

# Key Effectiveness Indicators (KEI Report)

American River College  
Five-Year Profile  
2008-2009 to 2012-2013

Planning, Research & Technology  
American River College  
February 2014



## **Overview of the Key Effectiveness Indicators Report**

American River College's Key Effectiveness Indicators Report (KEI Report) is a collection of institutional indicators aimed at supporting key planning and decision making processes on campus (e.g., Accreditation Self-Evaluation, Strategic Planning, College Achievements & Desired Outcomes processes). The report provides five and ten year longitudinal perspectives, in most cases with demographic break outs, on a wide range of student enrollment and performance topics. ARC's Planning and Coordination Council (PCC) annually reviews the report and forwards identified performance gaps and other concerns to appropriate bodies on campus for resolution. PCC also provides oversight regarding the contents of the KEI. The report is published each fall semester and is disseminated widely, including on both the college's public and internal websites.

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## Enrollment Patterns

This section examines enrollment patterns at American River College over the past five years, either by academic year or by term.

### *Important Definitions*

#### ***Unduplicated Enrollments***

*These provide a simple count of individual students. A student is counted only one time regardless of how many courses he or she is enrolled in.*

#### ***Course Enrollments***

*These provide a count of how many courses ARC students are enrolled in. For example, if a student takes three courses, he or she will be counted as three course enrollments. Therefore, Course Enrollments provide what is called a “duplicated count”.*

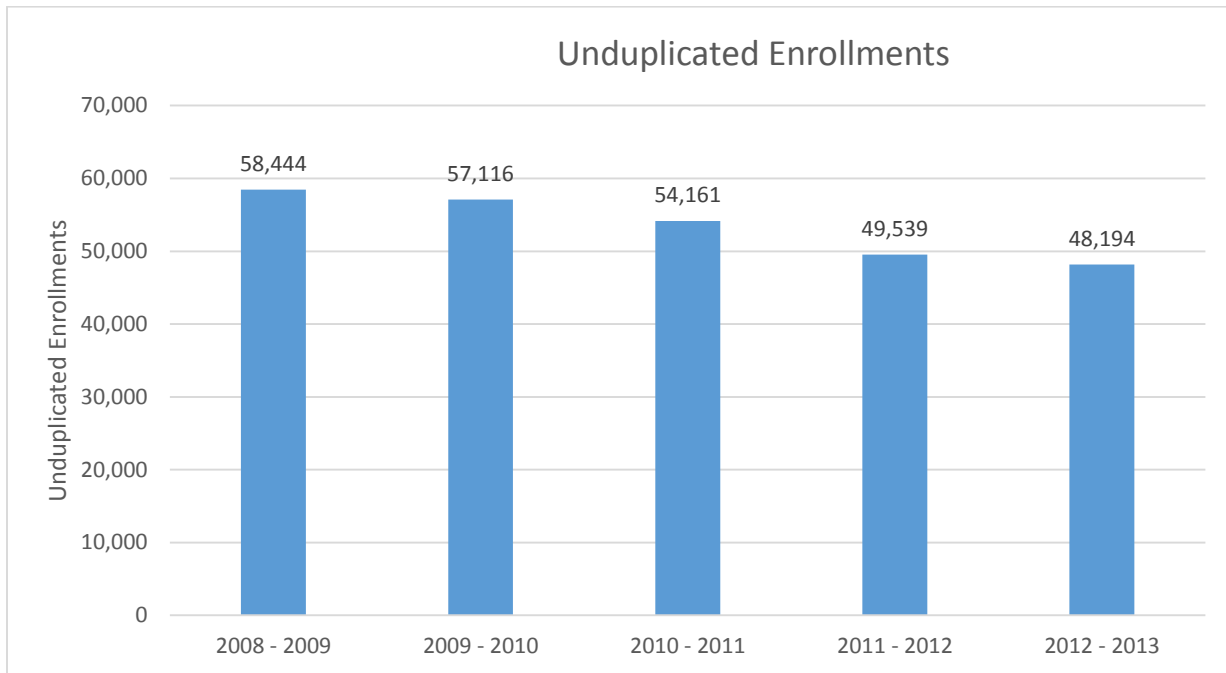
#### ***No Record***

*This is defined as existing records in the main/base table (LR\_TRNS - Transcript table) and missing record in auxiliary table (LR\_SMF - Student Master File). In most cases this is caused by untimely data entry.*

#### ***Unknown***

*This either indicates an undefined value in the field, “U” or an “Unknown” as a value in the field.*

