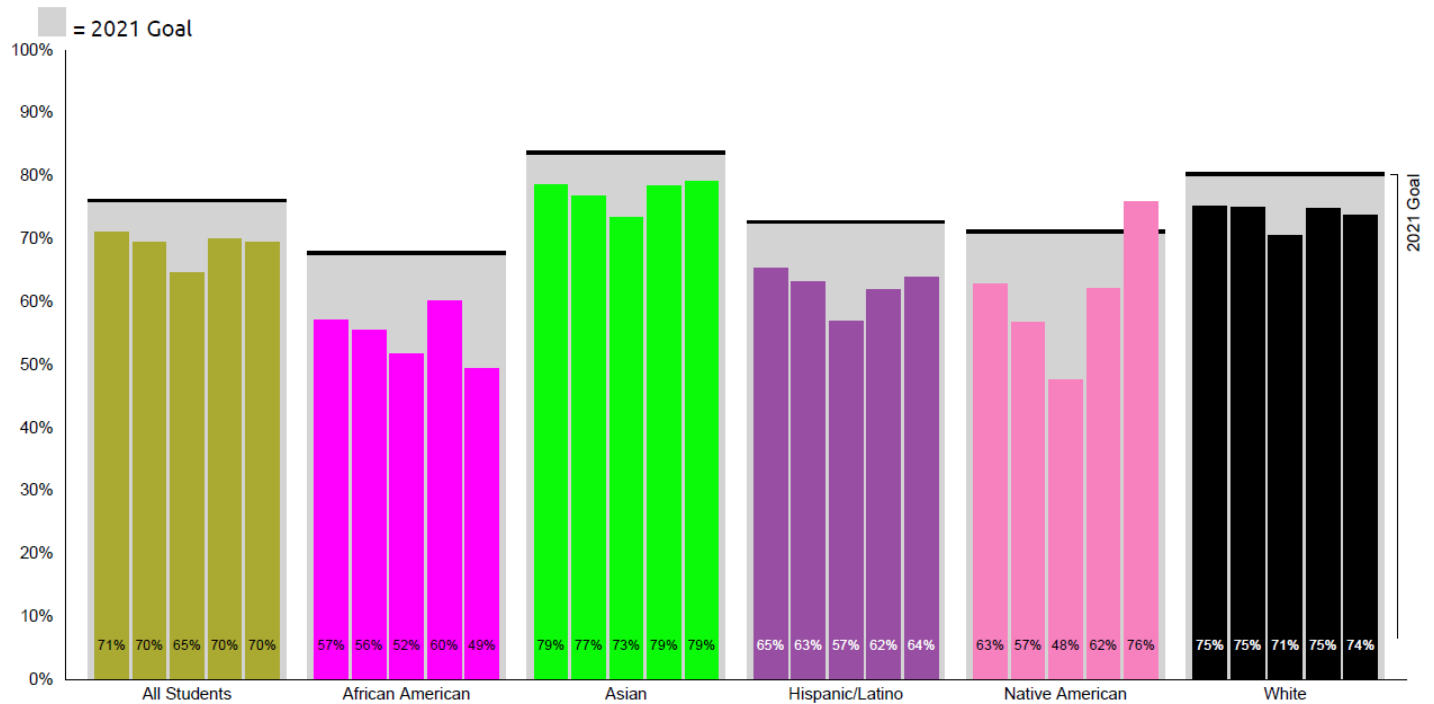
By contrast, the success rate in the 1st term for new, 1st time to college Native American ARC students improved from 45.9% to 57.1%, a 11.2 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019).

Overall, equity gaps declined slightly for new, 1st time to college African American and Latinx students, but this was due to a larger relative decline for all new, 1st time to college students. By contrast, the equity gap decline observed for new, 1st time to college Native American students was driven by improvement in their success rates.

⁷ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their first fall semester. Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Success Rate in the 2nd Term:

Success Rate (2nd term)



Progress from Fall 2017 through Fall 2021

The success rate in the 2nd term for new, 1st time to college ARC students fell from 71.1% in 2017-2018 to 69.5% in 2021-2022, a 1.6 percentage point decline⁸.

The success rates in the 2nd term for new, 1st time to college African American ARC students fell by a larger amount, from 57.2% to 49.4%, a 7.8 percentage point decline.

The success rates in the 2nd term for new, 1st time to college Latinx ARC students fell by a similar amount to students overall, from 65.4% to 63.9%, a 1.5 percentage point decline.

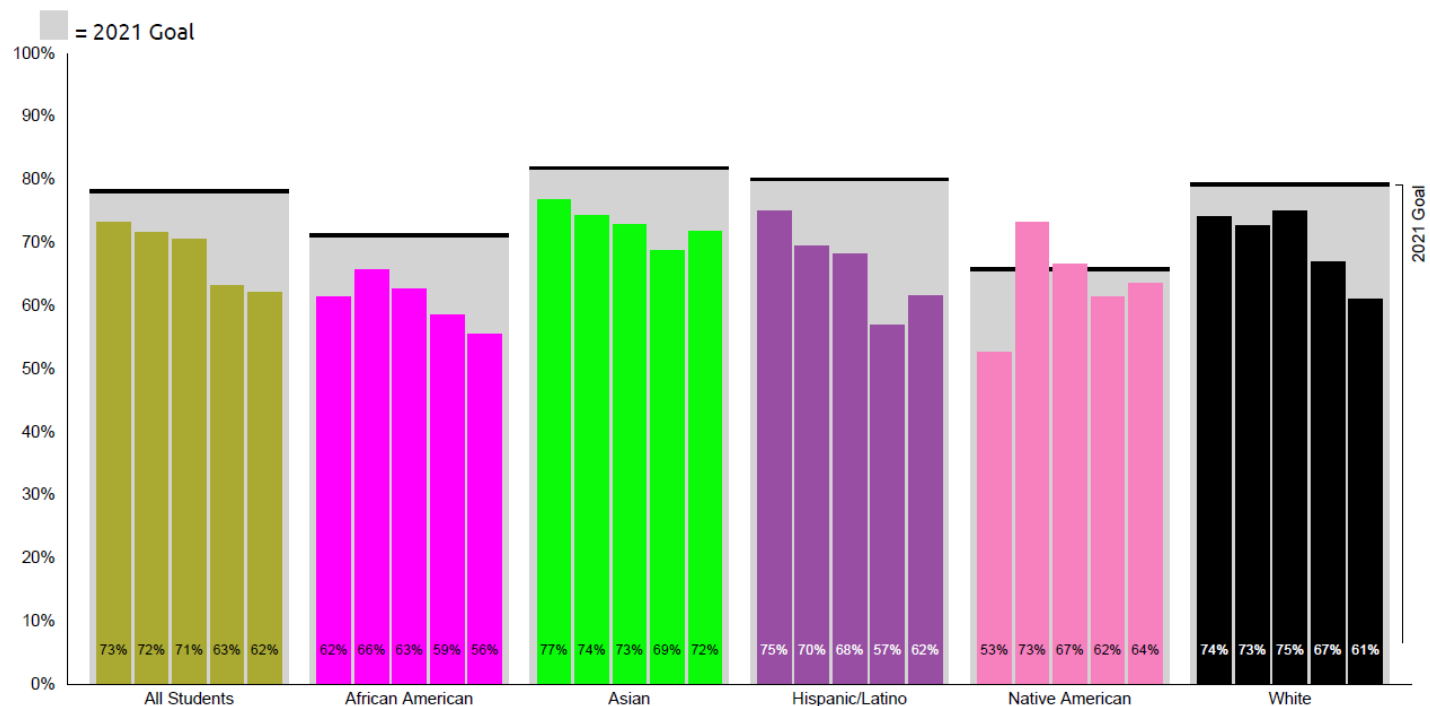
By contrast, the success rate in the 2nd term for new, 1st time to college Native American ARC students improved from 62.9% to 75.9%, a 13 percentage point increase (and exceeded the 2021 equity-gap goal).

Overall, equity gaps increased for new, 1st time to college African American students, remained relatively consistent for new, 1st time to college Latinx students, and were eliminated for new, 1st time to college Native American students.

⁸ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their second semester (spring). Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Retention (to 2nd Term, Fall to Spring):

Retention (to 2nd term, F-to-S)



Progress from Fall 2017 through Fall 2021

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college ARC students fell from 73.2% in 2017-2018 to 62.2% in 2021-2022, a 11 percentage point decline⁹.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college African American ARC students fell by a smaller amount, from 61.5% to 55.6%, a 5.9 percentage point decline.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 75% to 61.6%, a 13.4 percentage point decline.

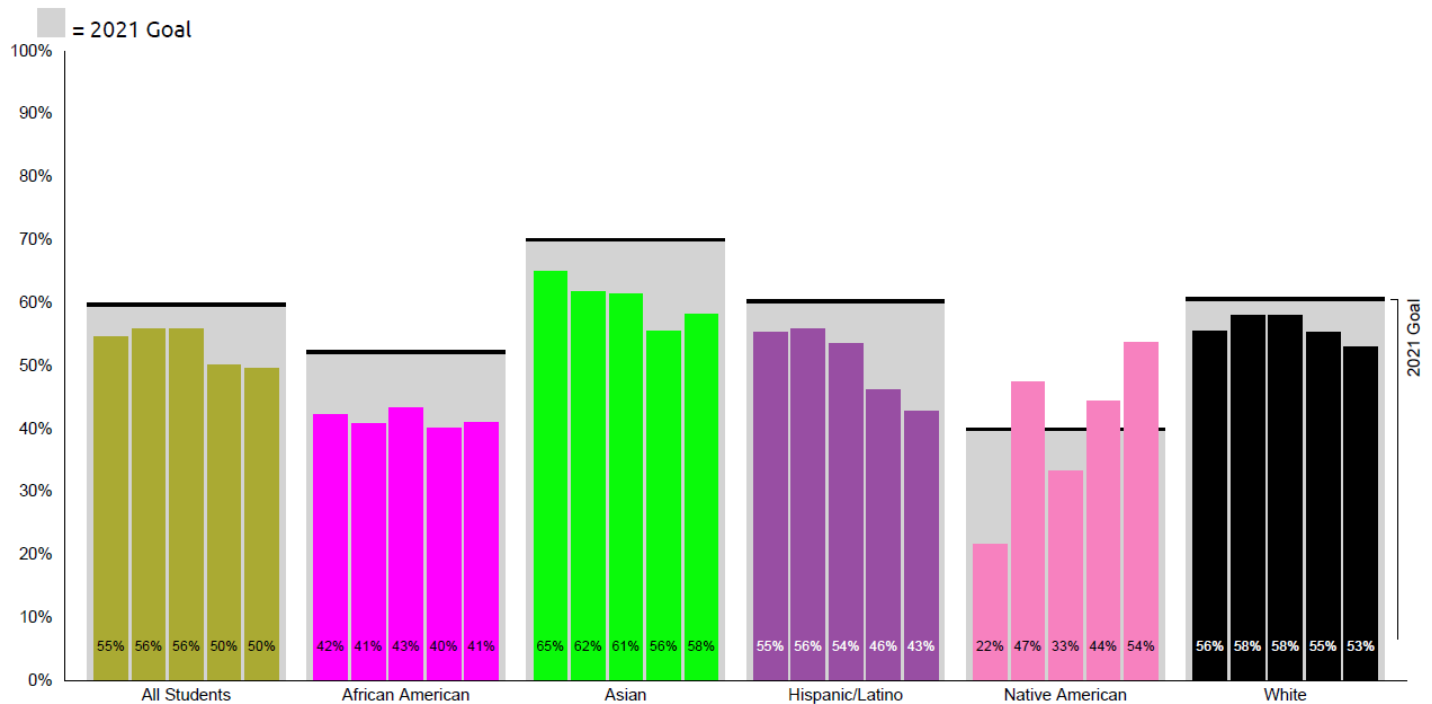
By contrast, The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Native American ARC students improved from 52.6% to 63.6%, a 11 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. In 2021, their rates were similar to the overall average, differing by less than 1%.

⁹ Retention to 2nd term (F-to-S Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following spring semester and complete any class with any grade notation.

Retention (to 3rd Term, Fall to Fall):

Retention (to 3rd term, F-to-F)



Progress from Fall 2017 through Fall 2021

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college ARC students fell from 54.7% in 2017-2018 to 49.7% in 2021-2022, a 5 percentage point decline¹⁰.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college African American ARC students fell by a smaller amount, from 42.2% to 41.1%, a 1.1 percentage point decline.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 55.3% to 42.8%, a 12.5 percentage point decline.

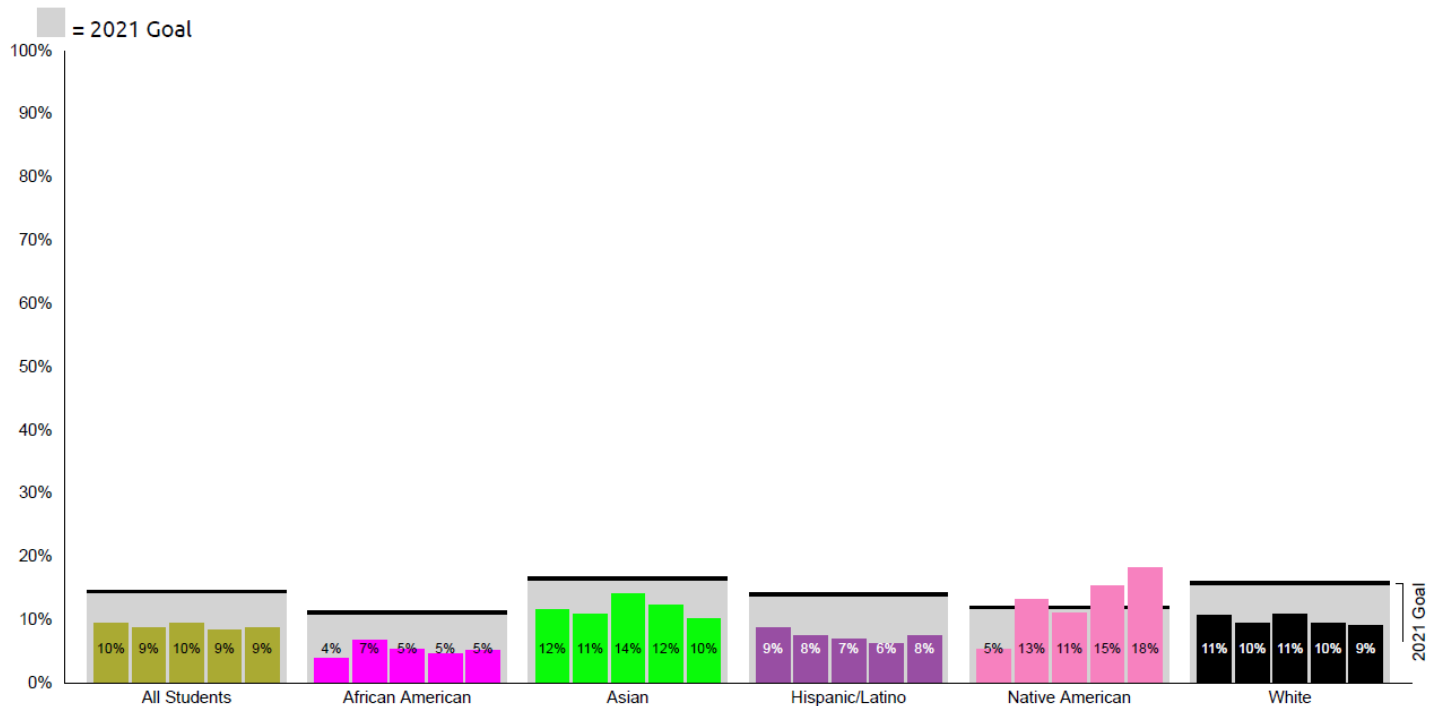
By contrast, the retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Native American ARC students improved from 21.7% to 53.8%, a 32.1 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. However, by 2021, their rates were 6.9 percentage points below the overall average.

