



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

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**2016 Annual Report
 Final Submission
 04/08/2016**

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:	Whitney Yamamura
3.	Phone number of person preparing report:	916-600-9030
4.	E-mail of person preparing report:	yamamuw@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:	https://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:	https://www.crc.losrios.edu/about/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 14,637 Fall 2014: 14,692 Fall 2013: 14,117
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	14,358
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,749
9.	Number of courses offered via distance education:	Fall 2015: 142 Fall 2014: 177 Fall 2013: 178
10.	Number of programs which may be completed via distance education:	21
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,401 Fall 2014: 3,653 Fall 2013: 3,457
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 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?	65.29%
14b.	Successful student course completion rate for the fall 2015 semester:	65.8%
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?	771																												
	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?	592																												
	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?	229																												
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:		768																												
16b.	Number of students who received a degree in the 2014-2015 academic year:		647																												
16c.	Number of students who received a certificate in the 2014-2015 academic year:		158																												
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?		0																												
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:		783																												
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		Yes																												
18b.	If yes, please identify them:		Certificates of Proficiency ESL Listening and Speaking for Academic and Workforce Preparation and for College Success. Certificates of Proficiency in ESL Reading for Academic and Workforce Preparation and for College Success. Certificates of Proficiency in ESL Writing for Academic and Workforce Preparation and for College Success.																												
19a.	Number of career-technical education (CTE) certificates and degrees:		144																												
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:		0																												
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		0																												
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		0																												
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																														
		<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (###.###)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>HIT</td> <td>51.0707</td> <td>national</td> <td>80 %</td> <td>83 %</td> </tr> <tr> <td>EMT</td> <td>51.0904</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> <tr> <td>Vet Tech</td> <td>51.0808</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (###.###)	Examination	Institution set standard (%)	Pass Rate (%)	HIT	51.0707	national	80 %	83 %	EMT	51.0904	state	80 %	100 %	Vet Tech	51.0808	state	80 %	100 %									
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21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																														
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	Fine and Applied Arts	10.0201	80 %	66.67 %
	Health	51.0801,51.0805,51.0707,51.0713,51.0910,51.0000,51.0904	75 %	69.77 %
	Family and Consumer Sciences	19.0709,k13.1015,19.0708,19.0501,19.0505,12.0504,12.0500	75 %	68.29 %
	Public and Protective Health Services	44.000,43.0201	80 %	76.47 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
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 established a new methodology for identifying institution set standards (aka benchmarks). This new methodology will enable the college to provide a starting point for the identification of program based standards in the next program review cycle. In addition, the college identified prompts to help with the data analysis portion of program review. These prompts will become separate and required questions in the next iteration of the program review.			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	872
	b. Number of college courses with ongoing assessment of learning outcomes	820
	Auto-calculated field: percentage of total:	
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	91
	b. Number of college programs with ongoing assessment of learning outcomes	81
	Auto-calculated field: percentage of total:	
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	200
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	101
	Auto-calculated field: percentage of total:	
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:	469
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	94%
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 <i>program Student Learning Outcomes</i> :	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	100%

	activities (student and learning support activities).	
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).	<p>The alignment between our ILOs, our mission, our strategic plan, and our Participatory Governance structure strengthens our ability to assess our ILOs directly and indirectly.</p>
<p>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.</p>		
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).	<p>The college has identified the need to revise its GE outcomes due to: a) our assessment of several of the GE outcomes, b) our mapping of course outcomes to GE outcomes, c) our assessment of the curriculum process related to GE courses, and d) the implementation of ADTs which require a different GE pattern for our students. We are in the process of identifying the process by which we will undergo the revision of our GE outcomes as well as our curriculum review process. One early step in this process has been the addition of the Outcomes Coordinator to the Technical Review Subcommittee of the Curriculum Committee.</p>
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).	<p>Real time summary assessment reports are available online to the campus community immediately after submission. Relevant aspects of these reports are also immediately available to inform the next Program Review. Summary reports are written annually to inform the external community. These reports highlight the assessment methods, the lessons learned, and the changes that are planned based on the assessment projects. We are currently strengthening our ability to monitor the implementation and impact of these changes.</p>
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).	<p>Time for assessment dialog is set aside as part of the Convocation Day Activities. Programs also schedule time to discuss assessment results at other times during or immediately preceding the semester. Dialog about assessment results is also a component of program review. Many changes have been planned and implemented as a result of assessments. However, the college is in the process of strengthening its ability to track and report on the impact of these changes on a more systematic basis.</p>
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).	<p>As a result of outcomes assessment in ESL, the program is completely redesigning their curriculum to collapse six levels into two. This change was motivated in part by assessment results showing that students who were progressing through the sequence were not demonstrating competency in the outcomes of the subsequent course. As a result of the assessment of the Math Boot Camp, this program is being redesigned to enhance its effectiveness in accelerating students through the math basic skills sequence. As a result of assessment of the assessment and placement process and results, the college is pilot testing the implementation of high school transcript data as multiple measures for placement for incoming high school students who are participating in our First Year Experience Course. As a result of assessment in welding, the college identified the need to enhance the equipment in this program, which led to the application and receipt of a grant to purchase the necessary equipment.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 2 2012-2013: 1
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 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Elk Grove Educational 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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