## ARC Annual Unduplicated Enrollments by Academic Year

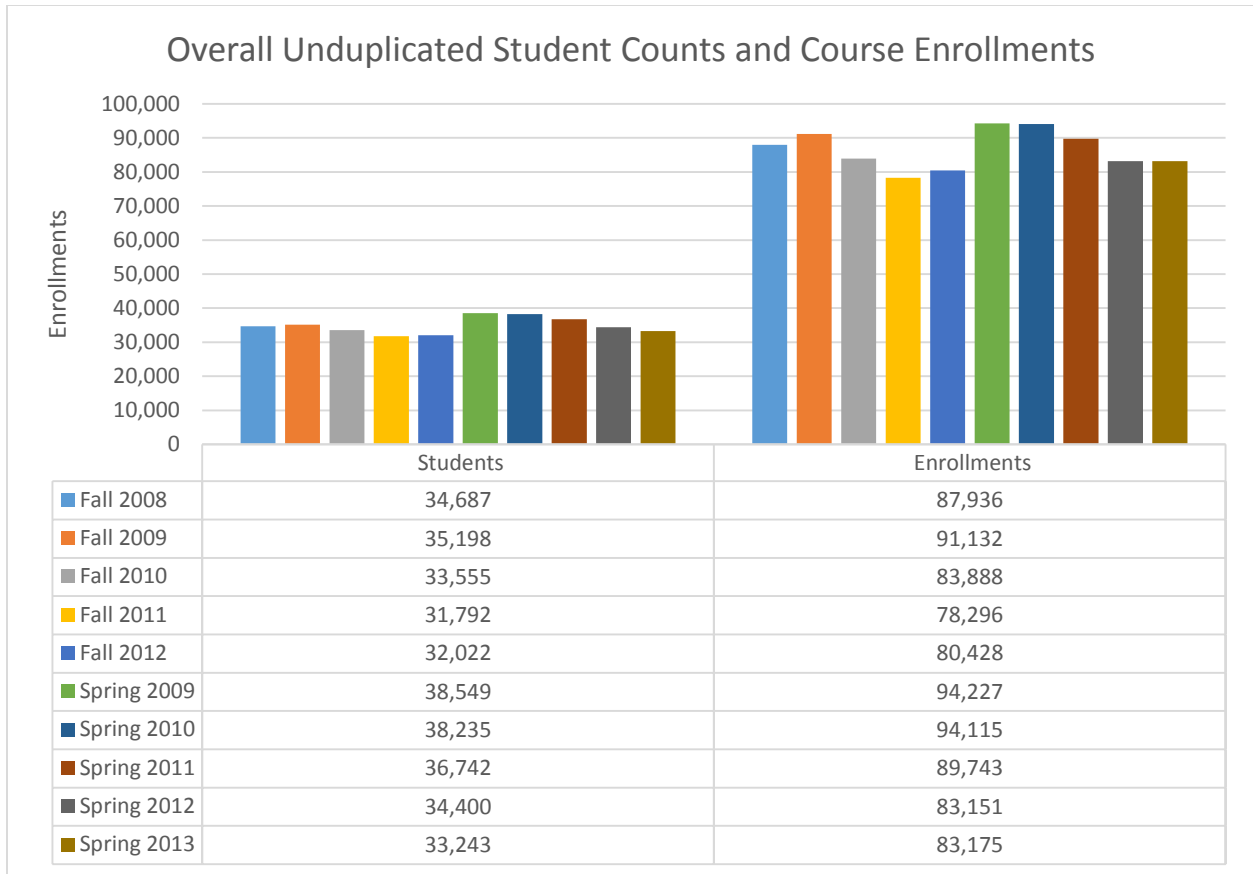


The graph above illustrates ARC's unduplicated enrollment which reflects a decline of 17.5 percent (10,250 students) over the last five years and a decline of 2.7 percent (1,345 students) since last year. Course enrollment has declined 13.0 percent (26,455 enrollments) over the last five years and 0.1 percent (181 enrollments) since last year.

The decline in enrollment is attributed to a 40.9 percent reduction in course section offerings in response to budget cuts and a 7.7 percent decrease in the number of high school graduates from all feeder high schools.

Category	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Course Section Offerings	6,943	6,664	4,670	5,296	4,104	-40.9%
Course Enrollments	204,013	208,326	195,708	177,739	177,558	-13.0%
Unduplicated Enrollments	58,444	57,116	54,161	49,539	48,194	-17.5%
HS Grads from ARC Feeder Schools	3,996	3,899	3,521	3,462	3,690	-7.7%

## Overall Unduplicated Student Counts and Course Enrollments by Term



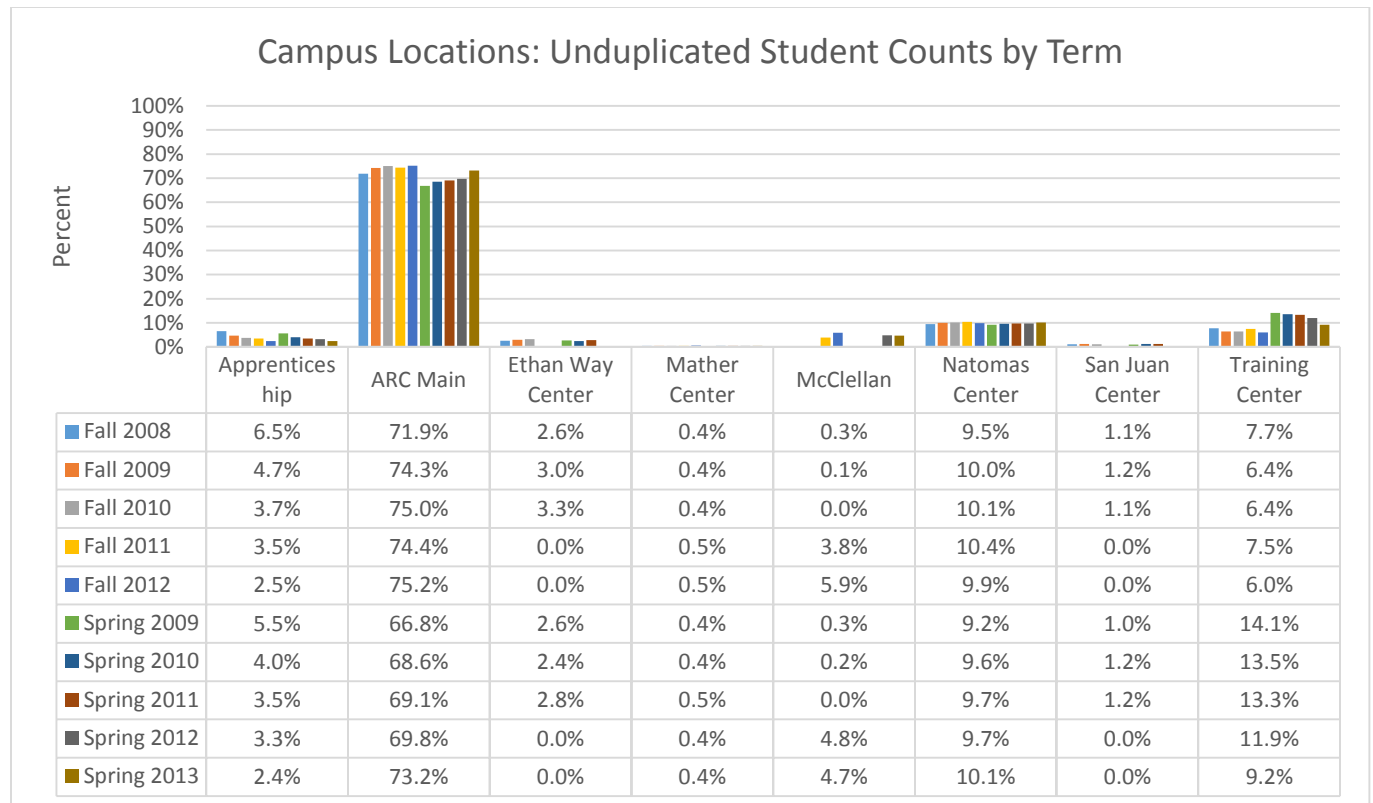
The graph above shows the variation in unduplicated enrollments and course enrollments over the past five years separately for fall and spring terms.