¹⁰ Retention to 3rd term (F-to-F Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following fall semester and complete any class with any grade notation.

15+ Units Earned (in 1st Term):

15+ Units Earned (in 1st term)



Progress from Fall 2017 through Fall 2021

The percentage of 15+ units earned in the 1st term by new, 1st time to college ARC students fell from 9.5% in 2017-2018 to 8.8% in 2021-2022, a .7 percentage point decline¹¹.

The percentage of 15+ units earned in the 1st term by new, 1st time to college African American ARC students increased, from 4% to 5.2%, a 1.2 percentage point increase.

The percentage of 15+ units earned in the 1st term by new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 8.8% to 7.6%, a 1.2 percentage point decline.

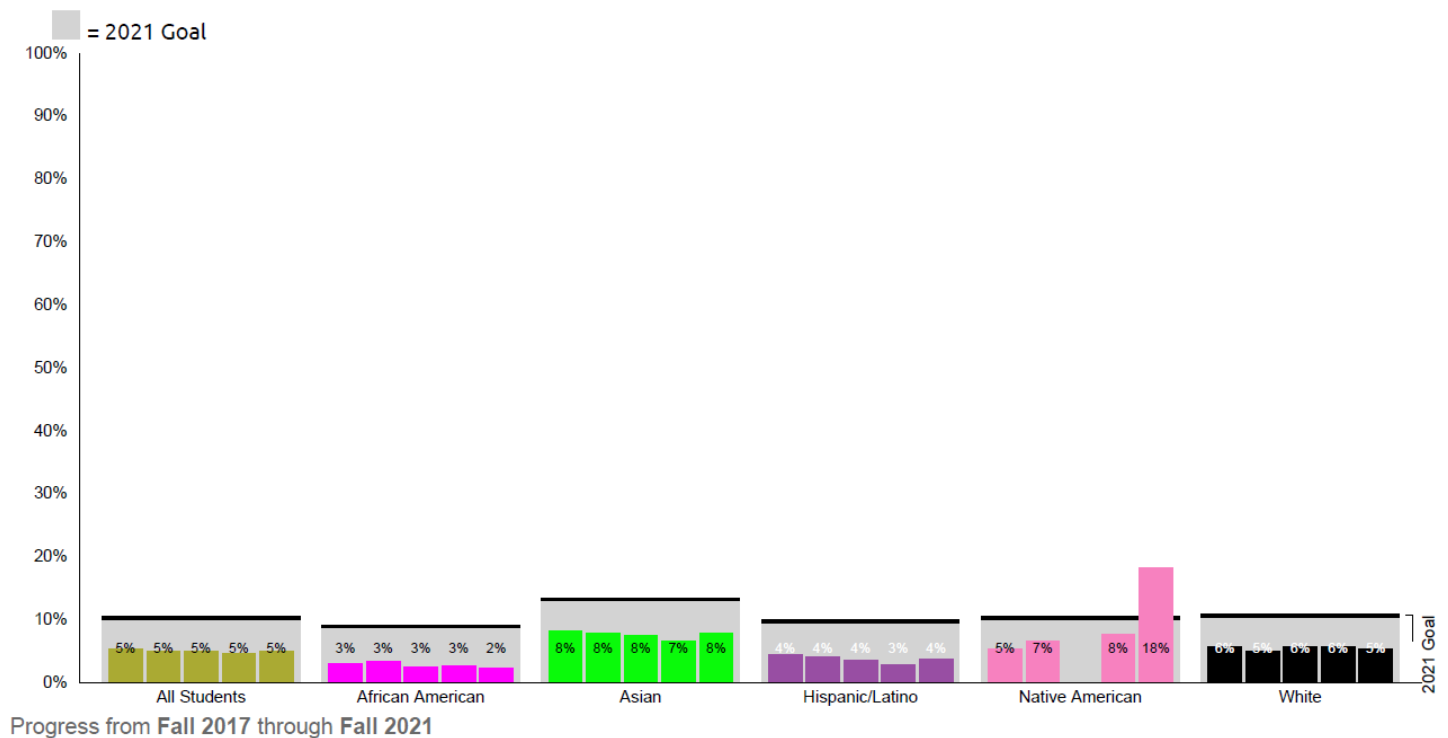
By contrast, the percentage of 15+ units earned in the 1st term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps decreased for new, 1st time to college African American students. The equity gap for new, 1st time to college Latinx students increased slightly from .7% to 1.2% (compared to all students).

¹¹ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 15 units during their first (fall) semester.

30+ Units Earned (by end of 2nd Term):

30+ Units Earned (by end of 2nd term)



The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college ARC students fell from 5.3% in 2017-2018 to 5% in 2021-2022, a .3 percentage point decline¹².

The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college African American ARC students fell from 3.1% to 2.4%, a .7 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Similarly, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Latinx ARC students fell from 4.4% to 3.7%, a .7 percentage point decline.

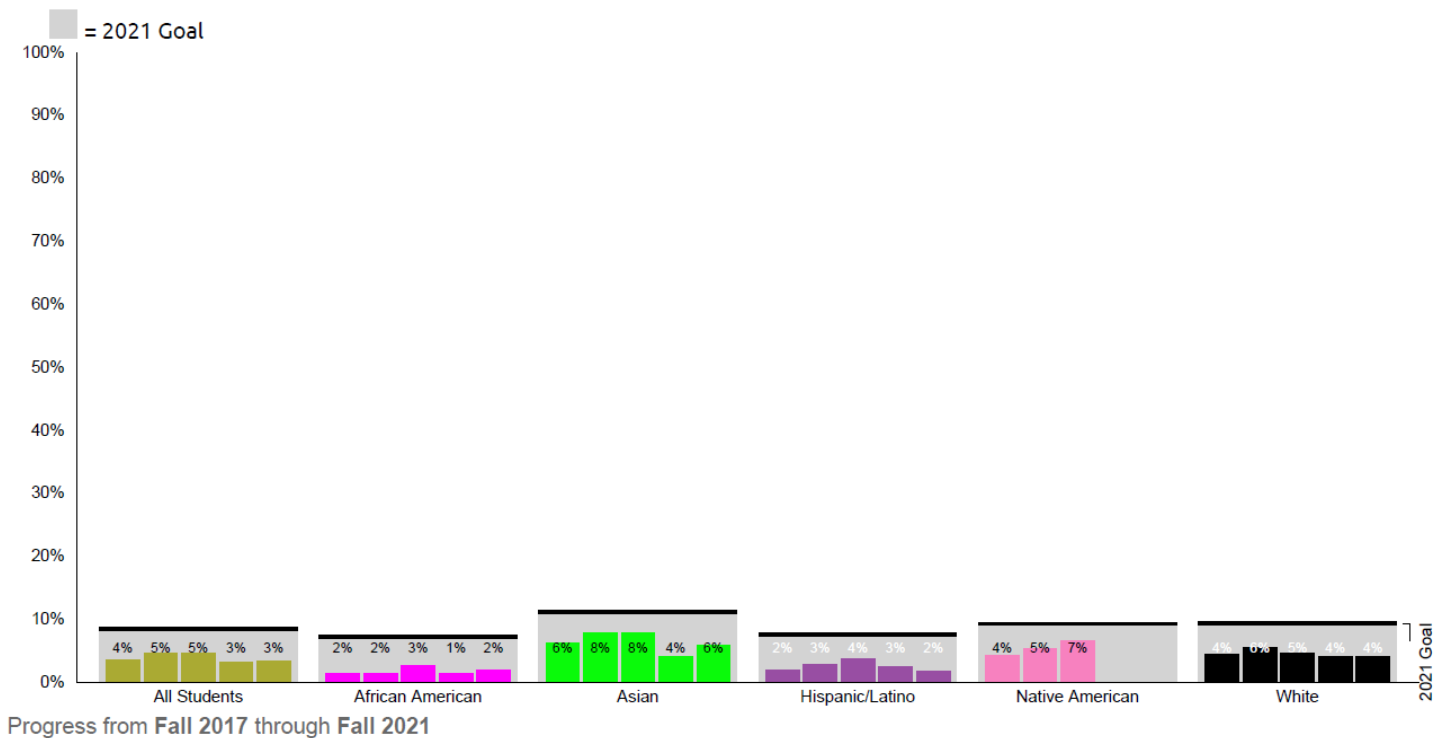
By contrast, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution—these are likely the same exact students who comprised the 15+ units earned in 1st term metric).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹² This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 30 units during their first academic year.

60+ Units Earned (by end of 2nd Year):

60+ Units Earned (by end of 2nd year)



The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college ARC students fell slightly from 3.5% in 2017-2018 to 3.4% in 2021-2022, a .1 percentage point decline¹³.

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college African American ARC students increased slightly from 1.5% to 1.9%, a .4 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Latinx ARC students fell slightly from 2% to 1.8%, a .2 percentage point decline.

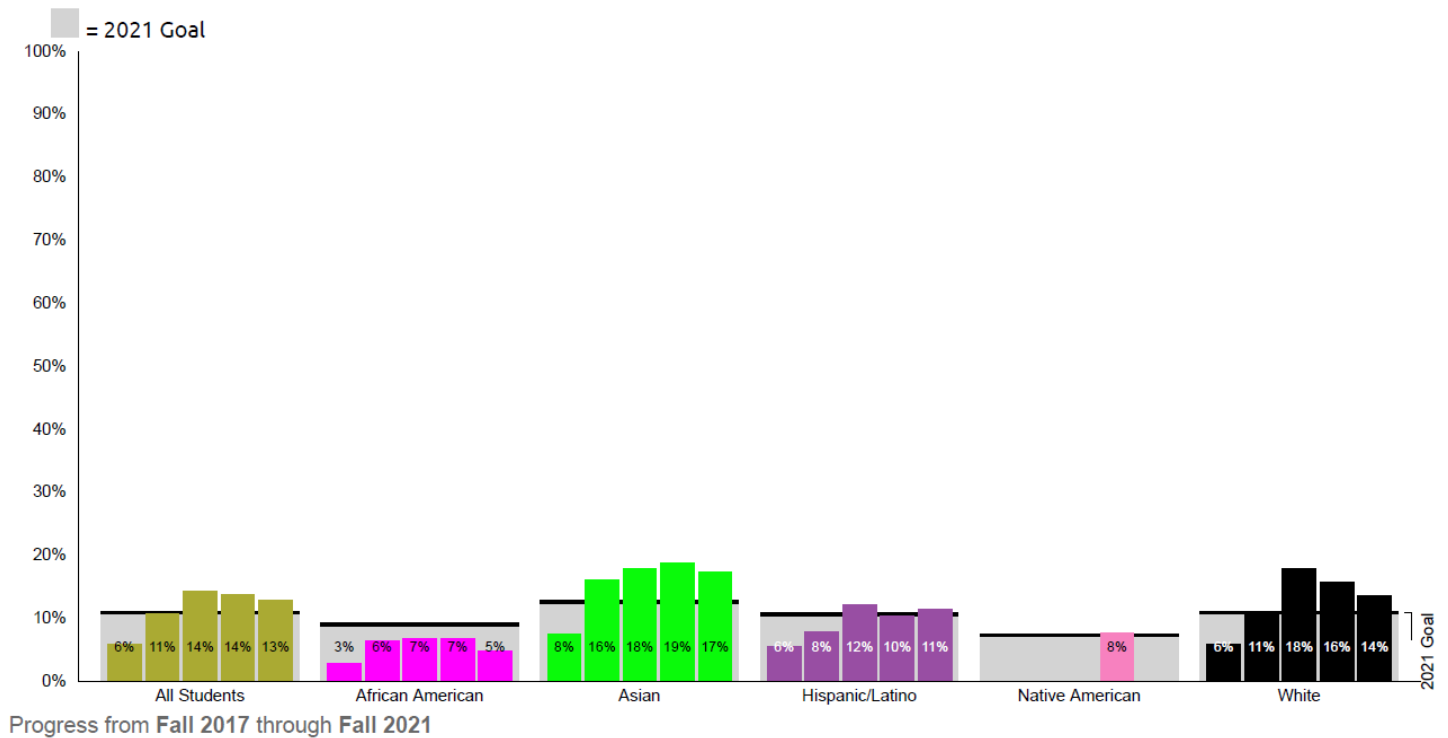
The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Native American ARC students fell from 4.3% to 0%, a 4.3 percentage point decline (Note: This reflects a change from 1 student to 0 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹³ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 60 units in two years.

Transfer-Level English and Math (in 1 Year):

Transfer English & Math (in 1 yr)



The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college ARC students increased from 5.9% in 2017-2018 to 12.9% in 2021-2022, a 7 percentage point increase (and exceeded the 5 percentage point metric improvement goal in 2019-2020, 2020-2021, and 2021-2022)¹⁴.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college African American ARC students also increased, but by a smaller amount from 2.8% to 4.8%, a 2 percentage point increase.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Latinx ARC students also increased from 5.5% to 11.4%, a 5.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2019 and 2021).

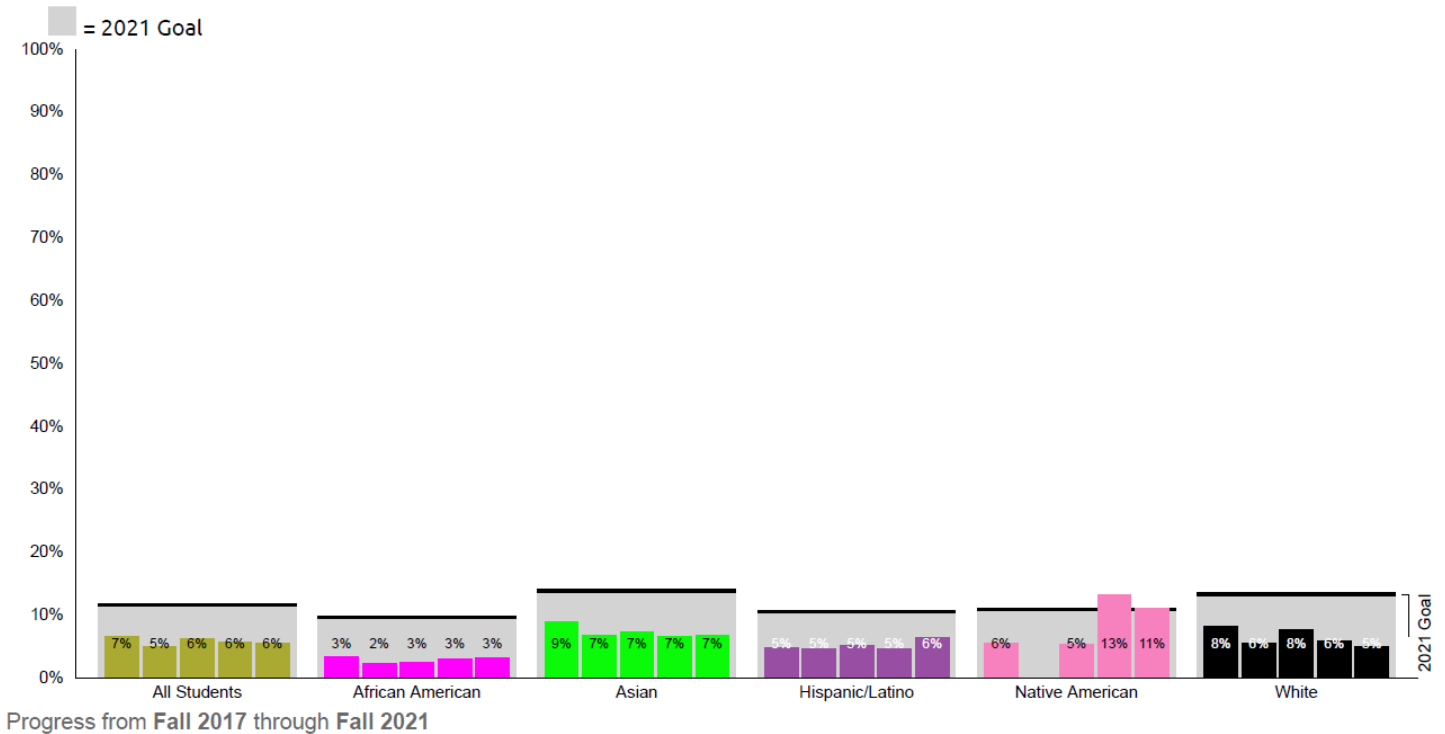
The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Native American ARC students did not change from 0% to 0%, although in 2020, the equity gap goal was achieved (Note: This reflects a change from 0 students to 1 student) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, although the percentages of Transfer-Level English and Math completed in 1 year increased for both new, 1st time to college African American and Latinx students, the equity gaps actually increased due to a larger percentage point increase for all new, 1st time to college students.

