

**SECTIONS TO COMPLETE**

Section 1 Mission Statement

Section 2 Program Overview: A 6 year reflection

Section 3 Student Enrollments and Characteristics

Section 4 Curriculum

Section 5 Information Literacy

Section 6 Student Learning Reflection

Section 7 Distance Education

Section 8 SLO Assessment

Section 9 Vocational Programs Only

Section 10 Findings and Recommendations

Section 11 Executive Summary

SECTION 1: MISSION STATEMENT

**ARC Mission**

American River College is a public community college granting certificates and associate degrees. The college primarily serves residents of the six-county Greater Sacramento region who are capable of benefiting from community college instruction. This service is provided through traditional classroom instruction, off-campus centers, and distance education. ARC exists to 1) assure students identify their educational goals and needs and 2) successfully accomplish learning in the four educational areas, listed below in alphabetical order:

• Career and technical education to achieve employment or enhanced career skills for job advancement.

• Developmental education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.

• General education to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.

• Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a four-year post-secondary education institution.

Over the last 6 years, please describe how your program has supported the College's mission as shown above.

**Your response**

SECTION 2: PROGRAM OVERVIEW: A 6-YEAR REFLECTION

**Stated Outcomes and Recommendations from Previous Program Reviews**

Recommendation from Previous Program Review Report

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Were the previous program review outcomes, addressing strengths, achieved and how did these outcomes improve student learning?

(See EMP Outcomes addressing Strengths)

**Your response**

Were the previous program review outcomes, addressing challenges, achieved and how did these outcomes improve student learning?

(See EMP Outcomes addressing Challenges)

**Your response**

Were the previous program review outcomes, addressing SLOs, achieved and how did these outcomes improve student learning?

(See EMP Outcomes addressing SLOs)

**Your response**

SECTION 3: STUDENT ENROLLMENT AND CHARACTERISTICS

After each data set provide a narrative reflection about the significance of the data for its programs for the past 5 years.

Includes the following sections:

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Using the course enrollment and demographic profile. Are there any data that are significantly different then the college? If yes, can you explain why there is a difference?

Program Review Reports: <https://prreports.arc.losrios.edu>

**Your response**

Does the difference affect the program, planning and/or student success?

Program Review Reports: <https://prreports.arc.losrios.edu>

**Your response**

What, if anything, can you do to address these differences?

Program Review Reports: <https://prreports.arc.losrios.edu>

**Your response**

SECTION 4: CURRICULUM

Have all course and program outlines been updated in the last 6 years? **(yes/no)**

**Curriculum response will be included in your executive summary report.**

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

**Your response**

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

**Your response**

Address any major changes or additions in curriculum in the past 6 years.

**Your response**

SECTION 5: INFORMATION LITERACY

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

* Lecture, in-class discussions, or activities Research-based assignments
* Research workshop(s), led by a librarian or other research specialist
* Online library research guide or instructional video tutorials
* Individual guidance from a librarian or the instructor
* Assigned readings or other course materials
* Other
* Does not apply

Information Literacy Definition <http://www.ala.org/acrl/standards/informationliteracycompetency>

List the courses in your discipline that include the components identified above.

(example: ENGWR 300, STAT 300)

**Your response**

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

**Your response**

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

**Your response**

SECTION 6: STUDENT LEARNING REFLECTION

**Student Success**

After each data set provide a narrative reflection about the significance of the data for its programs for the past 5 years.

Provide a short, written reflection for the following sections:

Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

Program Review Reports: <https://prreports.arc.losrios.edu>

**Your response**

How successful are students in your courses? How do you know?

**Your response**

SECTION 7: DISTANCE EDUCATION

For every course or program offered in both Distance Ed and face-to-face formats:

For distance education courses: What percentages of your student population enroll in DE courses?

*Link from Program Review online form to Distance Ed Success Report*

**Your response**

How successful are students who enroll in DE courses? How do you know?

*Link from Program Review online form to Distance Ed Success Report*

**Your response**

Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

**Your response**

SECTION 8: SLO ASSESSMENT

**SLO ASSESSMENT**

Please provide a summary of your discipline's SLO Assessment results over the last 6 years.

**Your response**

Based on your discipline's SLO assessment work, what improvements to student learning have occurred? How do you know?

**Your response**

List, as a set of outcomes, the discipline’s plans for continuous quality improvement for student learning outcomes.

*Link from Program Review to Current Outcomes*

*Link from Program Review to Add New Outcomes*

**Your response**

SECTION 9: VOCATIONAL PROGRAMS ONLY

A. How well does your department prepare students for a job? What are the indicators?

**Your response**

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

**Your response**

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries? How do you know?

**Your response**

SECTION 10: FINDINGS AND RECOMMENDATIONS

**Findings**

Based on the analyses and reflections conducted during the program review process, answer the following questions:

What other major developments and accomplishments occurred over the last six years?

*Link from Program Review to EMP Current Reports*

**Your response**

**Conclusions and Recommendations**

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

**Your response**

1B. List, as a set of outcomes, your plans for maintaining the quality of the instructional program.

*Link from Program Review to Current Outcomes*

*Link from Program Review to Add New Outcomes*

**Your response**

2A. What are the challenges of the program?

**Your response**

2B. List, as a set of outcomes, your plans for addressing these challenges.

*Link from Program Review to Current Outcomes*

*Link from Program Review to Add New Outcomes*

**Your response**

SECTION 11: EXECUTIVE SUMMARY

Use the following guidelines to prepare a concise overview/summary of the program review process contained in this report. The executive summary is typically one to two pages in length and is written after all the program review analysis has been completed.

1. Description of the Program Review Research and Writing Process

a) Who was involved in the preparation of the program review report and what were their respective contributions? (255 characters max)

**Your response**

b) How was the program review research and writing process conducted (committee meetings, whole department dialogue, email exchanges, etc.)?

**Your response**

2. Stated Outcomes and Recommendations from Previous Program Reviews

a) What were the program’s recommendations from the previous program review?

*Below field pre-populated from previous section of Program Review.*

3. SLOs

a) SLO Assessment Summary

*Below field pre-populated from previous section of Program Review.*

4. Conclusions and Recommendations

a) What other major developments and accomplishments occurred over the last six years?

*Below field pre-populated from previous section of Program Review.*

(See EMP Current Reports)

b) In conclusion, what are the strengths of the program?

*Below field pre-populated from previous section of Program Review.*

c) In conclusion, what areas of the program are in need of improvement?

*Below field pre-populated from previous section of Program Review.*

d) Finally, what specific recommendations for the next program review cycle are being offered for improving or maintaining the quality of the instructional program?

**Your response**