As shown in the table below, the decline in both unduplicated enrollment (students) and overall enrollments over the past five years was smaller for fall terms than for spring terms.

Category	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg
Students	34,687	35,198	33,555	31,792	32,022	-7.7%	38,549	38,235	36,742	34,400	33,243	-13.8%
Enrollments	87,936	91,132	83,888	78,296	80,428	-8.6%	94,227	94,115	89,743	83,151	83,175	-11.7%



## Campus Locations: Unduplicated Student Counts by Term

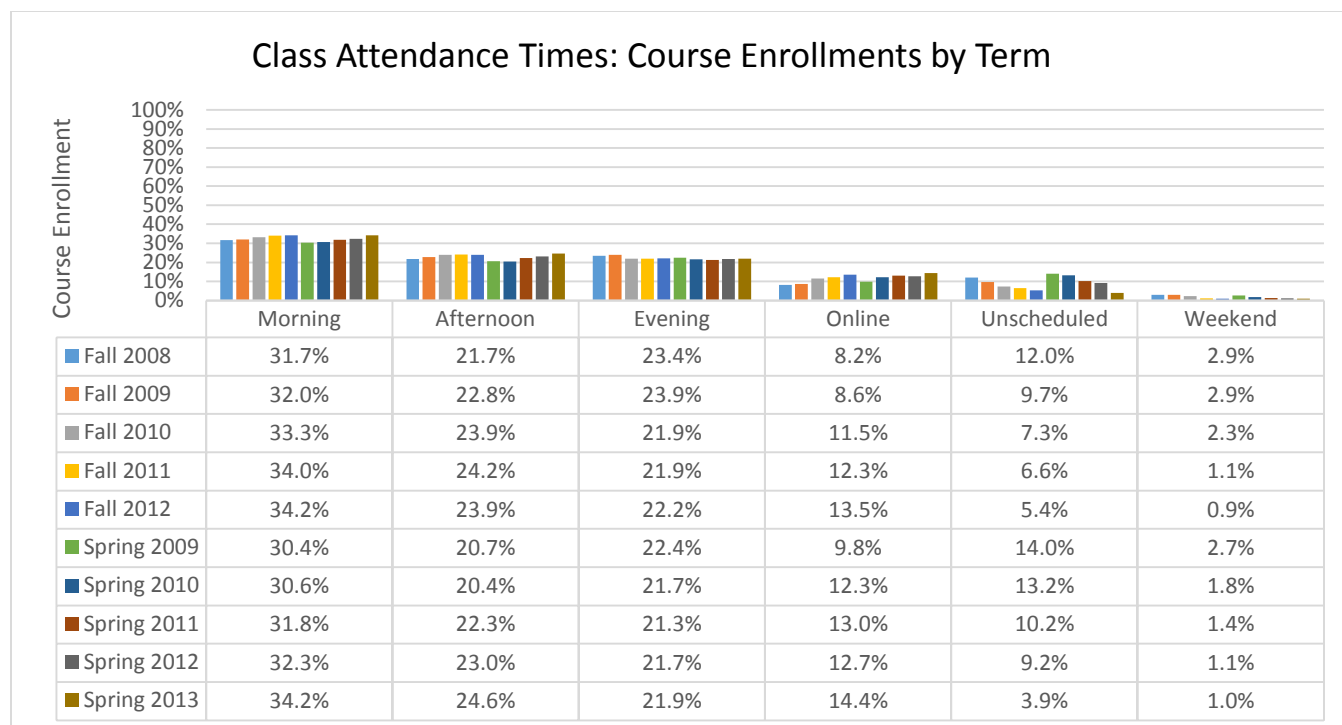


The graph above shows the percentage of unduplicated enrollments by campus location (center) over the last five years, separated by fall and spring terms. In the table below, note that the sum of all centers' counts for any given term exceeds the college's overall unduplicated enrollment due to a number of students attending more than one center.

Campus Location	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg Fall	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg Spring
Apprenticeship	2,436	1,792	1,350	1,200	867	-64.4%	2,299	1,667	1,404	1,225	889	-61.3%
ARC Main	26,762	28,244	27,383	25,816	26,497	-1%	27,682	28,299	27,583	26,134	26,631	-3.8%
Ethan Way Center	962	1,137	1,189	Closed	Closed	N/A	1,098	1,010	1,116	Closed	Closed	N/A
Mather Center	138	150	156	171	178	29.0%	148	180	182	168	163	10.1%
McClellan	122	25		1,333	2,062	1590.2%	137	78		1,812	1,699	1140.1%
Natomas Center	3,530	3,793	3,699	3,598	3,493	-1.0%	3,823	3,946	3,872	3,632	3,663	-4.2%
San Juan Center	395	460	390	Closed	Closed	N/A	406	494	471	Closed	Closed	N/A
Training Center	2,870	2,433	2,348	2,594	2,117	-26.2%	5,859	5,583	5,293	4,471	3,339	-43.0%
Unknown	21	138	89	29	85	304.8%	60	92	87	93	78	30%

While the percent change columns in the table above show decreases over the last five years for most campus locations, both the Mather Center and McClellan have shown growth (percent changes shown above). Note that the Ethan Way and San Juan Centers were closed in fall 2008 and spring 2009 respectively, thereby negatively impacting both college and district enrollment.