¹⁴ This metric reflects the percentage of each fall's new, 1st time to college students that successfully complete (A, B, C, Cr, P grade) at least one transfer level English and at least one transfer Math course by the end of their first academic year at ARC.

Certificate Rate (in 3 Years):

Certificate Rate (in 3 yrs)



The certificate rate (in 3 years) by new, 1st time to college ARC students fell from 6.6% in 2017-2018 to 5.6% in 2021-2022, a 1 percentage point decline¹⁵.

The certificate rate (in 3 years) by new, 1st time to college African American ARC students also fell, but by a smaller amount from 3.4% to 3.2%, a .2 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

By contrast, the certificate rate (in 3 years) by new, 1st time to college Latinx ARC students increased from 4.9% to 6.4%, a 1.5 percentage point increase.

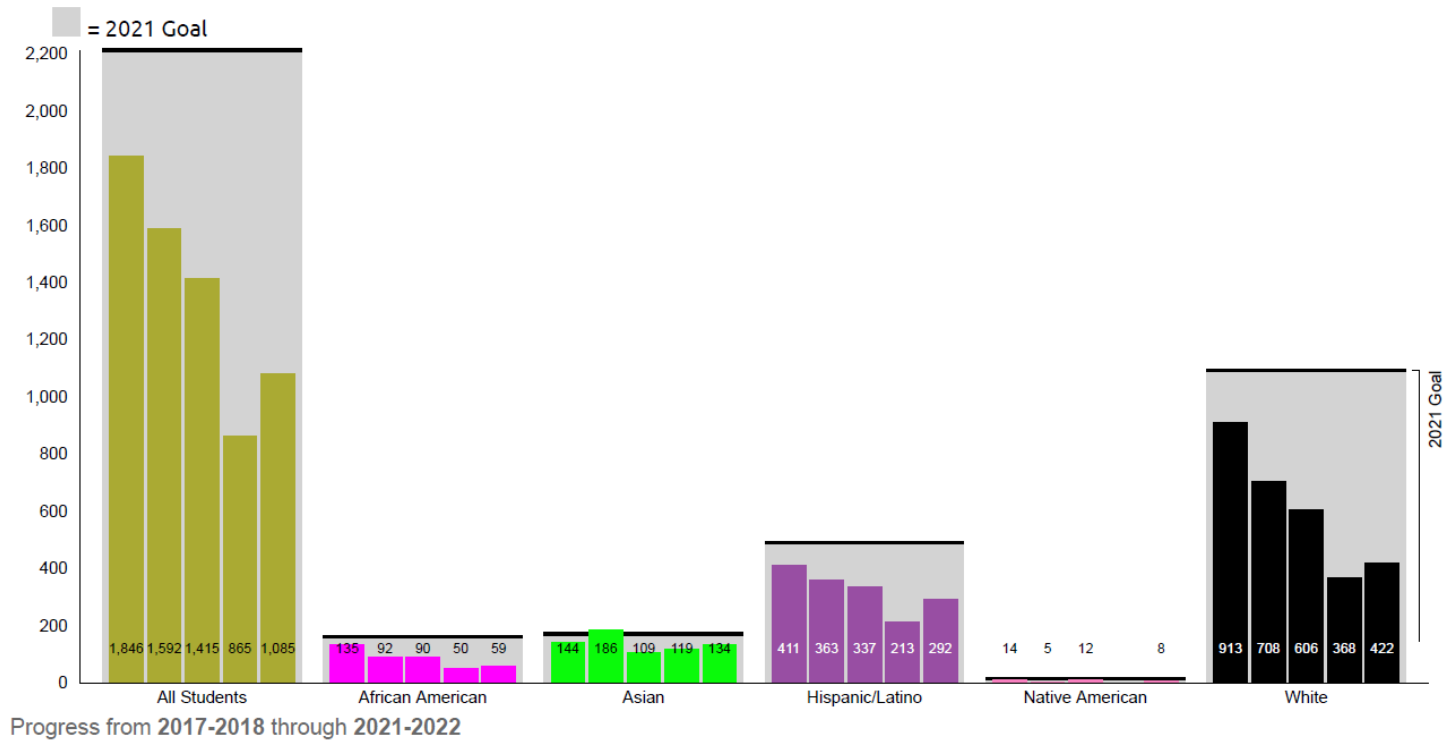
The certificate rate (in 3 years) by new, 1st time to college Native American ARC students also increased from 5.6% to 11.1%, (and exceed the equity-gap goal in 2020 and 2021) (Note: This reflects a change from 1 student to 2 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, although the certificate rate (in 3 years) fell overall, the certificate rate increased slightly for new, 1st time to college Latinx students.

¹⁵ This metric is defined as the percentage of each fall's new, 1st time to college students that complete a Chancellor's Office Approved Certificate in 3 years (IPEDS 150% time frame).

Total Certificates:

Total Certificates**



The total number of California Community College Chancellor’s Office (CCCCO) Approved certificates awarded to ARC students fell drastically from 1846 in 2017-2018 to 1085 in 2021-2022, a 41% decline¹⁶.

The total number of CCCC Approved certificates awarded to African American ARC students also fell drastically, from 135 to 59, a 56% decline.

The total number of CCCC Approved certificates awarded to Latinx ARC students also fell, but by a slightly smaller amount, from 411 to 292, a 29% decline.

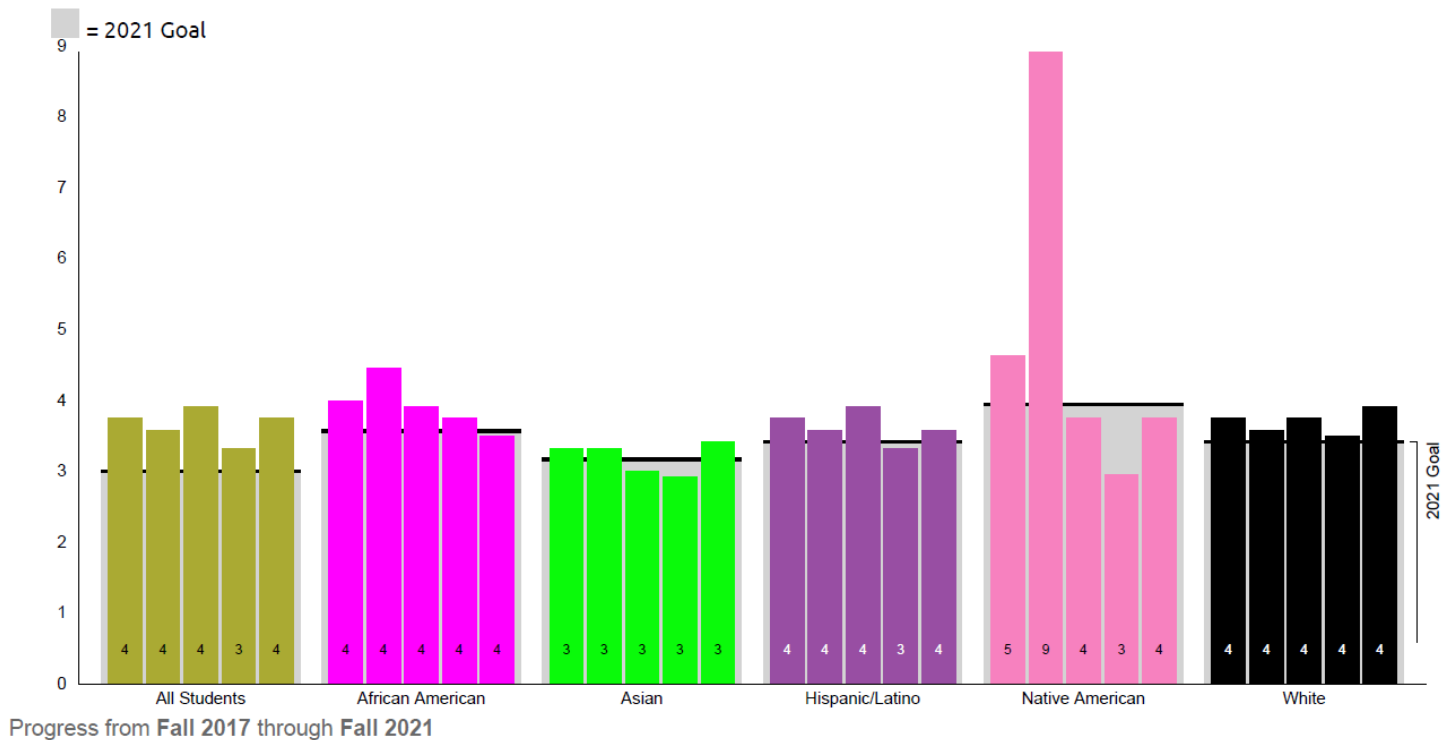
The total number of CCCC Approved certificates awarded to Native American ARC students also fell drastically, from 14 to 8, a 43% decline (Note: the average n’s for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of CCCC Approved certificates awarded to students fell drastically and universally, especially, during the last 2 years (after the onset of the COVID-19 pandemic).

¹⁶ This metric shows the total of all CCCC-approved Certificates awarded in a given academic year [State Chancellor’s Office Vision for Success goal].

Median Years to Certificate:

Median Years to Certificate



The median years to certificate for new, 1st time to college ARC students remained unchanged at 3.8 years between 2017-2018 and 2021-2022¹⁷.

The median years to certificate for new, 1st time to college African American ARC students fell from 4 years to 3.5 years, a half year improvement.

The median years to certificate for new, 1st time to college Latinx ARC students also fell, but by a slightly smaller amount, from 3.8 years to 3.6 years.

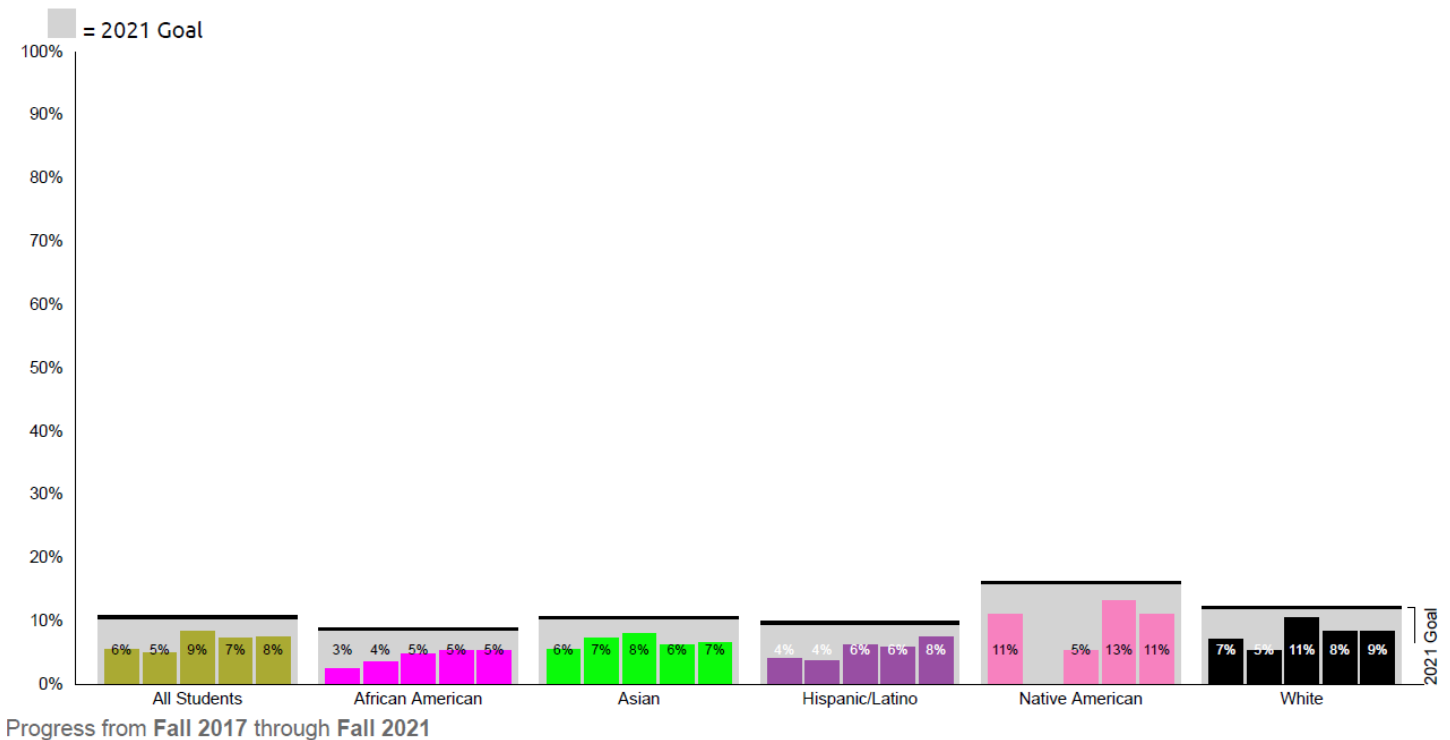
The median years to certificate for new, 1st time to college Native American ARC students also fell from 4.6 years to 3.8 years.

Overall, all of ARC's historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a certificate.

¹⁷ This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn a CCCCO-approved Certificate at ARC.

Degree Rate (in 3 years):

Degree Rate (in 3 yrs)



The degree rate for new, 1st time to college ARC students increased from 5.6% in 2017-2018 to 7.6% in 2021-2022, a 2 percentage point increase¹⁸.

The degree rate for new, 1st time to college African American ARC students also increased from 2.6% to 5.4%, a 2.8 percentage point increase.

The degree rate for new, 1st time to college Latinx ARC students also increased, but by a slightly larger amount, from 4.1% to 7.6%, a 3.5 percentage point increase.

