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

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2015 Annual Report
Final Submission
03/27/2015

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Lisa Lawrenson
3.	Phone number of person preparing report:	916 691-7321
4.	E-mail of person preparing report:	lawrenl@crc.losrios.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.crc.losrios.edu/catalog/geninfo/about_the_college
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.crc.losrios.edu/about/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 14,692 Fall 2013: 14,117 Fall 2012: 14,466
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	14,418
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,429
9.	Number of courses offered via distance education:	Fall 2014: 177 Fall 2013: 178 Fall 2012: 188
10.	Number of programs which may be completed via distance education:	8
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,653 Fall 2013: 3,457 Fall 2012: 3,493

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	65.4%
14b.	Successful student course completion rate for the fall 2014 semester:	64.3%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once. a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? → 1083 b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? → 622 c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? → 461	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	736
16b.	Number of students who received a degree in the 2013-2014 academic year:	576
16c.	Number of students who received a certificate in the 2013-2014 academic year:	197
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	720
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Listening and Speaking for College Success, Reading for College Success, Writing for College Success
19a.	Number of career-technical education (CTE) certificates and degrees:	111
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	13
19c.		3

	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	60

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
HIT	51.0707	national	80 %	75.5 %
EMT	51.0904	state	80 %	100 %
Vet Tech	51.0808	state	80 %	93 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Agriculture and Natural Resources	01.000, 51.0808, 01.0307, 01.0601, 01.0605, 01.0606, 01.0102, 01.0302	80 %	100 %
Architecture and Related Technologies	04.0901	80 %	45 %
Business and Management	52.0101, 52.0302, 52.1601, 52.0803, 52.0201, 52.0703, 52.0212, 52.1801, 52.0208, 52.1501, 52.0401	80 %	79.12 %
Media and Communications	09.0401, 09.0701, 09.0402, 09.0900, 50.0601, 50.0602, 11.0801, 10.0303, 09.0102, 10.0304	75 %	67.86 %
Information Technology	11.0103, 11.0601, 11.0201, 11.0802, 11.1003, 11.0901, 11.1006, 11.0101	80 %	75 %
Engineering and Industrial Technologies	47.0604, 46.0415, 48.0508, 46.0412, 46.0403	70 %	63.73 %
Fine and Applied Arts	10.0201	80 %	56.52 %
Health		75 %	74 %

		51.0801, 51.0805, 51.0707, 51.0713, 51.0910, 51.0000, 51.0904		
Family and Consumer Science		19.0709, 13.1015, 19.0708, 19.0501, 19.0505, 12.0504, 12.0500	75 %	75.68 %
Public and Protective Services		44.000, 43.0201	80 %	78.57 %

22.

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Fall to Spring Persistence	Percentage of students enrolled in Fall who enroll the following spring	62.62%
Fall GPA	Overall grade point average for all students enrolled in Fall semester	2.580
Transfer Ready	The number of students who have complete 60 transferable units including transfer level math and english	1195
Scorecard Completion Rate	The percentage of students in the Scorecard cohort who complete a certificate, degree or transfer within six years of enrollment	52.2%
Remedial Scorecard Completion Rate	The percentage of remedial students in the Scorecard Completion cohort who complete a certificate, degree or transfer within six years of enrollment	39.26%

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The college has adopted a methodology for establishing baseline and goal benchmarks and has identified an initial set of metrics for which we will set benchmarks and track our progress relative to these benchmarks. Baseline benchmarks are set as the average of the previous five years of data for the given metric. Goal benchmarks are set based on mathematical modeling processes for locally derived metrics and from applying statewide percentage goals to the scorecard metrics. At this point benchmarks for average course success, GPA, fall to spring persistence, degree and certificate achievement, transfer ready achievement, and overall and basic skills scorecard completion have been incorporated in the college\'s annual goal setting and achievement reporting processes.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	

a.	Total number of college courses:	955
b.	Number of college courses with ongoing assessment of learning outcomes	936
	Auto-calculated field: percentage of total:	98

Courses

25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	79
	b.	Number of college programs with ongoing assessment of learning outcomes	74
		Auto-calculated field: percentage of total:	93.7

Courses

26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	163
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	141
		Auto-calculated field: percentage of total:	86.5

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://www.crc.losrios.edu/facstaff/research/oar
28.	Number of courses identified as part of the general education (GE) program:	446
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	251
32.	Number of Institutional Student Learning Outcomes defined:	11
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). The college is using a sampling process to assess its ILOs and is developing the infrastructure to strengthen the use of this methodology to assess its GE outcomes.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment

in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The college\'s mission is aligned with its Institutional outcomes. This ensures that all curriculum approved by the college supports these outcomes. In addition, courses approved for GE areas must demonstrate the alignment between their course outcomes and the related GE outcomes. Instructional programs define their program outcomes and ensure the alignment of their courses with these program outcomes in Program Review. This alignment informs the assessment of their program outcomes and enables programs to identify changes that are needed based on their program assessment. As we come close to completing a full assessment cycle for courses and programs, many programs have identified the need to change program and/or course outcomes.

#	Question	Answer
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).	Abstracts of the course, activity and program assessments are immediately available to the college and broader community. In addition, cumulative reports identifying trends are formulated and disseminated each year. Assessment results and planning implications have been incorporated into the college\'s program review instrument and process. The infrastructure to better integrate the assessment reporting system with the college\'s program review and curriculum processes and systems is underway and will be launched in fall 2015. Students have online access to the college\'s program, activity and course outcomes and reports and course outcomes have been integrated into instruction through their inclusion on syllabi, transmission of information, organization of course materials, and the development and analysis of assessment of learning.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).	Dialog about SLO assessment occurs as programs plan their course, activity and program assessments in program review and implement these plans during the course of the semester. Time is given to support these dialogs during convocation, although many departments engage these dialogs at other times during the course of the semester. Programs also discuss the impact of plans they have developed in response to assessment and/or identify further plans and the resources that are needed to implement these plans during program review. All resources allocated through the college\'s resource allocation processes (with the exception of resources needed due to an unexpected or unforeseen event) are tied directly to the resource needs identified through the college\'s program review process so are informed by the college\'s program, course and activity assessment process. The college\'s program review process also allows programs to identify college-wide issues and/or implications (such as technology and facilities), which are collated and inform facilities and technology and other college-wide planning processes.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).	This year the college was able to use the CCSSE results to assess several of its college-wide SLOs. Because this survey was administered in many classes, this increased the interest in the results. An increasing number of programs have developed and are using a data collection sheet to facilitate course and program assessment. This process has increased the visibility and vitality of outcomes assessment in these programs and has contributed to enhanced dialog and impact. Finally, course assessment in 2013-14 resulted in changes in syllabi and/or teaching methods in almost 51% of courses assessed.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer

40.	Number of submitted substantive change requests:	2013-14: 2 2012-13: 1 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Addition of the Elk Grove Center
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Elk Grove Center
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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