## Morning, Afternoon, Evening, Weekend, and Online Course Enrollments by Term



The graph above provides another view of unduplicated enrollment activity, this time disaggregated by time, day and modality. Proportionally, morning, afternoon and online offerings have seen growth of 2 percentage points or more over the last five years, with the proportion of online offerings growing by more than 1 percentage point over the last year alone. The distinct counts appearing in the table below reflect the extent to which headcount is affected by the increase in the overall proportion of online course enrollments. Here, the number of individual students taking online courses is shown as having increased by more than 50% during the last five years, and increased by 13% since last year alone (fall semesters).

Attendance Times	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Morning	27,893	29,187	27,894	26,644	27,516	28,658	28,843	28,579	26,874	28,422
Afternoon	19,105	20,819	20,026	18,930	19,204	19,463	19,214	20,018	19,151	20,466
Evening	20,568	21,787	18,344	17,151	17,833	21,145	20,401	19,135	18,039	18,223
Weekend	2,590	2,635	1,903	842	700	2,522	1,692	1,213	908	823
Online	7,219	7,860	9,625	9,600	10,844	9,218	11,534	11,632	10,541	12,004
Unscheduled	10,561	8,844	6,096	5,129	4,331	13,221	12,431	9,166	7,638	3,237
<b>Grand Total</b>	<b>87,936</b>	<b>91,132</b>	<b>83,888</b>	<b>78,296</b>	<b>80,428</b>	<b>94,227</b>	<b>94,115</b>	<b>89,743</b>	<b>83,151</b>	<b>83,175</b>

**Morning enrollments** represent all courses meeting from 6:00 am through 11:59 am.

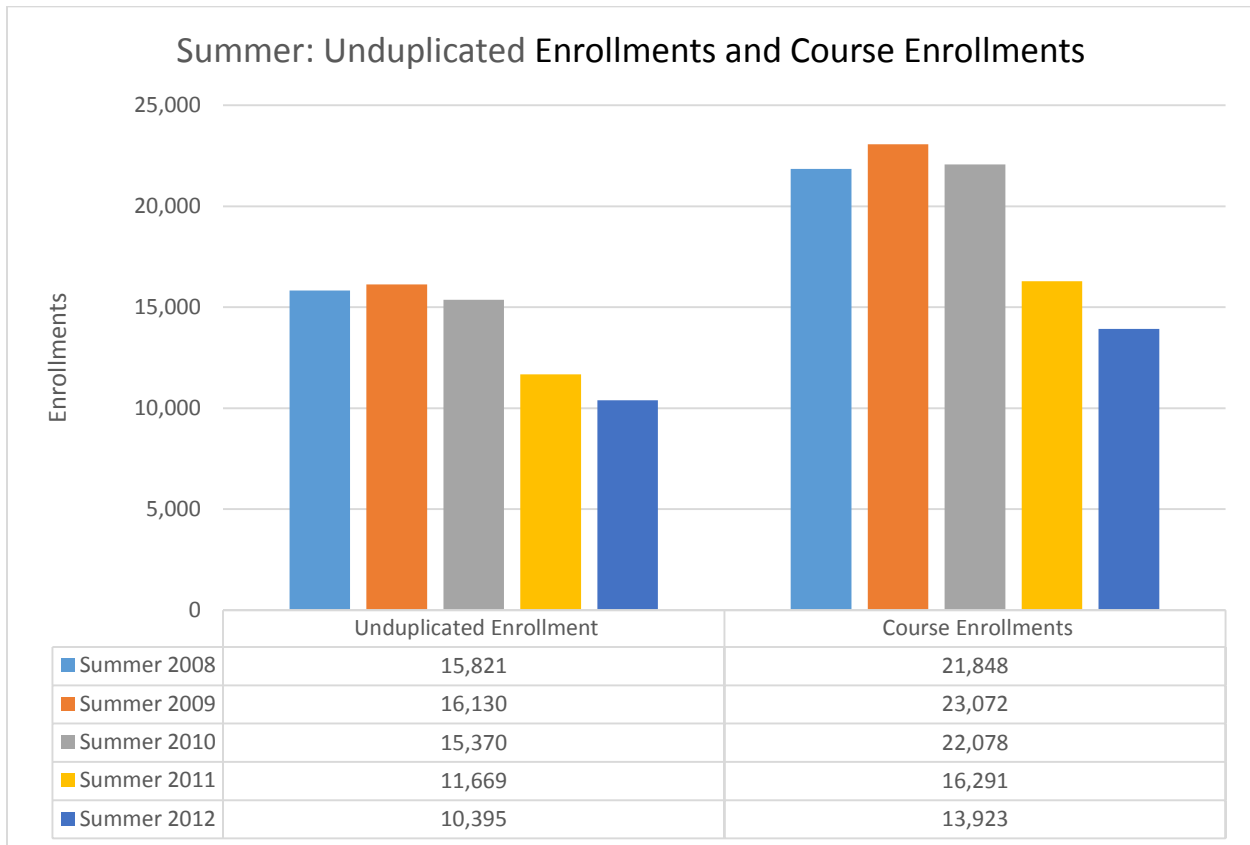
**Afternoon enrollments** represent all courses meeting from 12:00 pm to 4:29 pm.

**Evening enrollments** represent all courses meeting from 4:30 pm through the evening.

**Online enrollments** all courses that have been coded as an "Online Scheduled Interaction" or "Online Unscheduled Interaction". Currently all courses identified as a "Hybrid" (online/face-to-face) are not represented as Online and would fall under the non-online categories.