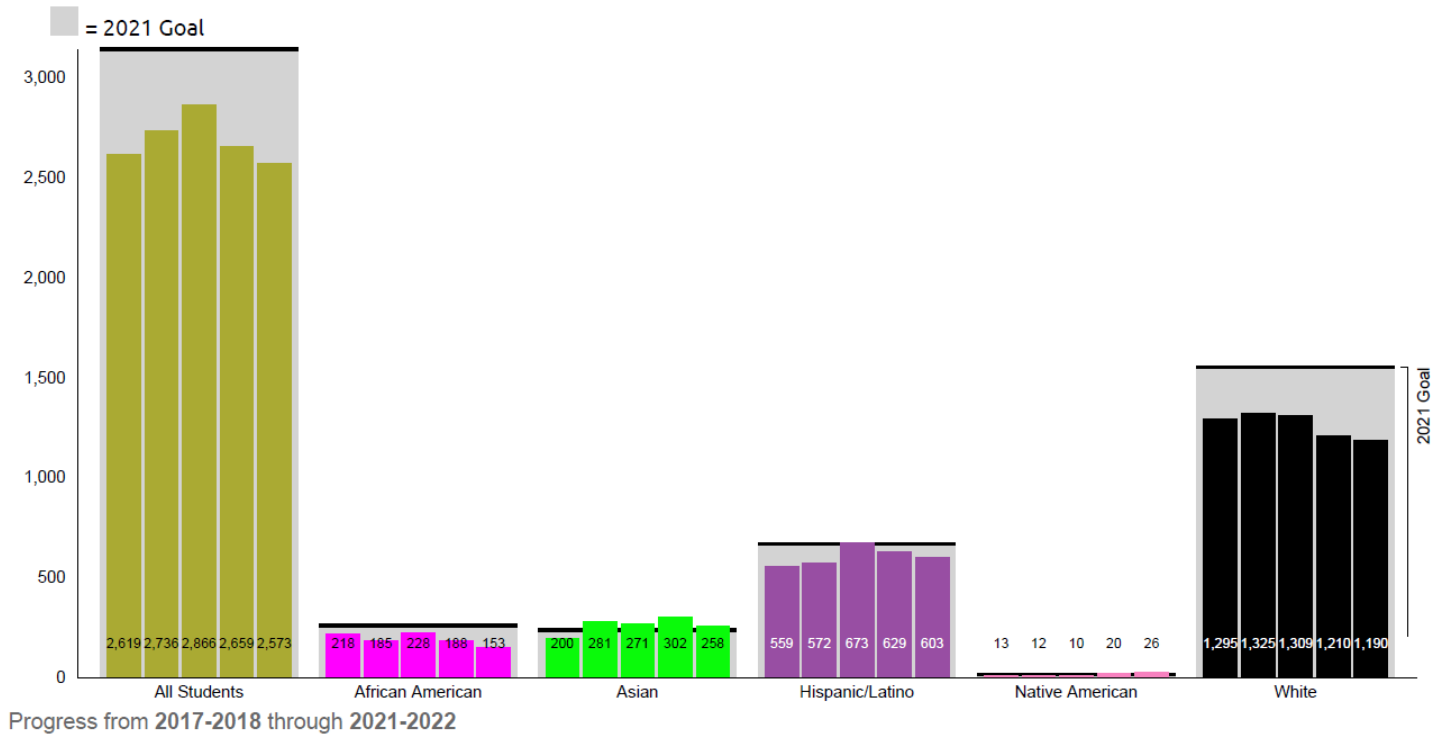
The degree rate for new, 1st time to college Native American ARC students remained unchanged at 11% (Note: this reflects 2 students in each year). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the degree rate improved for new, 1st time to college African American and Latinx students.

¹⁸ This metric is defined as the percentage of each fall's new, 1st time to college students that complete an Associate's Degree in 3 years (IPEDS 150% timeframe).

Total Degrees:

Total Degrees**



The total number of degrees awarded to ARC students fell slightly from 2619 in 2017-2018 to 2573 in 2021-2022, a 1.8% decline¹⁹.

The total number of degrees awarded to African American ARC students also fell, but by a substantially larger amount, from 218 to 153, a 29.8% decline.

By contrast, the total number of degrees awarded to Latinx ARC students increased from 559 to 603, a 7.9% improvement (and exceeded the 20% metric improvement goal in 2019-2020).

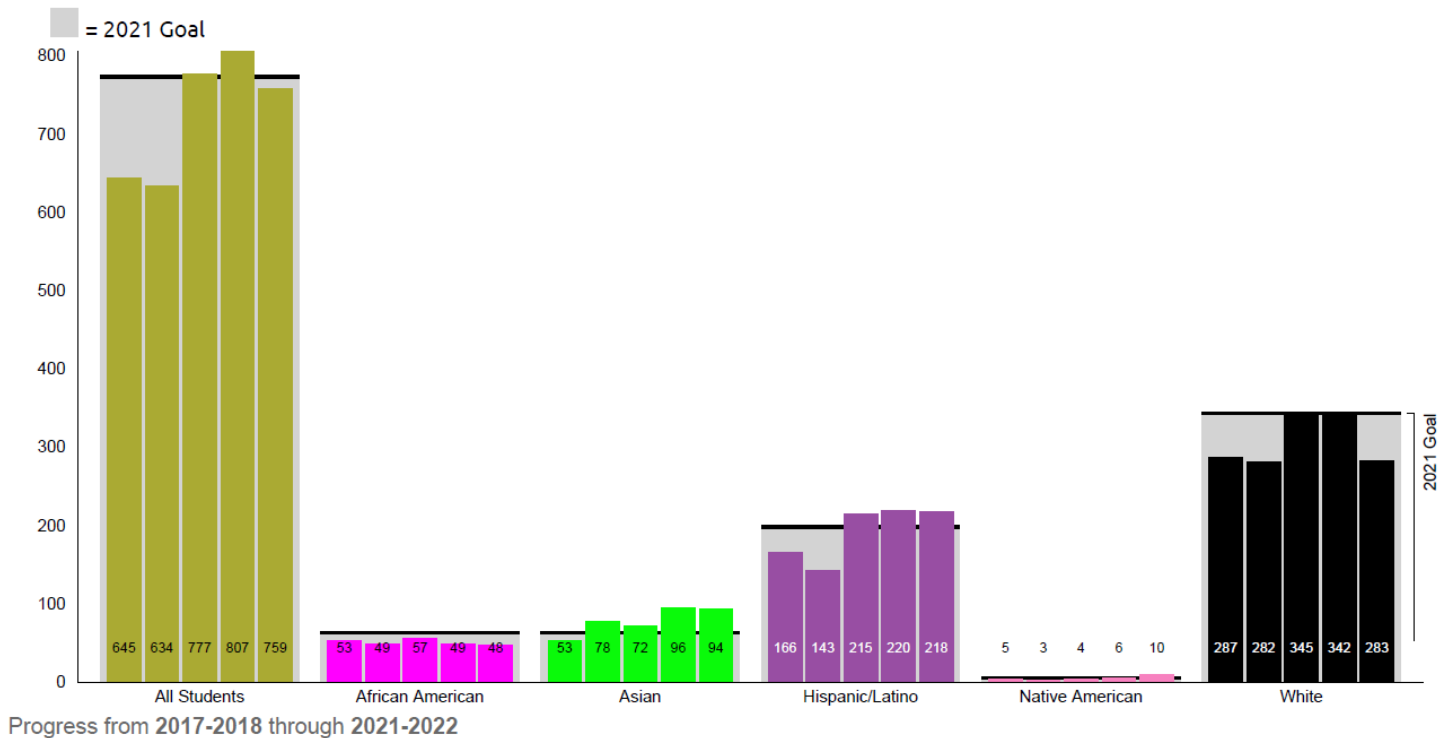
The total number of degrees awarded to Native American ARC students also increased sharply, from 13 to 26, a 100% improvement (and exceeded the 20% metric improvement goal in 2020-2021 and 2021-2022)!

Overall, the total number of degrees awarded fell drastically for African American students, but increased for Latinx and Native American students, even exceeding the 20% metric improvement goal at least once for each group.

¹⁹ This metric shows the total of all Associate's Degrees awarded in a given academic year [State Chancellor's Office Vision for Success goal].

Total Associate Degrees for Transfer (ADT Degrees):

Total Associate Degree Transfer (AD-T)



The total number of ADT degrees awarded to ARC students increased substantially from 645 in 2017-2018 to 759 in 2021-2021, a 17.7% improvement (and exceeded the 20% metric improvement goal in 2019-2020 and 2020-2021)²⁰.

By contrast, the total number of ADT degrees awarded to African American ARC students fell from 53 to 48, a 9.4% decline.

The total number of ADT degrees awarded to Latinx ARC students increased substantially from 166 to 218, a 31.3% improvement (and exceeded the 20% improvement metric goal in 2019-2020, 2020-201, and 2021-2022).

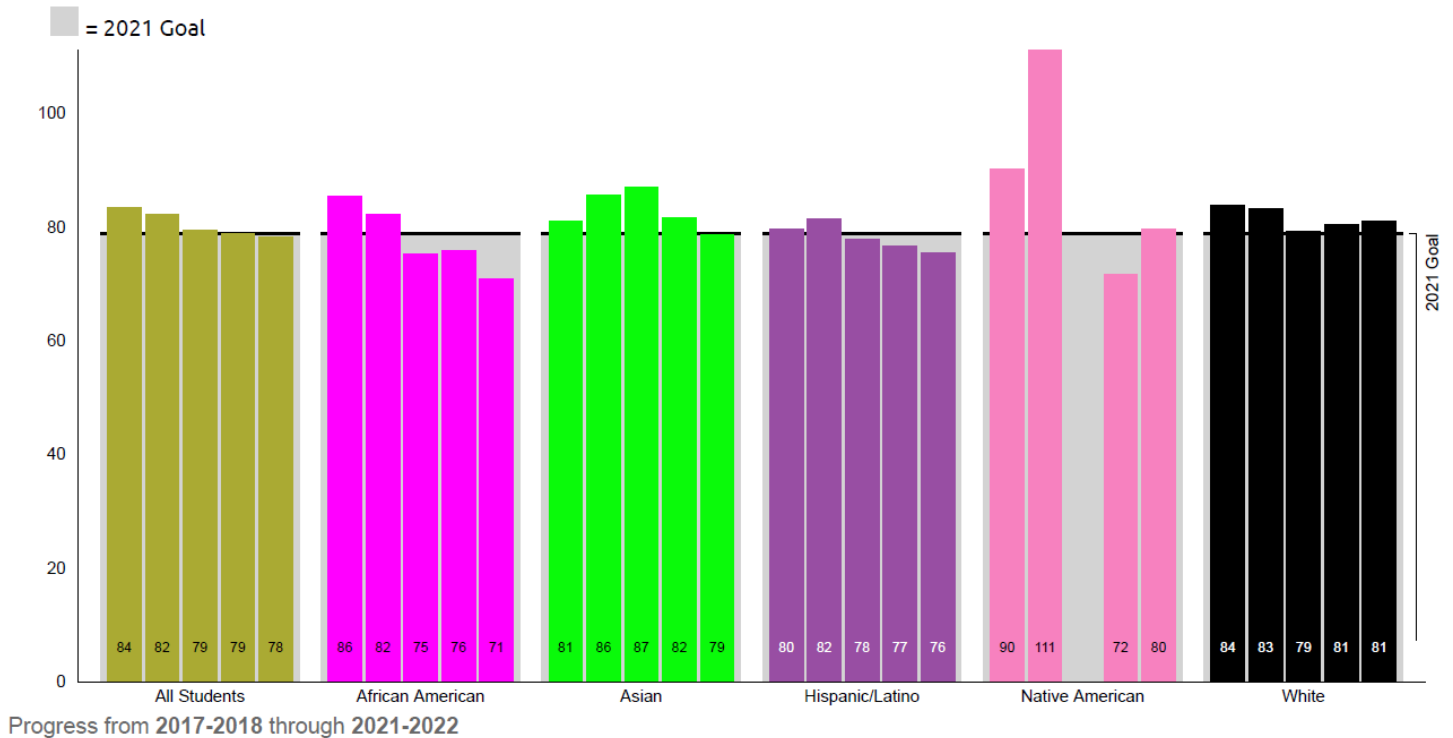
The total number of ADT degrees awarded to Native American ARC students also increased sharply, from 5 to 10, a 100% improvement (and exceeded the 20% improvement metric goal in 2020-2021 and 2021-2022) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of ADT degrees awarded fell for African American students, but increased substantially for Latinx students, even exceeding the 20% improvement metric goal for three consecutive years.

²⁰ This transfer oriented metric reflects the total of all Associate Degree for Transfer (ADT) Degrees awarded in a given academic year at ARC.

Average Units at Degree:

Avg Units at Degree



The average units at degree for new, 1st time to college ARC students fell from 83.6 units in 2017-2018 to 78.4 units in 2021-2022, a 6.3% improvement (and met or exceeded the average units at degree metric improvement goal of 79 units in 2020-2021 and 2021-2022)²¹.

The average units at degree for new, 1st time to college African American ARC students also fell, but by a substantially larger amount, from 85.6 units to 70.9 units, a 17.1% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

The average units at degree for new, 1st time to college Latinx ARC students also fell, from 79.9 units to 75.5 units, a 5.4% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

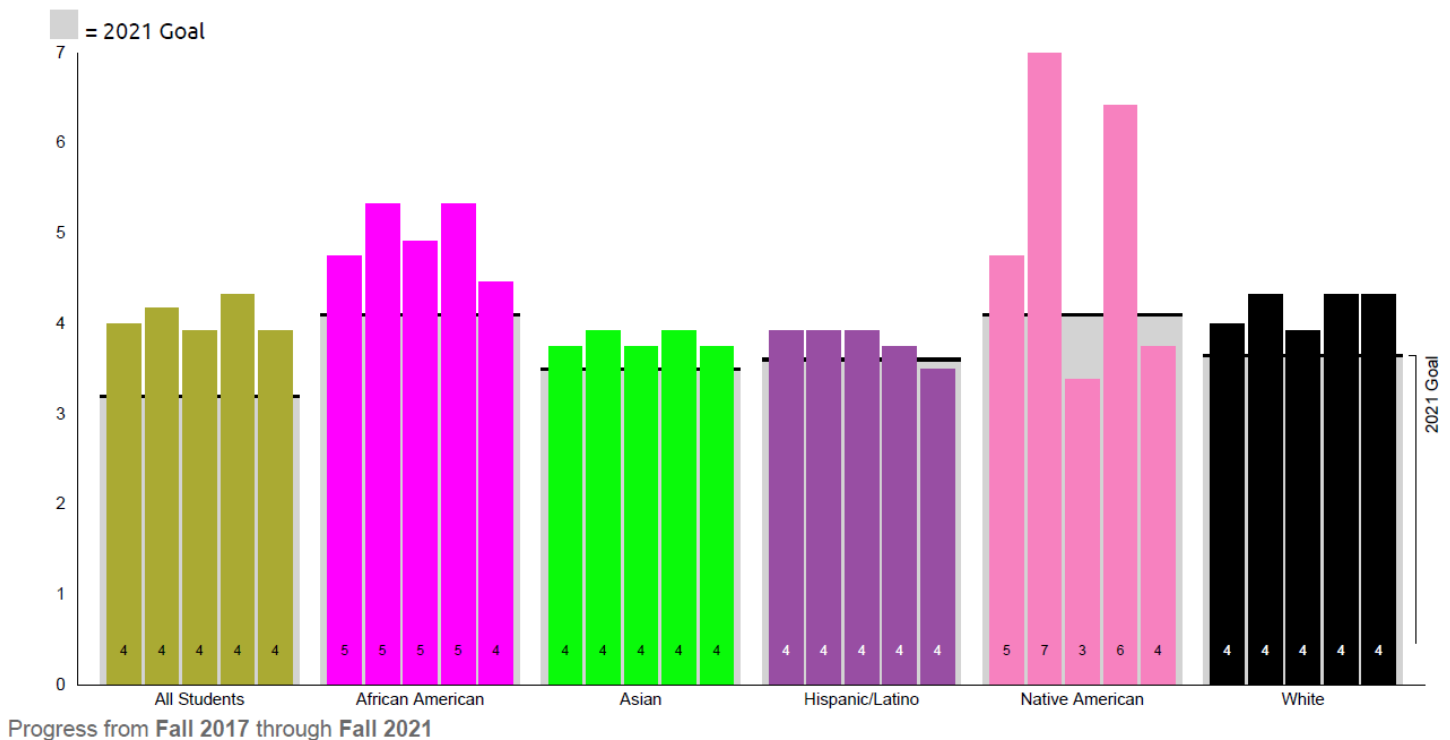
The average units at degree for new, 1st time to college Native American ARC students also fell, from 90.4 units to 79.7 units, a 11.9% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2020-2021).

Overall, the average units at degree for new, 1st time to college students fell for all groups, representing an improvement in reducing excess units at degree for ARC’s historically disproportionately impacted students.

²¹ This metric shows the average number of degree and non-degree-applicable units that new, first time to college students have accumulated at the time they earn an Associate's Degree [State Chancellor's Office Vision for Success goal].

Median Years to Degree:

Median Years to Degree



The median years to degree for new, 1st time to college ARC students fell from 4 years in 2017-2018 to 3.9 years in 2021-2022, a slight 2% improvement on average²².

The median years to degree for new, 1st time to college African American ARC students fell from 4.8 years to 4.5 years.

The median years to degree for new, 1st time to college Latinx ARC students also fell from 3.9 years to 3.5 years.

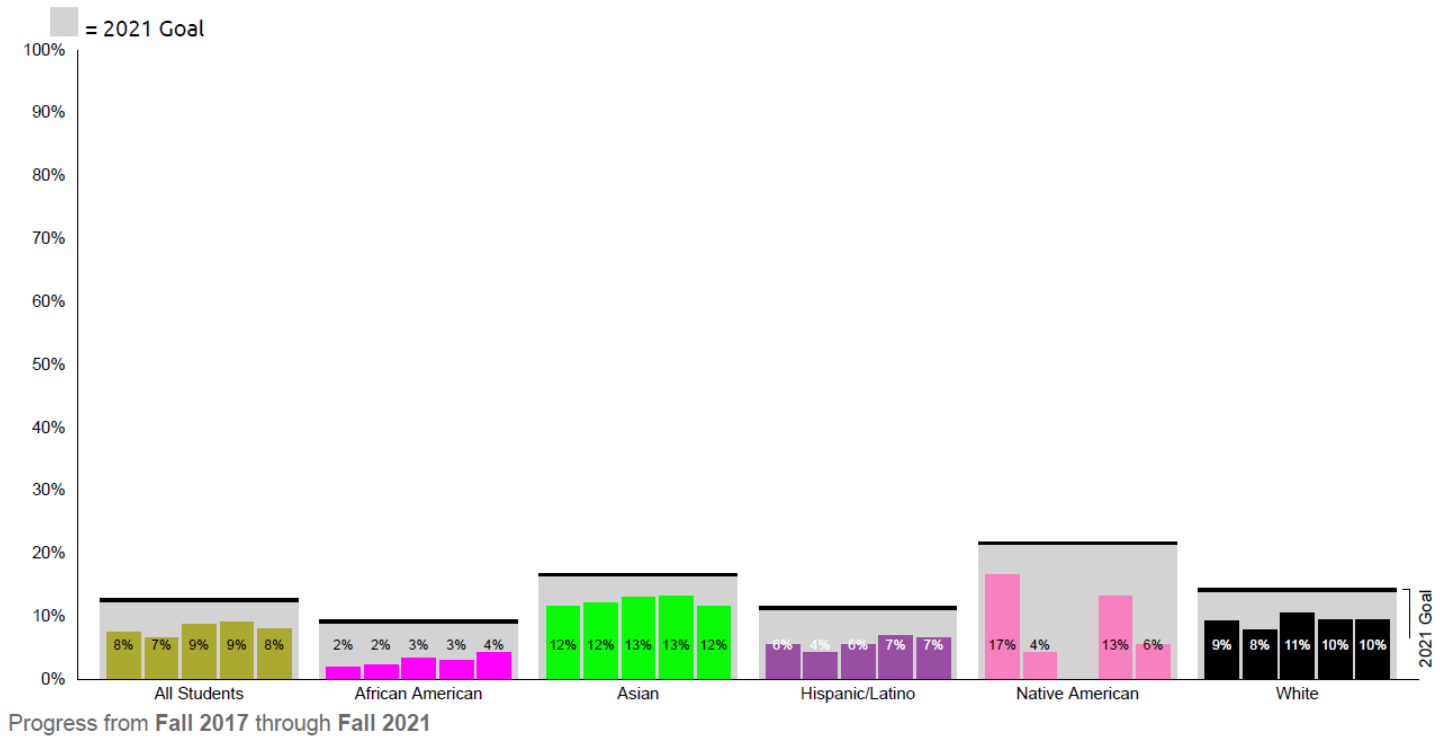
The median years to degree for new, 1st time to college Native American ARC students also fell from 4.8 years to 3.8 years.

Overall, all of ARC's historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a degree.

²² This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn an Associate's Degree at ARC.

Transfer Ready Rate (in 3 years):

Transfer Ready (in 3 yrs)



The transfer ready rate for new, 1st time to college ARC students increased slightly from 7.6% in 2017-2018 to 8.1% in 2021-2022, a .5 percentage point increase²³.

The transfer ready rate for new, 1st time to college African American ARC students also increased from 2% to 4.3%, a 2.3 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The transfer ready rate for new, 1st time to college Latinx ARC students also increased from 5.6% to 6.6%, a 1 percentage point increase.

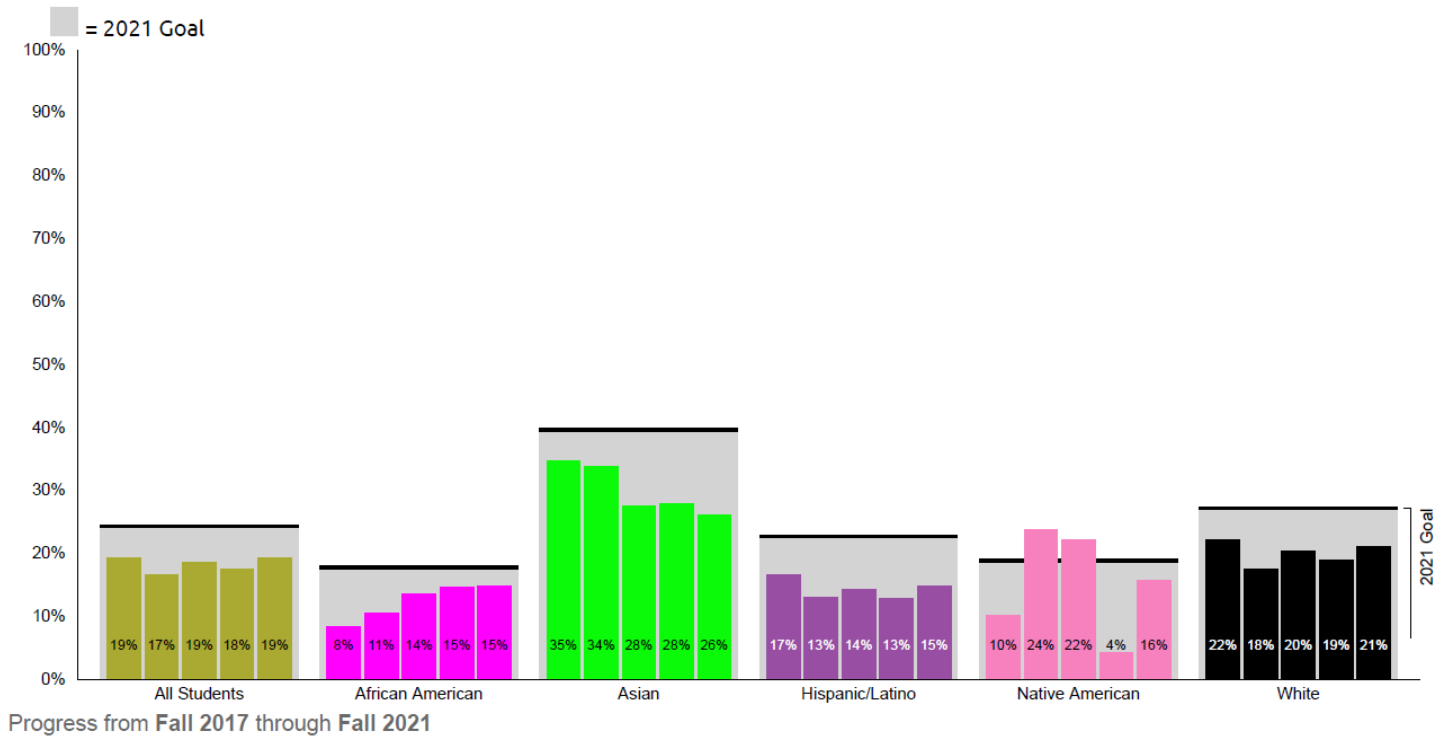
The transfer ready rate for new, 1st time to college Native American ARC students decreased from 16.7% to 5.6% at 11 percentage point decline (Note: this reflects a change from 3 students to 1 student). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer ready rate improved slightly for new, 1st time to college Latinx students.

²³ Transfer Ready is defined as the percentage of new, first time to college students that within three years accumulate at least 60 transferrable units, have at least a 2.00 GPA, and have passed both a transfer level English and Math course, irrespective of whether they ever transfer to a four year university.

Transfer Rate (in 4 years):

Transfer Rate (in 4 yrs)



The transfer rate for new, 1st time to college ARC students remained relatively unchanged from 19.4% in 2017-2018 to 19.3% in 2021-2022, a .1 percentage point decline²⁴.

By contrast, the transfer rate for new, 1st time to college African American ARC students increased from 8.4% to 14.8%, a 6.4 percentage point increase.

The transfer rate for new, 1st time to college Latinx ARC students fell slightly from 16.6% to 14.8%, a 1.8 percentage point decline.

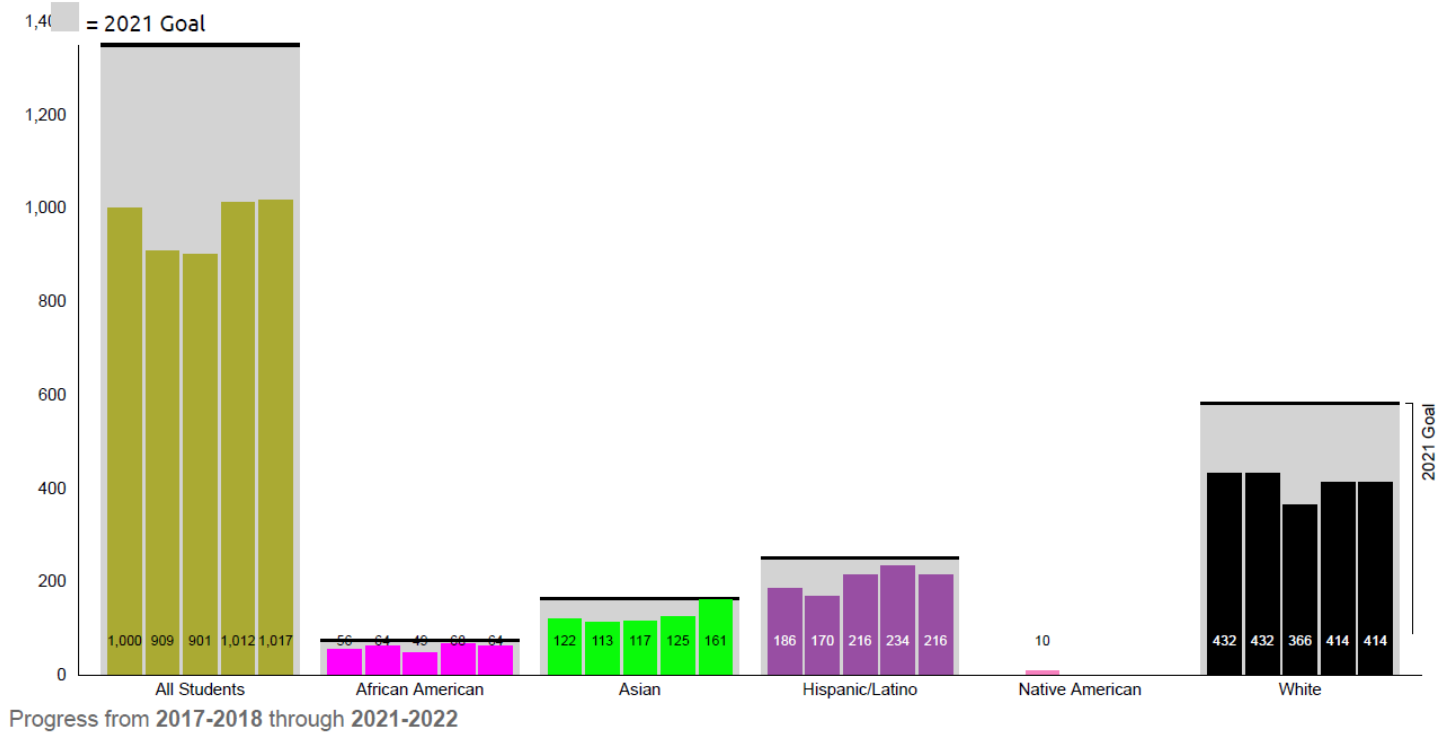
The transfer rate for new, 1st time to college Native American ARC students increased from 10.3% to 15.8% at 5.5 percentage point increase (Note: this reflects 1 to 5 students achieving this milestone in each cohort). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer rate (in 4 years) improved for new, 1st time to college African American students, and represented the largest improvement for any group.

²⁴ Transfer Rate is defined as the percentage of new, first time to college students in an initial fall semester that within four years are reported by the National Student Clearinghouse (NSC) database as having transferred from ARC to a four year university.

Total Transfers to CSU:

Total Transfers to CSU**



The total number of transfers to CSU for ARC students increased slightly from 1000 in 2017-2018 to 1017 in 2021-2022, a 1.7% increase, well short of the 35% metric improvement goal²⁵.

The total number of transfers to CSU for African American ARC students also increased, but by a substantially larger percentage, from 56 to 64, a 14.3% increase.

Similarly, the total number of transfers to CSU for Latinx ARC students also increased substantially from 186 to 216, a 16.9% increase.

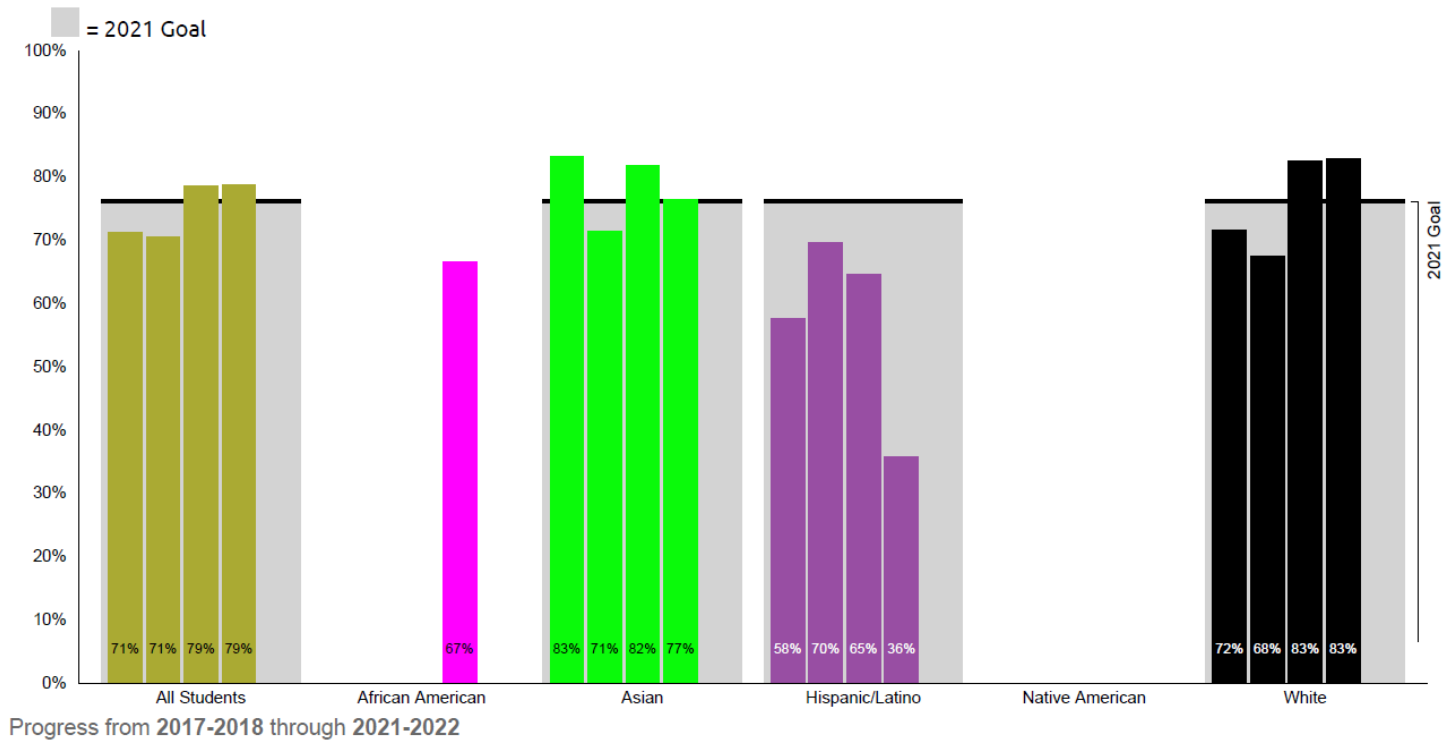
The total number of transfers to CSU for Native American ARC students was listed as 0, unchanged from 2017-2018 to 2021-2022, although in 2018-2019, this number jumped to 10. (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of transfers to CSU increased substantially for African American and Latinx students, and at a much higher rate than for all ARC students.