**Weekend enrollments** represent all enrollments for courses that have a Saturday and/or Sunday meet day.

## Summer Enrollments by Term

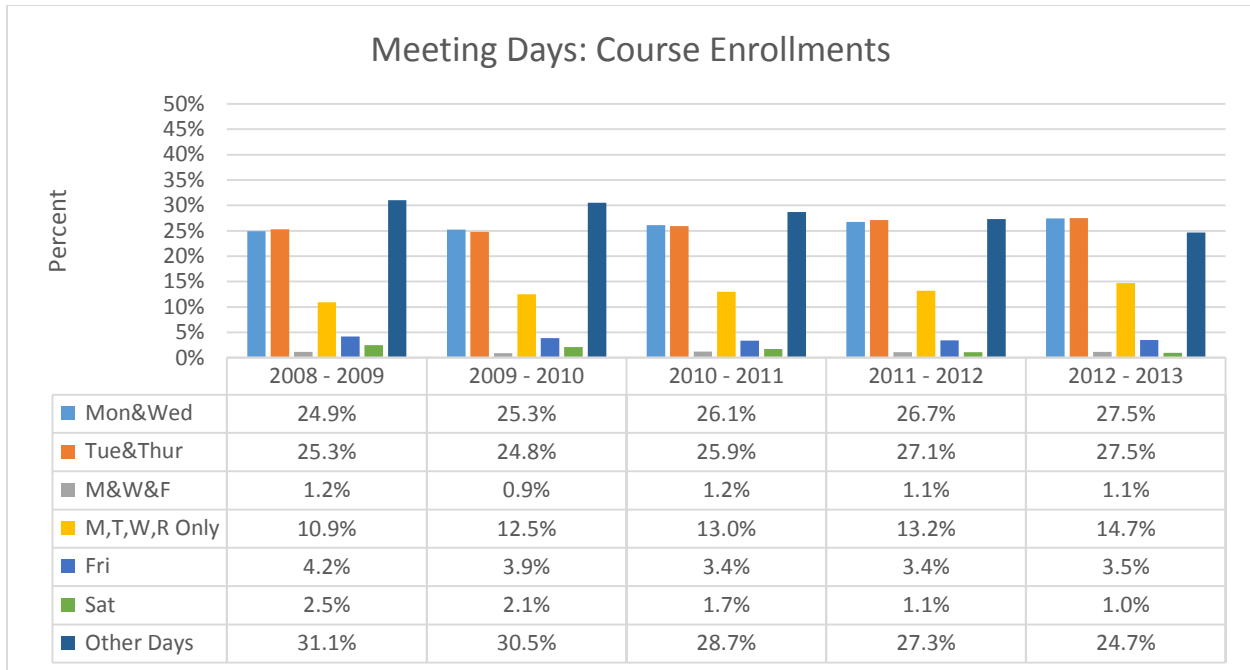


The graph above reflects overall summer enrollment activity expressed both in terms of unduplicated enrollments and course enrollments. While enrollments increased slightly for summer 2009, the enrollment declines seen over the subsequent four years are primarily due to reduced state funding and prioritizing.

Unduplicated enrollment experienced a decline of 34.3 percent (5,426 students) over the last five years and a decline of 10.9 percent (1,274 students) since last year. Course enrollment declined 36.3 percent (7,925 enrollments) over the last five years and 14.5 percent (2,368 enrollments) since last year.

Category	Summer 2008	Summer 2009	Summer 2010	Summer 2011	Summer 2012	Pct Chg
Unduplicated Enrollments	15,821	16,130	15,370	11,669	10,395	-34.3%
Course Enrollments	21,848	23,072	22,078	16,291	13,923	-36.3%

## Selected Course Meeting Days by Academic Year

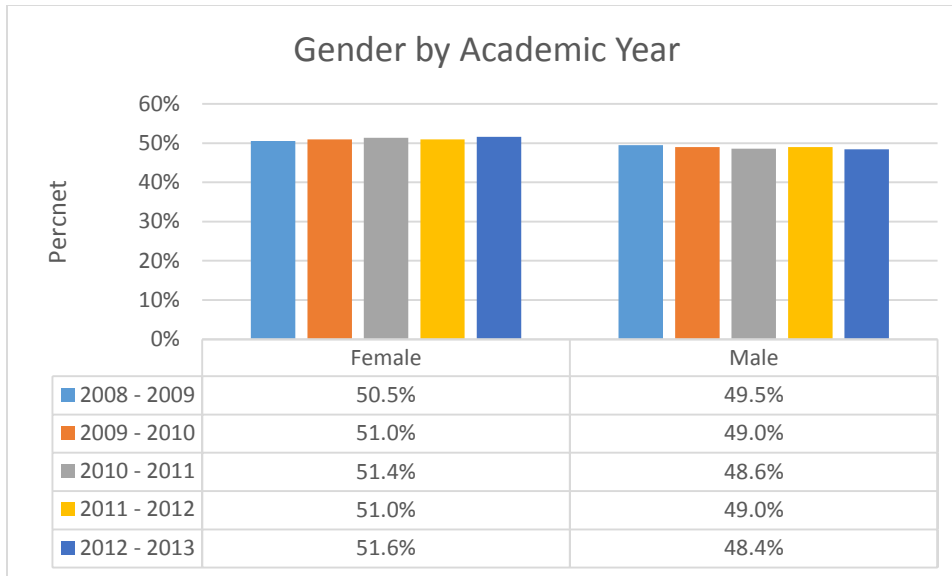


The graph above shows the percentage of overall course enrollments of classes with the most enrolled meeting patterns. Classes that meet Mon-Wed or Tues-Thurs account for more than half of overall course enrollments. The classes meeting just one day per week account for about 15% of all course enrollments. Note that courses are offered in approximately 30 different combinations of meeting days, eight of which include Saturday or Sunday.

The proportion of course enrollments in classes meeting two days per week (M&W, T&R) increased nearly 5 percentage points over the last five years and by 1.2 points since last year alone. The actual course enrollments appearing in the table below show decreases for most meeting patterns over the last five years but show modest increases for most meeting patterns since last year.