²⁵ This metric shows the total number of transfers that the CSU System credits to ARC for a given academic year, as reported by the CSU System Office [State Chancellor's Office Vision for Success goal].

Exiting Career Education Students Employed:

Exiting CE Students Employed



This metric relies on the CTEOS Survey conducted by the CCCCO. Data is currently only available through 2020-2021²⁶.

The rate of exiting CE students employed for ARC CE students increased from 71.2% in 2017-2018 to 78.8% in 2021-2022, a 7.6 percentage point increase, and exceeded the 5 percentage point metric improvement goal.

By contrast, the rate of exiting CE students employed for Latinx CE ARC students fell substantially from 57.7% to 35.9%, a 21.8 percentage point decline.

Unfortunately, data are unavailable for African American or Native American CE students.

Overall, although the rate of exiting CE students employed for ARC CE students increased for students overall, the opposite was true for Latinx CE ARC students.

²⁶ This metric reflects the percent of ARC's completer and skills-building students (CCCCO's Journey Type = 'Short-Term Career Students') that secured a job that is closely related to their program of study [State Chancellor's Office Vision for Success goal]. The statistics shown here were drawn from the State's CTEOS (survey) results and made available to individual colleges via the CCCCO's Student Success Metrics portal (note that racial groups of less than ten students have been masked in this ARC report). Students were surveyed if they met one of the following criteria in an initial year and did not enroll (or were minimally enrolled) in the subsequent year: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. More info at <https://cteos.santarosa.edu/cteos-survey-home>.

Student Success Council Report for Academic Senate

Tuesday, February 7, 2023

- Executive Summary - Chris Olson & Jen Laflam
 - Previous data focused on students, number of employees, this set is focused on retention (persistence is retention). Basically, are students returning?
 - Retention of 1st time student Fall to Spring and Fall to Fall (enrolled in a second/third term).
 - 20 - 25 percentage gap from fall to fall retention
 - Fall - Spring
 - Hispanic group fell
 - Retention rates dropped about 11% for all racial groups
 - Equity gap reduced between AA retention rates and overall, but the concern isn't b/c retention rate of AA students increased, it's because overall retention rates fell. Increase of retention rates of students of color has not been achieved.
 - We're not seeing dramatic increases in retention rates of students of color.
 - F-S retention rates of Disabled, BOG, and unhoused 9, 7, 31 percentages points respectively
 - New, 1st time students
 - not major drop with black students; larger drop with hispanic/latino
 - Why this matters? (Jen)
 - Course success rates - generally higher than retention rates
 - Students are passing classes, but why aren't they enrolling in the second/third semester?
 - This is the question to bring back to our areas
 - This is affecting when and how student reach their goals
 - Are there certain questions held in your area that would help address this that BJ's office can tend to to help you answer this question?
 - This data will be shared on Beaver Bites. Reach out to Research Office, if you questions
 - Questions around what is the campus doing to reach out to students that have dropped?
 - ARC looking at technology (Customer Service Manangement, CRM) to connect with students.
- Priority Registration for Learning Communities - BJ Snowden & Parrish
 - There are various Priority Types and policies that guide some. For example, Title 5 states who get priority 0.
 - Who would do data tracking - identify members in affinity groups
 - CRC tried but failed to keep up with/track students
 - How long would student get priority registration?
 - First time students receive priority to enrollment

- This would need to involve all campuses. All campuses need to identify each affinity group. Do all campus have the same affinity groups?
- What are the current model?
 - Cohort models - seats are held
- District would have to sign-off
- If this is an interest, one suggestion would be organize with all 4 campuses and work through our local governance structures.
- Present District Academic senate? First go to peers on each four campus, then senates; only need 2 colleges to bring topic to DES to get universal support or resolution, then legal comes in. Make sure people are willing to talk through it and have the buy in.
- needs to be faculty led in that it impacts classes
- ARC Strategic Plan - Jen Laflam & BJ Snowden
 - **College Level** - During the Fall 2022 semester, we reaffirmed our Strategic Goals for 2023-2030. Forums provided input to 1) identify critical strategies College will use to make progress toward achieving our Strategic Goals over the next seven years and 2) determine how college will measure our progress using metrics for District and College indicators of achievement.
 - BJ's office will annually report out metrics met
 - District Level - Shared Priority Indicators document, will share once finalized.
- Refund Policy - Sharon Gott & Jeff Stephenson
 - The Math Department has expressed concern over the refund policy for students as being not exactly fair towards students. Here is the what is stated in the Beaver Bites:

Refund Request Deadline

“The last day for students to submit a refund request to the Business Services Office for tuition or fees is **Thursday, December 15**. Please direct students to the [refunds webpage](#) for more information. Note: Money in a student's eServices account is not automatically refunded to them. If they have a credit balance in their eServices account and do not request a refund by the last day of instruction of the semester, then they forfeit that money.”

- Why wasn't the automatically given to students? This is a concern because if a student dropped the course, this email message would go unread. So how would they know that they could request a refund?
- Questions around why a deadline? Why are we making students opt-in? Why are we keeping students money?
- This has been a Board Regulation and the Board Regulation needs to change. Goes back to Title 5 and tied to [R-2254 Refund Schedule](#).
- Looking into updating policy. VPSS taken by Jeff has been placed it in Fiscal as well as legal
- Petitions Project - Jason Ralphs

- Don't have metrics - Each campus designed their own work flows, so don't have that answer yet?
- Deans
 - technology is available to make this happen
 - platform only supports initial notification but Jason said it's on the list to look into
 - No longer employed - need to align work flows to align collection of standard metrics, ensure meeting of student expectations...trying to have a place where hanging up in initial process. Still in discussion
 - where do I send a student who has an issue with a petition?
 - depends on nature of issue w/petition
 - Suggestion/recommend - faculty learn how to use/do petitions = PD training?
- General Announcements
 - Commencement will be Thursday, May 18th with a 5:30 pm line-up
 - Looking for anyone interested in participating in the Graduation Committee, contact Jeff Stephenson



American River College

Performance Metrics Executive Summaries

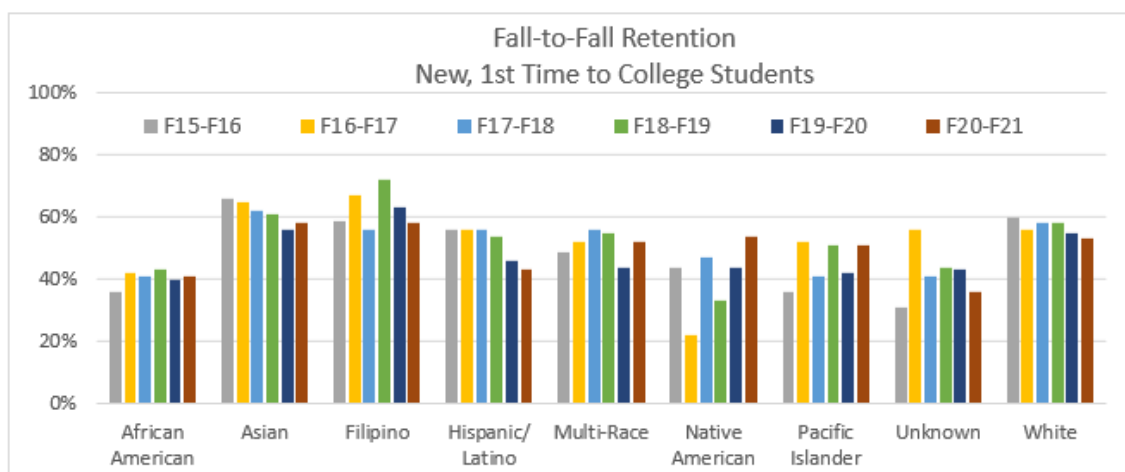
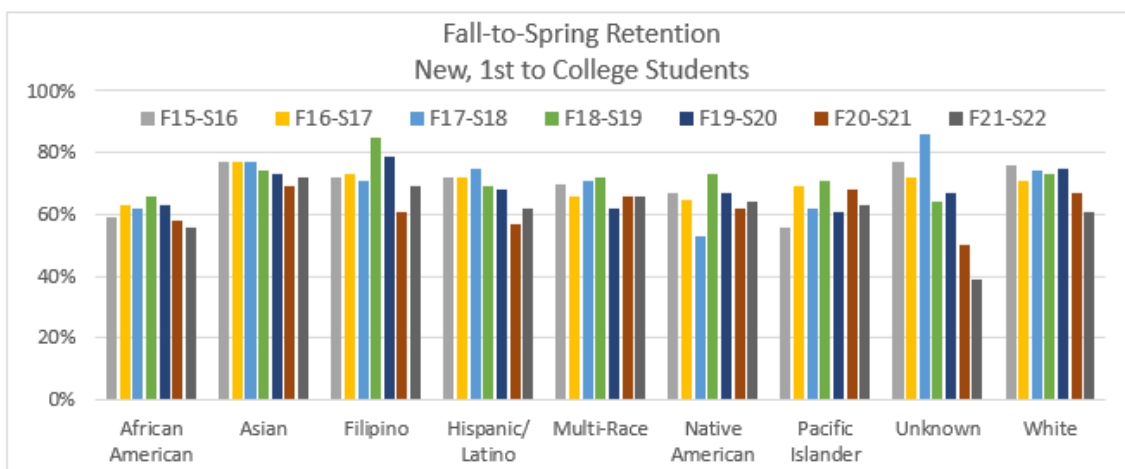
Retention Rate

Retention* rates, the percentage of new, 1st time to college students that re-enroll in a subsequent term, have fallen considerably from pre-Covid rates. Fall-to-Spring retention rates (excludes Public Safety & Apprenticeship) fell from 72% to 62% between F18-S19 and F21-S22, and Fall-to-Fall rates fell from 56% to 50% between F18-F19 and F20-F21.

F-to-S Retention	F13-S14	F14-S15	F15-S16	F16-S17	F17-S18	F18-S19	F19-S20	F20-S21	F21-S22
New, 1st Time to College	70%	73%	72%	71%	73%	72%	70%	63%	62%
All Students	66%	66%	65%	64%	63%	63%	62%	59%	58%

F-to-F Retention	F13-F14	F14-F15	F15-F16	F16-F17	F17-F18	F18-F19	F19-F20	F20-F21
New, 1st Time to College	54%	56%	56%	55%	56%	56%	50%	50%
All Students	47%	47%	46%	45%	45%	45%	41%	40%

The following graphs provide a sense for the extent to which the declines noted above were experienced by individual racial groups at ARC. The graphs also highlight the dramatic differences between groups with high and low retention rates (at ARC, these are African American and Asian groups, whose F-to-S and F-to-F retention rates differ by 10-20 and 20-25 percentage points, respectively – however, note that this gap has narrowed considerably in the last two years).



* Formerly known in CA as “persistence,” this change aligns with the nomenclature used by all other States.

The following tables show longitudinal trends of F-to-S retention (this page) and F-to-F retention (following page), both for new, 1st time to college students and for the entire student body. In addition to the equity gaps noted above, and focusing only on new, 1st time to college students, please note the following.

- Between F18-S19 (pre-Covid) and F21-S22 (post-Covid), the retention rates of African American, Hispanic/Latino/a/x, and Native American students fell by 10, 6, and 9 percentage points, respectively. While the equity gap that exists for African American students has closed considerably since F14-S15, this group continues to have the lowest rate of all known groups. The rate of white students declined from 73% to 61% (-12 pct pts), whereas the rate of Asian students fell 2 pct. points between F18-S19 and F21-S22.
- Between F18-S19 and F21-S22, the F-to-S retention rate of female students declined 9 percentage points, versus a decline of 10 percentage points for male students.
- The retention rate of part-time students declined by 11 percentage points between F18-19 and F21-S22.
- Between F18-S19 and F21-S22 the F-to-S retention rates of Disabled, BOG, and Unhoused students (small cell size warning applies here) declined by 9, 7, and 31 percentage points, respectively.

****Note that the retention rates of smaller demographic groups are less statically reliable than those of larger groups, resulting in potentially misleading rates.****

	F13-S14	F14-S15	F15-S16	F16-S17	F17-S18	F18-S19	F19-S20	F20-S21	F21-S22
New, 1st Time students	70%	73%	72%	71%	73%	72%	70%	63%	62%
African American	61%	56%	59%	63%	62%	66%	63%	58%	56%
Asian	78%	79%	77%	77%	77%	74%	73%	69%	72%
Filipino	65%	81%	72%	73%	71%	85%	79%	61%	69%
Hispanic/Latino	69%	72%	72%	72%	75%	69%	68%	57%	62%
Multi-Race	68%	75%	70%	66%	71%	72%	62%	66%	66%
Native American	59%	57%	67%	65%	53%	73%	67%	62%	64%
Other Non-White	100%	80%	0%	0%	0%	0%	0%	0%	0%
Pacific Islander	57%	65%	56%	69%	62%	71%	61%	68%	63%
Unknown	68%	74%	77%	72%	86%	64%	67%	50%	39%
White	72%	76%	76%	71%	74%	73%	75%	67%	61%
Female	72%	74%	74%	73%	75%	73%	71%	66%	64%
Male	68%	72%	71%	68%	72%	70%	70%	60%	60%
Non-binary	0%	0%	0%	0%	0%	0%	80%	65%	48%
Unknown	78%	71%	72%	71%	75%	71%	80%	66%	68%
Disability	79%	80%	81%	80%	81%	77%	75%	76%	68%
Part-Time (<12)	59%	63%	61%	59%	64%	60%	56%	50%	49%
Unhoused	0%	0%	0%	0%	69%	58%	58%	39%	27%
Promise Grant (BOG)	70%	72%	73%	72%	74%	72%	73%	67%	65%
All students	66%	66%	65%	64%	63%	63%	62%	59%	58%
African American	61%	59%	60%	60%	58%	59%	59%	58%	55%
Asian	66%	64%	64%	64%	63%	61%	62%	60%	58%
Filipino	64%	63%	62%	62%	61%	65%	59%	55%	50%
Hispanic/Latino	66%	67%	65%	64%	63%	63%	60%	56%	56%
Multi-Race	67%	67%	66%	65%	63%	65%	62%	61%	57%
Native American	62%	58%	65%	58%	58%	59%	59%	63%	54%
Other Non-White	63%	63%	56%	54%	52%	56%	52%	52%	55%
Pacific Islander	58%	63%	65%	58%	62%	64%	62%	58%	53%
Unknown	64%	68%	64%	61%	66%	57%	56%	58%	58%
White	68%	67%	66%	65%	65%	65%	64%	61%	59%
Female	66%	65%	64%	64%	63%	62%	61%	60%	57%
Male	67%	68%	66%	65%	64%	64%	63%	59%	59%
Non-binary	0%	0%	0%	0%	0%	100%	67%	65%	48%
Unknown	67%	63%	66%	63%	64%	62%	60%	53%	51%
Disability	78%	79%	79%	77%	78%	75%	75%	74%	72%
Part-Time (<12)	59%	59%	57%	57%	57%	56%	55%	53%	51%
Unhoused	0%	0%	0%	0%	53%	48%	51%	34%	40%
Promise Grant (BOG)	69%	68%	68%	67%	66%	66%	66%	64%	62%

The following tables show longitudinal trends of F-to-F (year-to-year) retention rates. Focusing only on new, 1st time to college students, please note the following.