Meeting Days	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Mon - Wed	50,629	52,370	50,987	47,263	48,499	-4.2%
Tues - Thurs	51,309	51,425	50,509	47,935	48,579	-5.3%
Mon - Wed - Fri	2,341	1,915	2,354	1,939	2,028	-13.4%
M,T,W,R Only	22,144	25,979	25,313	23,289	25,984	17.3%
Friday	8,435	7,998	6,533	6,043	6,151	-27.1%
Saturday	5,084	4,355	3,385	1,928	1,733	-65.9%
Other	63,032	63,250	55,911	48,323	43,607	-30.8%

## Gender by Academic Year

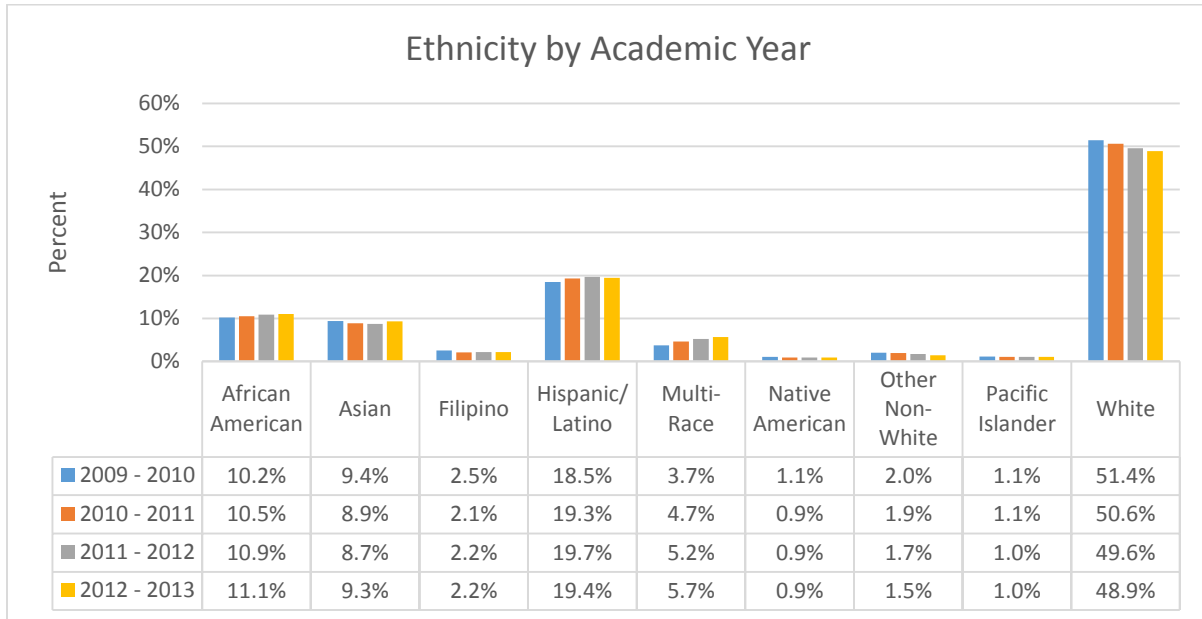


As shown in the graph above, the ratio of female to male students has remained relatively unchanged over the past five years.

The table below displays the decline in unduplicated enrollments over the past five years, which was slightly smaller for female students than for male students. Over the last five years, female enrollments have decreased by 16.2 percent (4,706 students), versus male enrollments which have decreased by 19.6 percent (5,599 students). During the last year, female enrollments have decreased by 2.0 percent (495 students), versus male enrollments which have decreased by 4.4 percent (1,061 students).

Gender	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Female	29,121	28,628	27,369	24,910	24,415	-16.2%
Male	28,494	27,526	25,893	23,956	22,895	-19.6%
No Record	223	319	353	129	302	35.4%
Not Indicated	606	643	546	544	582	-4.0%
<b>Grand Total</b>	<b>58,444</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

## Ethnic Groups by Academic Year



\*Please note this is a four year trend starting with 2009-2010 due to the inclusion of the category multi-race in 2009.

The graph above shows the percentage of unduplicated enrollments by ethnicity over the past four years. In 2011-12, the percentage of non-white students on campus first exceeded 50% from the years reported.

The table below shows the counts of unduplicated enrollments by ethnicity. Contrary to the decline observed at the college level and seen in all other categories, Multi-race has shown an increase.

Ethnicity	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
African American	5,005	4,795	4,584	4,874	-2.6%
Asian	4,604	4,057	3,662	4,121	-10.5%
Filipino	1,243	971	930	958	-22.9%
Hispanic/Latino	9,081	8,803	8,250	8,574	-5.6%
Multi-Race	1,829	2,129	2,183	2,506	37.0%
Native American	518	421	381	398	-23.2%
Other Non-White	1,005	877	730	643	-36.0%
Pacific Islander	542	497	437	453	-16.4%
White	25,242	23,107	20,827	21,569	-14.6%
Unknown	7,728	8,151	7,426	3,796	-50.9%
No Record	319	353	129	302	-5.3%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

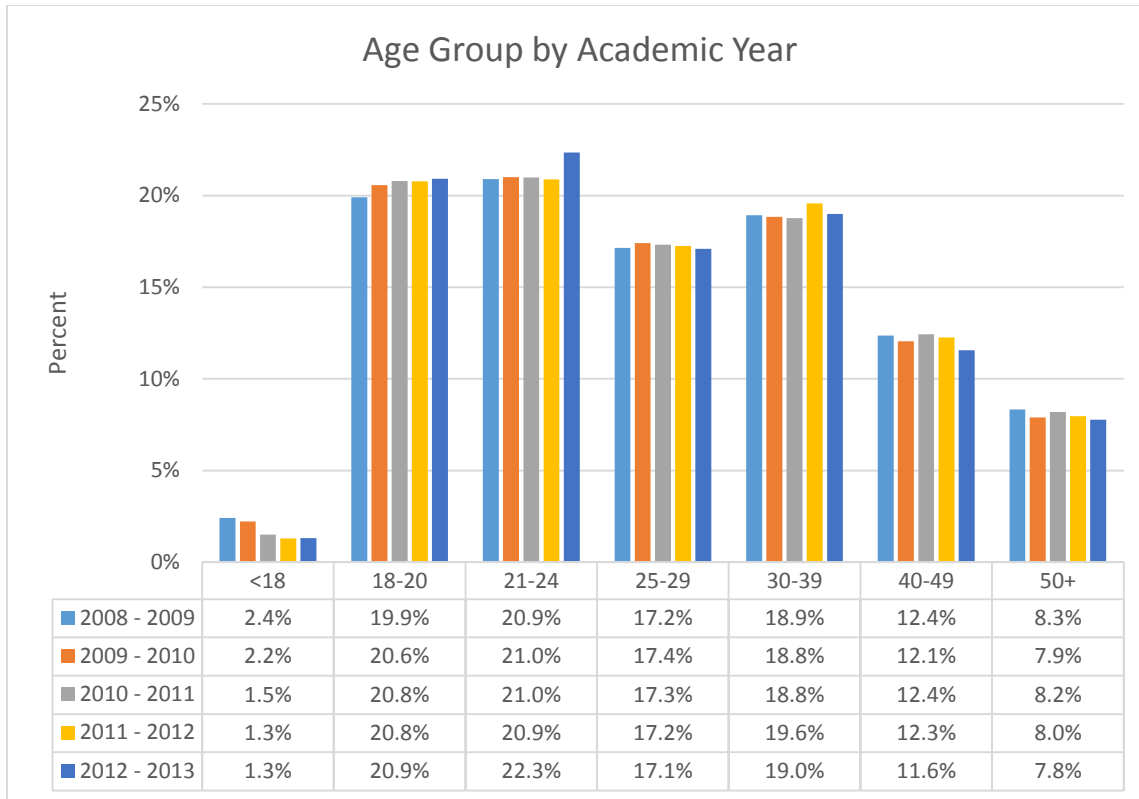
## Expanded Ethnic Categories by Academic Year

Ethnicity	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
American Indian	520	412	374	394	-24.2%
Asian Indian	872	768	695	799	-8.4%
Black	4,985	4,760	4,546	4,839	-2.9%
Cambodian	70	56	49	59	-15.7%
Central American	176	153	138	166	-5.7%
Chinese	759	656	592	650	-14.4%
Filipino	1,112	923	882	902	-18.9%
Guamanian	35	28	26	27	-22.9%
Hawaiian	51	51	47	35	-31.4%
Japanese	215	169	154	148	-31.2%
Korean	370	312	249	263	-28.9%
Laotian	176	166	127	160	-9.1%
Mexican/Mexican American/Chicano	3,436	3,395	3,198	3,930	14.4%
Multi-Race	4,610	4,800	4,871	5,725	24.2%
Other Asian	1,254	1,241	1,160	1,383	10.3%
Other Hispanic	2,566	2,799	2,438	1,440	-43.9%
Other Non White	1,013	877	730	643	-36.5%
Other Pacific Islander	371	353	298	333	-10.2%
Samoan	54	50	49	46	-14.8%
South American	151	150	138	189	25.2%
Vietnamese	580	541	484	489	-15.7%
White	25,186	22,997	20,739	21,476	-14.7%
No Data	331	360	133	441	33.2%
Unknown	8,223	8,144	7,422	3,657	-55.5%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

\*Please note this is a four year trend starting with 2009-2010 due to the inclusion of the category multi-race in 2009.

The expanded ethnic categories shown above represent the State MIS categories that are identified on the student application. These categories are the basis for the groupings shown on the previous page. The expanded categories provide a view into the diversity of the student population.

## Age Group by Academic Year



The graph above shows the percentage of unduplicated enrollments by age group over the past five years. The proportion of traditional college students, ages 18 to 24, has risen consistently to just over 43% of the student body.

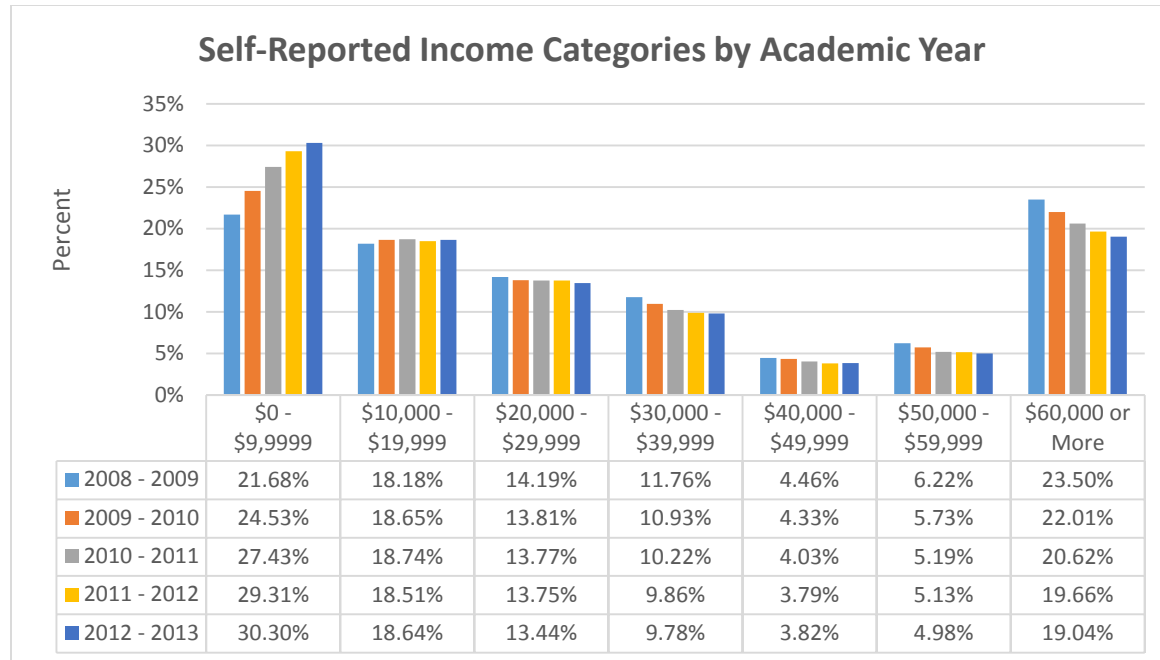
The table below shows counts of unduplicated enrollments by age group. Consistent with the decline observed at the overall college level, a decrease was observed across all age groups. However, a steeper decline was observed for the <18 and the over 40 age groups.