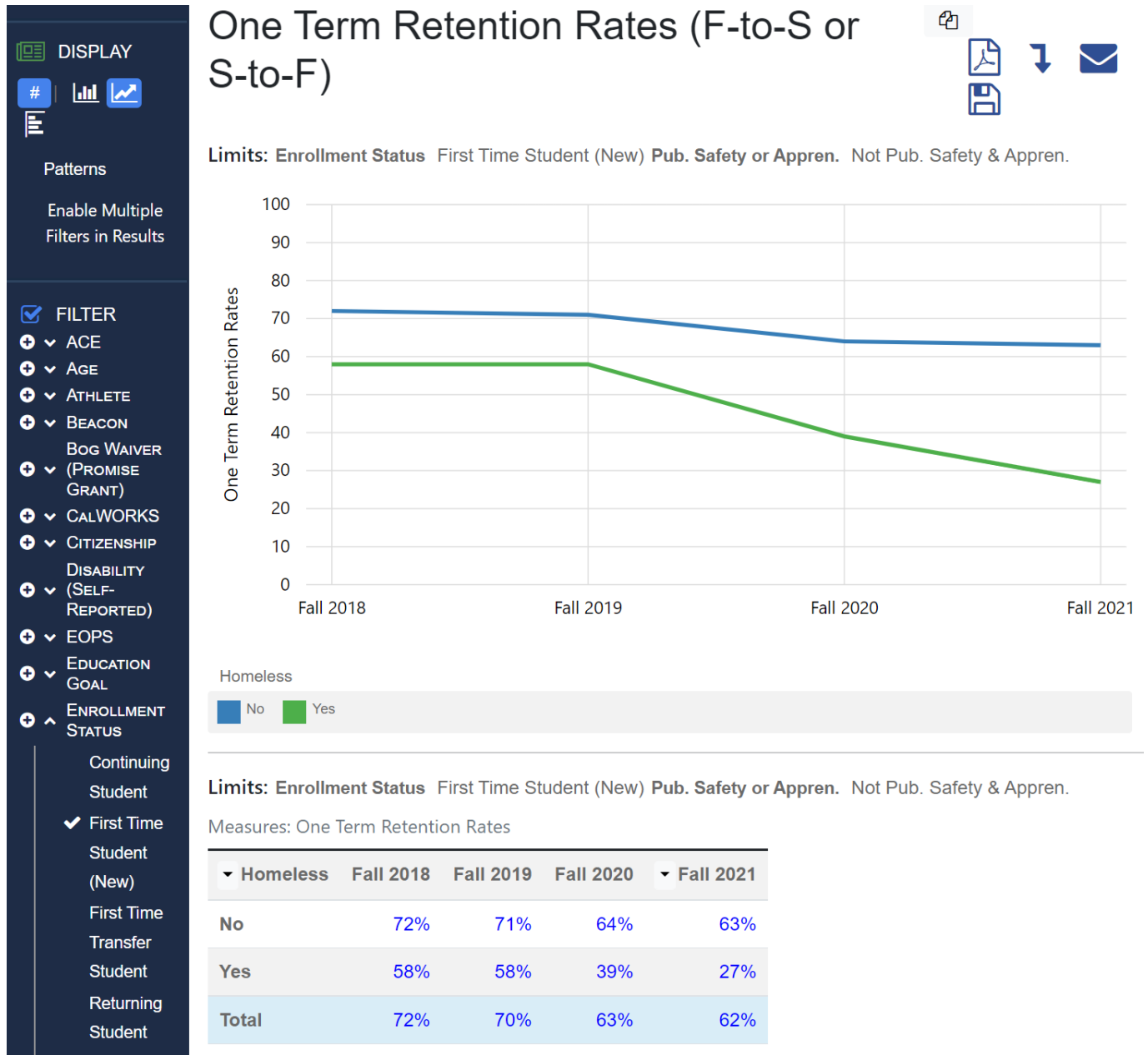
- Between F18-F19 and F20-F21, the retention rate of African American students fell 2 percentage points, whereas the rate for Hispanic/Latino student fell 11 points. While the retention rate of Native American students increased 21 percentage points between F18-F19 and F20-F21, note that the relatively small number of students in this group tends to result in larger year-to-year variation.
- Between F18-F19 and F20-F21, the F-to-F retention of female students declined 7 percentage points, versus a decline of 5 percentage points of male students.
- The retention rate of part-time students declined by 7 percentage points between F18-F19 and F20-F21.
- Between F18-F19 and F20-F21, the F-to-F retention rates of Unhoused students fell by 21 percentage points (the warning about small cell size noted in the first bullet also applies here).

Note that the retention rates of smaller demographic groups are less statically reliable than those of larger groups, resulting in potentially misleading rates.

	F13-F14	F14-F15	F15-F16	F16-F17	F17-F18	F18-F19	F19-F20	F20-F21
New, 1st Time students	54%	56%	56%	55%	56%	56%	50%	50%
African American	40%	38%	36%	42%	41%	43%	40%	41%
Asian	69%	69%	66%	65%	62%	61%	56%	58%
Filipino	63%	65%	59%	67%	56%	72%	63%	58%
Hispanic/Latino	54%	55%	56%	56%	56%	54%	46%	43%
Multi-Race	48%	58%	49%	52%	56%	55%	44%	52%
Native American	52%	43%	44%	22%	47%	33%	44%	54%
Other Non-White	67%	60%	0%	0%	0%	0%	0%	0%
Pacific Islander	48%	43%	36%	52%	41%	51%	42%	51%
Unknown	55%	69%	31%	56%	41%	44%	43%	36%
White	57%	58%	60%	56%	58%	58%	55%	53%
Female	56%	57%	58%	57%	58%	59%	54%	52%
Male	52%	55%	53%	53%	54%	53%	46%	48%
Non-binary	0%	0%	0%	0%	0%	0%	80%	41%
Unknown	63%	52%	56%	58%	51%	48%	50%	37%
Disability	66%	55%	61%	58%	58%	58%	49%	61%
Part-Time (<12)	44%	45%	44%	44%	45%	44%	35%	37%
Unhoused	0%	0%	0%	0%	38%	48%	34%	27%
Promise Grant (BOG)	53%	55%	55%	54%	55%	56%	51%	52%
All students	47%	47%	46%	45%	45%	45%	41%	40%
African American	42%	41%	39%	41%	38%	40%	37%	39%
Asian	48%	46%	45%	46%	43%	46%	41%	39%
Filipino	44%	45%	44%	47%	44%	46%	39%	37%
Hispanic/Latino	49%	49%	47%	46%	46%	46%	39%	39%
Multi-Race	46%	49%	46%	45%	45%	44%	41%	42%
Native American	46%	41%	43%	34%	39%	35%	43%	47%
Other Non-White	49%	44%	40%	48%	34%	31%	28%	32%
Pacific Islander	43%	40%	41%	39%	41%	44%	38%	41%
Unknown	45%	46%	46%	45%	48%	40%	37%	44%
White	49%	49%	47%	46%	46%	46%	43%	42%
Female	48%	47%	46%	45%	44%	45%	43%	40%
Male	47%	48%	46%	45%	45%	45%	38%	42%
Non-binary	0%	0%	0%	0%	0%	100%	50%	40%
Unknown	48%	43%	49%	45%	46%	40%	37%	34%
Disability	61%	60%	58%	58%	57%	56%	49%	52%
Part-Time (<12)	42%	41%	40%	40%	39%	39%	35%	35%
Unhoused	0%	0%	0%	0%	28%	40%	28%	26%
Promise Grant (BOG)	49%	49%	48%	47%	47%	48%	44%	43%

The following is a screenshot from ARC's Precision Campus One Term Retention Rate report, with the Homeless filter applied and the Enrollment-Status Filter set to New, 1st Time to College students. This provides an example of the intersectional capabilities of Precision Campus.

Note: F22 to F23 retention rates will be available in late July 2023. (See at [https://arc.precisioncampus.com/.](https://arc.precisioncampus.com/))



1.0 Student Enrollment Fee

- 1.1 The amount of fees charged to students of the Los Rios Community College District for each credit unit is established by the State of California. Fractional units shall be computed by multiplying the fraction times the applicable semester unit rate and rounding off to the nearest dollar (Ca. Code of Regs., tit. 5, § 58501).
- 1.2 The enrollment fee shall be charged at the time the student is enrolled in a class.
 - 1.2.1 Variable Unit Classes - Students shall be charged for a variable unit class at the time the student enrolls in the class. The enrollment fee shall be based on the number of units in which the College enrolls the student. If the student later earns additional units, the student may add those units pursuant to the District's Policy for adding classes. Any additional enrollment fee shall then be charged to the student. No refund shall be made for units not earned by the student.
 - 1.2.2 Program Additions or Changes - The enrollment fee shall be adjusted to reflect added or dropped courses.

2.0 Refund Schedule

- 2.1 No refunds of any enrollment fee paid by a student for program changes made after Friday of the second week of instruction (full semester course) or by Friday of the first week of instruction or as published by the College (short term course or summer session) shall be made unless:
 - 2.1.1 the program change is a result of action by the District to cancel or reschedule a class, or
 - 2.1.2 the program change is a result of action by the District to drop a student where the student fails to meet a prerequisite (Ca. Code of Regs., tit. 5, § 58106).
- 2.2 A full refund for general enrollment fees paid shall be provided upon request by the student for program changes made, if the request for refund is made by the last day of instruction in the semester or summer session for which the fee was paid subject to Section 2.1 above. For short term courses, a full refund for general enrollment fees paid shall be provided upon request by the student for program changes made, upon the terms and conditions published by the College.
- 2.3 Enrollment fees paid to the District from federal Title IV program funds shall follow the Pro-Rata Refund Policy established by the federal government.

3.0 Method of Payment of Fees

- 3.1 The enrollment fee is to be paid to the District by the student before completion of registration. Students may elect to pay fees due by cash, check, or credit card.

- 3.2 Students will be assessed a returned check fee of Fifteen Dollars (\$15.00) for each check not accepted by their bank for any reason other than bank error (proven by a bank letter). Any check written for payment of fees and returned by the bank will constitute nonpayment and therefore, may result in disenrollment without further notice.
- 3.3 A student with an overdue outstanding balance at any College of the District cannot enroll into subsequent courses or semesters until the overdue balance and late charges are paid in full.
- 3.3.1 Students with outstanding balances less than the minimum amount set by the Vice Chancellor of Finance, or designee, shall be exempt from the rule barring their enrollment into subsequent courses or semesters. Further, the Vice Chancellor of Finance, or designee, may make exceptions to this rule in appropriate circumstances

4.0 Special Part-Time Students Waiver of Fees

- 4.1 A special part-time student enrolled in one or more of the District's credit courses is exempt from the student enrollment fee as provided per Education Code, section 76300(f).
- 4.2 A "special part-time student" is a pupil attending a local school district who has been determined by the governing board of the school district, the principal of the school of attendance, and with parental consent, to benefit from advanced scholastic or vocational activities at the community college level (Ed. Code, § 48800).

LRCCD

Adm. Regulation Adopted: 6/16/93
Adm. Regulation Revised: 10/5/94; 3/3/95; 1/24/96; 10/15/96; 9/8/08; 3/27/17;12/10/18;
10/28/19
Adm. Regulation Reviewed: 3/27/17;12/10/18; 10/28/19
Board Policy: [P-2254](#)



American River College

Performance Metrics Executive Summaries

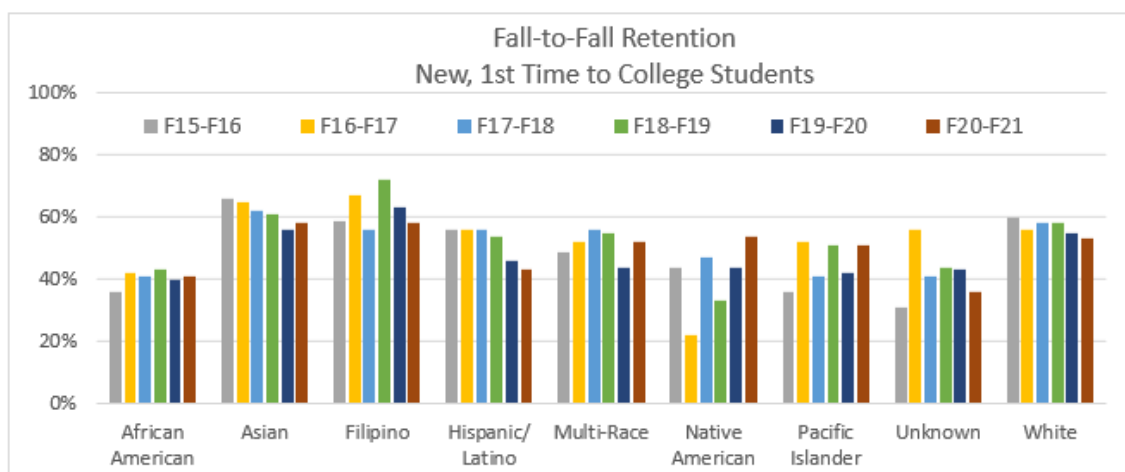
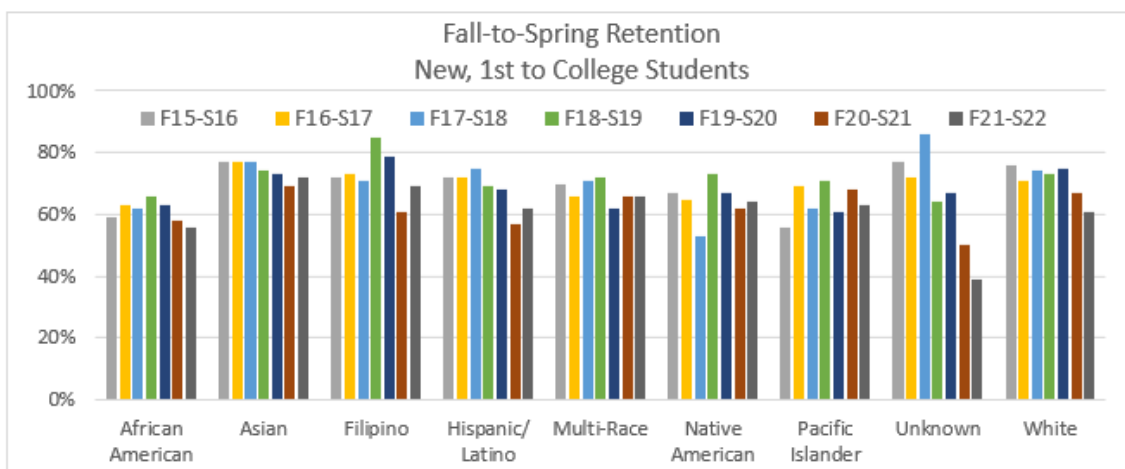
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New, 1st Time to College	70%	73%	72%	71%	73%	72%	70%	63%	62%
All Students	66%	66%	65%	64%	63%	63%	62%	59%	58%

F-to-F Retention	F13-F14	F14-F15	F15-F16	F16-F17	F17-F18	F18-F19	F19-F20	F20-F21
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All Students	47%	47%	46%	45%	45%	45%	41%	40%

The following graphs provide a sense for the extent to which the declines noted above were experienced by individual racial groups at ARC. The graphs also highlight the dramatic differences between groups with high and low retention rates (at ARC, these are African American and Asian groups, whose F-to-S and F-to-F retention rates differ by 10-20 and 20-25 percentage points, respectively – however, note that this gap has narrowed considerably in the last two years).



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- Between F18-S19 and F21-S22, the F-to-S retention rate of female students declined 9 percentage points, versus a decline of 10 percentage points for male students.
- The retention rate of part-time students declined by 11 percentage points between F18-19 and F21-S22.
- Between F18-S19 and F21-S22 the F-to-S retention rates of Disabled, BOG, and Unhoused students (small cell size warning applies here) declined by 9, 7, and 31 percentage points, respectively.

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Asian	78%	79%	77%	77%	77%	74%	73%	69%	72%
Filipino	65%	81%	72%	73%	71%	85%	79%	61%	69%
Hispanic/Latino	69%	72%	72%	72%	75%	69%	68%	57%	62%
Multi-Race	68%	75%	70%	66%	71%	72%	62%	66%	66%
Native American	59%	57%	67%	65%	53%	73%	67%	62%	64%
Other Non-White	100%	80%	0%	0%	0%	0%	0%	0%	0%
Pacific Islander	57%	65%	56%	69%	62%	71%	61%	68%	63%
Unknown	68%	74%	77%	72%	86%	64%	67%	50%	39%
White	72%	76%	76%	71%	74%	73%	75%	67%	61%
Female	72%	74%	74%	73%	75%	73%	71%	66%	64%
Male	68%	72%	71%	68%	72%	70%	70%	60%	60%
Non-binary	0%	0%	0%	0%	0%	0%	80%	65%	48%
Unknown	78%	71%	72%	71%	75%	71%	80%	66%	68%
Disability	79%	80%	81%	80%	81%	77%	75%	76%	68%
Part-Time (<12)	59%	63%	61%	59%	64%	60%	56%	50%	49%
Unhoused	0%	0%	0%	0%	69%	58%	58%	39%	27%
Promise Grant (BOG)	70%	72%	73%	72%	74%	72%	73%	67%	65%
All students	66%	66%	65%	64%	63%	63%	62%	59%	58%
African American	61%	59%	60%	60%	58%	59%	59%	58%	55%
Asian	66%	64%	64%	64%	63%	61%	62%	60%	58%
Filipino	64%	63%	62%	62%	61%	65%	59%	55%	50%
Hispanic/Latino	66%	67%	65%	64%	63%	63%	60%	56%	56%
Multi-Race	67%	67%	66%	65%	63%	65%	62%	61%	57%
Native American	62%	58%	65%	58%	58%	59%	59%	63%	54%
Other Non-White	63%	63%	56%	54%	52%	56%	52%	52%	55%
Pacific Islander	58%	63%	65%	58%	62%	64%	62%	58%	53%
Unknown	64%	68%	64%	61%	66%	57%	56%	58%	58%
White	68%	67%	66%	65%	65%	65%	64%	61%	59%
Female	66%	65%	64%	64%	63%	62%	61%	60%	57%
Male	67%	68%	66%	65%	64%	64%	63%	59%	59%
Non-binary	0%	0%	0%	0%	0%	100%	67%	65%	48%
Unknown	67%	63%	66%	63%	64%	62%	60%	53%	51%
Disability	78%	79%	79%	77%	78%	75%	75%	74%	72%
Part-Time (<12)	59%	59%	57%	57%	57%	56%	55%	53%	51%
Unhoused	0%	0%	0%	0%	53%	48%	51%	34%	40%
Promise Grant (BOG)	69%	68%	68%	67%	66%	66%	66%	64%	62%

The following tables show longitudinal trends of F-to-F (year-to-year) retention rates. Focusing only on new, 1st time to college students, please note the following.

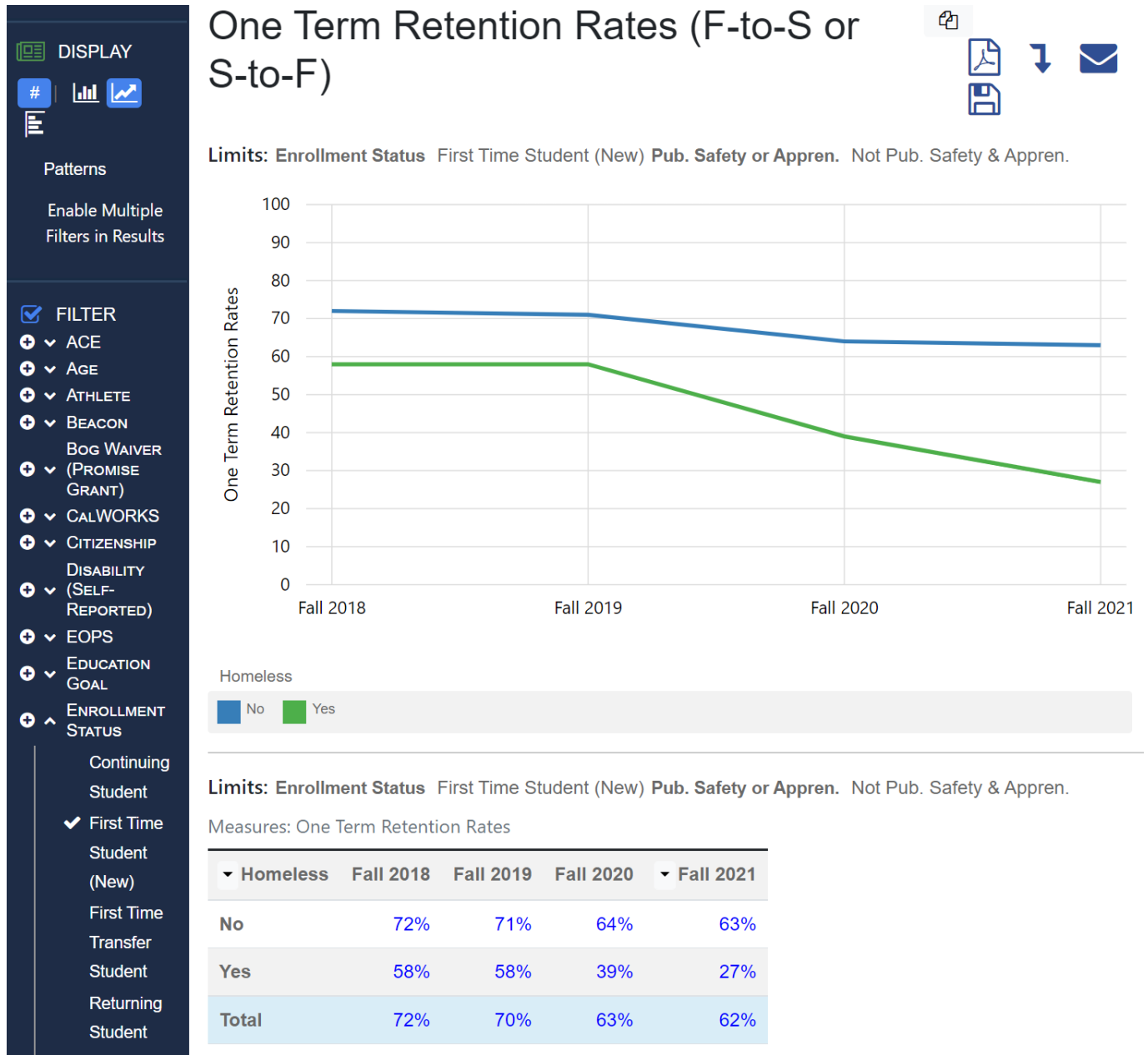
- Between F18-F19 and F20-F21, the retention rate of African American students fell 2 percentage points, whereas the rate for Hispanic/Latino student fell 11 points. While the retention rate of Native American students increased 21 percentage points between F18-F19 and F20-F21, note that the relatively small number of students in this group tends to result in larger year-to-year variation.
- Between F18-F19 and F20-F21, the F-to-F retention of female students declined 7 percentage points, versus a decline of 5 percentage points of male students.
- The retention rate of part-time students declined by 7 percentage points between F18-F19 and F20-F21.
- Between F18-F19 and F20-F21, the F-to-F retention rates of Unhoused students fell by 21 percentage points (the warning about small cell size noted in the first bullet also applies here).

Note that the retention rates of smaller demographic groups are less statically reliable than those of larger groups, resulting in potentially misleading rates.

	F13-F14	F14-F15	F15-F16	F16-F17	F17-F18	F18-F19	F19-F20	F20-F21
New, 1st Time students	54%	56%	56%	55%	56%	56%	50%	50%
African American	40%	38%	36%	42%	41%	43%	40%	41%
Asian	69%	69%	66%	65%	62%	61%	56%	58%
Filipino	63%	65%	59%	67%	56%	72%	63%	58%
Hispanic/Latino	54%	55%	56%	56%	56%	54%	46%	43%
Multi-Race	48%	58%	49%	52%	56%	55%	44%	52%
Native American	52%	43%	44%	22%	47%	33%	44%	54%
Other Non-White	67%	60%	0%	0%	0%	0%	0%	0%
Pacific Islander	48%	43%	36%	52%	41%	51%	42%	51%
Unknown	55%	69%	31%	56%	41%	44%	43%	36%
White	57%	58%	60%	56%	58%	58%	55%	53%
Female	56%	57%	58%	57%	58%	59%	54%	52%
Male	52%	55%	53%	53%	54%	53%	46%	48%
Non-binary	0%	0%	0%	0%	0%	0%	80%	41%
Unknown	63%	52%	56%	58%	51%	48%	50%	37%
Disability	66%	55%	61%	58%	58%	58%	49%	61%
Part-Time (<12)	44%	45%	44%	44%	45%	44%	35%	37%
Unhoused	0%	0%	0%	0%	38%	48%	34%	27%
Promise Grant (BOG)	53%	55%	55%	54%	55%	56%	51%	52%
All students	47%	47%	46%	45%	45%	45%	41%	40%
African American	42%	41%	39%	41%	38%	40%	37%	39%
Asian	48%	46%	45%	46%	43%	46%	41%	39%
Filipino	44%	45%	44%	47%	44%	46%	39%	37%
Hispanic/Latino	49%	49%	47%	46%	46%	46%	39%	39%
Multi-Race	46%	49%	46%	45%	45%	44%	41%	42%
Native American	46%	41%	43%	34%	39%	35%	43%	47%
Other Non-White	49%	44%	40%	48%	34%	31%	28%	32%
Pacific Islander	43%	40%	41%	39%	41%	44%	38%	41%
Unknown	45%	46%	46%	45%	48%	40%	37%	44%
White	49%	49%	47%	46%	46%	46%	43%	42%
Female	48%	47%	46%	45%	44%	45%	43%	40%
Male	47%	48%	46%	45%	45%	45%	38%	42%
Non-binary	0%	0%	0%	0%	0%	100%	50%	40%
Unknown	48%	43%	49%	45%	46%	40%	37%	34%
Disability	61%	60%	58%	58%	57%	56%	49%	52%
Part-Time (<12)	42%	41%	40%	40%	39%	39%	35%	35%
Unhoused	0%	0%	0%	0%	28%	40%	28%	26%
Promise Grant (BOG)	49%	49%	48%	47%	47%	48%	44%	43%

The following is a screenshot from ARC's Precision Campus One Term Retention Rate report, with the Homeless filter applied and the Enrollment-Status Filter set to New, 1st Time to College students. This provides an example of the intersectional capabilities of Precision Campus.

Note: F22 to F23 retention rates will be available in late July 2023. (See at [https://arc.precisioncampus.com/.](https://arc.precisioncampus.com/))



1.0 Attendance

- 1.1 Students are expected to attend all sessions of the class in which they are enrolled.
- 1.2 Any student with excessive absences may be dropped from class.
- 1.3 Any student who is a no show shall be dropped from a class. (Ca. Code of Regs., tit. 5, §58004)

LRCCD

Policy Adopted: 6/30/65
Policy Revised: 11/19/80; 2/10/82; 10/15/08
Policy Reviewed:
Adm. Regulation [R-2222](#)

1.0 Nonattendance at First Class

- 1.1 Students who fail to attend the first session of a class may be dropped by the instructor.

2.0 Excessive Absence Defined

- 2.1 A student may be dropped from any class when that student's absences exceed six percent (6%) of the total hours of class time.
- 2.2 Instructors shall state in each course syllabus what constitutes excessive absence for that course.

3.0 No Shows

- 3.1 Students who have not attended at least one of the first three sessions of a class will be dropped as a no show following the third session of the class. (Ca. Code of Regs, tit. 5, § 58004)
 - 3.1.1 If a class is scheduled for only one session per week, then students who have not attended at least one of the first two sessions of a class will be dropped as a no show following the second session of the class.

LRCCD

Adm. Regulation Adopted: 11/19/80
Adm. Regulation Revised: 2/10/82; 1/24/96; 6/12/00; 9/8/08
Adm. Regulation Reviewed:
Board Policy: [P-2222](#)

Universal Design for Learning and Accessibility Support Coordinator

Description:

The Universal Design for Learning and Accessibility Support Coordinator (UDL/AS Coordinator) will provide additional leadership and support in distance education, universal design for learning, and accessibility at the College and District. The candidate for coordinator will be experienced in utilizing the UDL framework and assisting and training faculty in applying UDL principles to their online courses. Additionally, the coordinator will be experienced in training faculty in creating accessible online content and remediating documents, videos, and other web content in compliance with Section 508 of the U.S. Rehabilitation Act that requires digital assets to be accessible to users with disabilities.

Under the direction of the Associate Vice Chancellor of Instruction, the UDL/AS Coordinators (from ARC, CRC, FLC, and SCC) will be responsible for creating and facilitating online modules/courses to assist faculty across Los Rios in creating accessible course content and remediating digital assets. In addition, the UDL/AS Coordinators will be responsible for facilitating the Foundations of Canvas Course Design and coordinating the activities of the Accessibility Team (A-Team) for Los Rios. The UDL/AS Coordinator will also assist Distance Education and/or Instructional Design Coordinator(s) at the college, training faculty in UDL principles and in creating accessible course content through workshops, training courses, and small group meetings.

Additionally, the UDL/AS Coordinator will be responsible for participating on the Learning Management System (LMS), Distance Education (DE), and Instructional Accessibility (IAC) Committees and other committees or workgroups requiring expertise in UDL and/or accessibility. The coordinator is also responsible for fulfilling other duties as assigned.

Duties and Responsibilities:

- Serve as primary contact for faculty and staff regarding questions related to UDL and accessibility of distance education courses and web-enhanced course content.
- Assist faculty in developing variety and flexibility within course design and teaching practices to foster culturally responsive learning experiences and addressing multiple diversities.
- Facilitate the Foundations of Canvas Course Design, a 15-hour introductory training to assist faculty in creating online course material that is well organized and accessible.
- Develop and facilitate a series of online trainings with colleague UDL/AS Coordinators in creating accessible course content and remediating documents and other digital assets.
- Develop additional training materials, training exercises, and job aids to assist faculty in applying UDL principles to their courses.
- Evaluate instructional content within Canvas for UDL and accessibility and compliance.
- Present at college and district meetings and committees to encourage the adoption of UDL principles and promotion of accessible content and available trainings.

- Work with distance education and/or instructional design coordinator(s) at the college in pursuit of the college's vision for distance education.
- Assist faculty in the review of online course content to meet online course design standards and provide guidance and training to faculty to bring their courses within Web Content Accessibility Guidelines 2.0 (WCAG).
- Serve on
- Coordinate and promote participation in accessibility contracts and grant-funded projects as needed.
- Assist with the collection of data for assessment of training outcomes.
- Field questions from faculty about training and compensation options available at the college and district.
- Assist faculty in developing variety and flexibility within course design and teaching practices that foster culturally responsive learning experiences and promote multiple teaching and learning modalities.
- Promote development and implementation of policies, procedures, strategic planning, and standards that support effective delivery of distance education instruction and alignment with UDL principles and accessibility standards.

DRAFT