Age Group	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
<18	1,410	1,265	809	642	633	-55.1%
18-20	11,590	11,684	11,185	10,264	10,019	-13.6%
21-24	12,165	11,930	11,295	10,320	10,700	-12.0%
25-29	9,985	9,888	9,322	8,521	8,183	-18.0%
30-39	11,017	10,697	10,103	9,669	9,096	-17.4%
40-49	7,200	6,848	6,688	6,060	5,538	-23.1%
50+	4,854	4,485	4,406	3,934	3,723	-23.3%
No Record	223	319	353	129	302	35.4%
<b>Grand Total</b>	<b>58,444</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

*Note: the under-18 age group consists primarily of high school students concurrently enrolled in ARC courses.*



## Self-Reported Income Categories by Academic Year



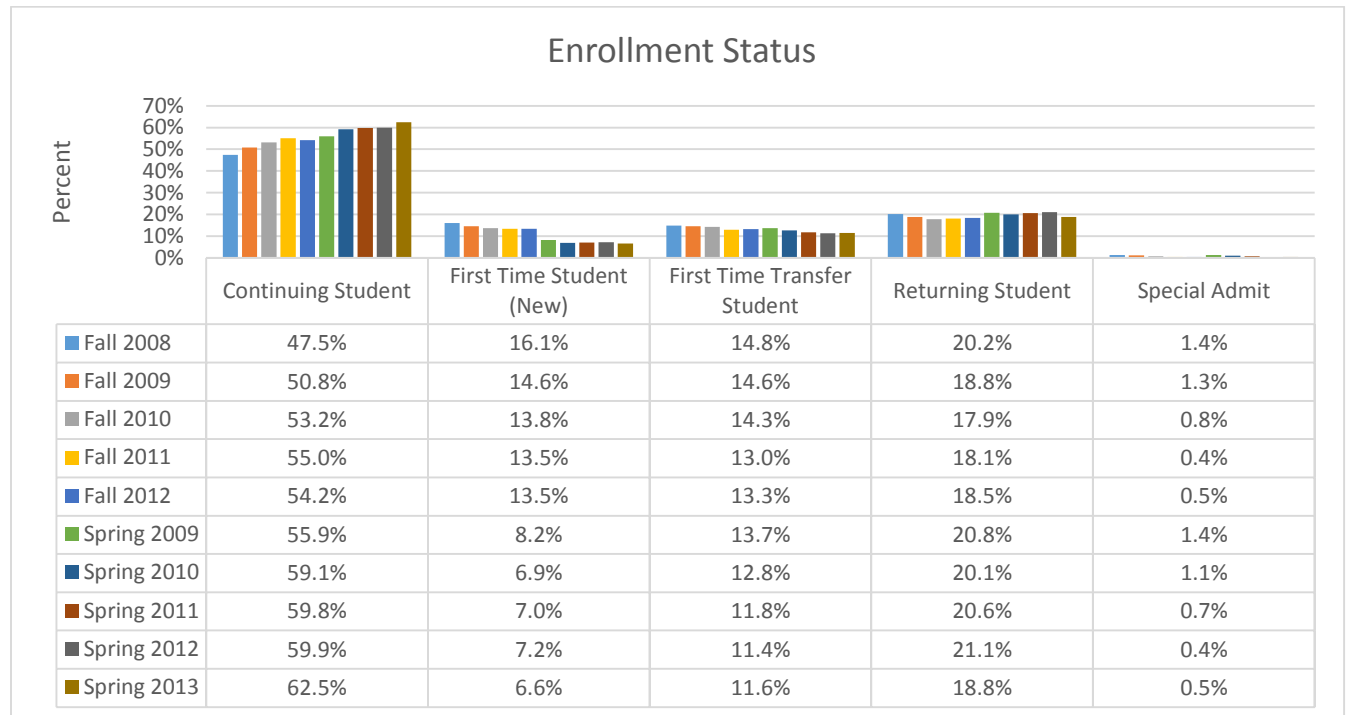
Self-reported household income is collected on the supplemental Admissions application and is provided by approximately two-thirds of the student body. The percentages shown above reflect only these responses in the hope that the incomes of the approximately 40,000 students self-reporting their household income at least somewhat accurately represent the approximately 9,000 that do not. Proportionally, the fastest growing population of students is the under \$10,000 category, with declines in the higher income groups. The student counts and percent change over the five years for each category is shown below.

Self-reported Income	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
\$0 - \$9,999	9,187	10,673	11,537	11,481	11,780	28.2%
\$10,000 - \$19,999	7,703	8,116	7,881	7,248	7,245	-5.9%
\$20,000 - \$29,999	6,013	6,008	5,794	5,387	5,223	-13.1%
\$30,000 - \$39,999	4,982	4,757	4,298	3,860	3,803	-23.7%
\$40,000 - \$49,999	1,888	1,886	1,695	1,483	1,484	-21.4%
\$50,000 - \$59,999	2,636	2,495	2,185	2,008	1,937	-26.5%
\$60,000 or More	9,958	9,577	8,673	7,700	7,400	-25.7%
No Record	223	319	353	129	302	35.4%
Not Indicated	15,854	13,285	11,745	10,243	9,020	-43.1%
<b>Grand Total</b>	<b>58,444</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

## Student Enrollment Status by Term

The definitions for enrollment status are given below:

- **First Time Freshmen:** First-time students who have no prior college course work.
- **First Time Transfer:** Students who have transferred from other community colleges or four year institutions.
- **Returning Student:** Students who have returned to ARC after having stopped for two or more terms.
- **Continuing Student:** Students who are not in the other categories. *First-time freshmen, first-time transfers, and returning students become continuing students after their first term if they reenroll for the following term.*
- **Special Admit:** High school students enrolling for courses at ARC.

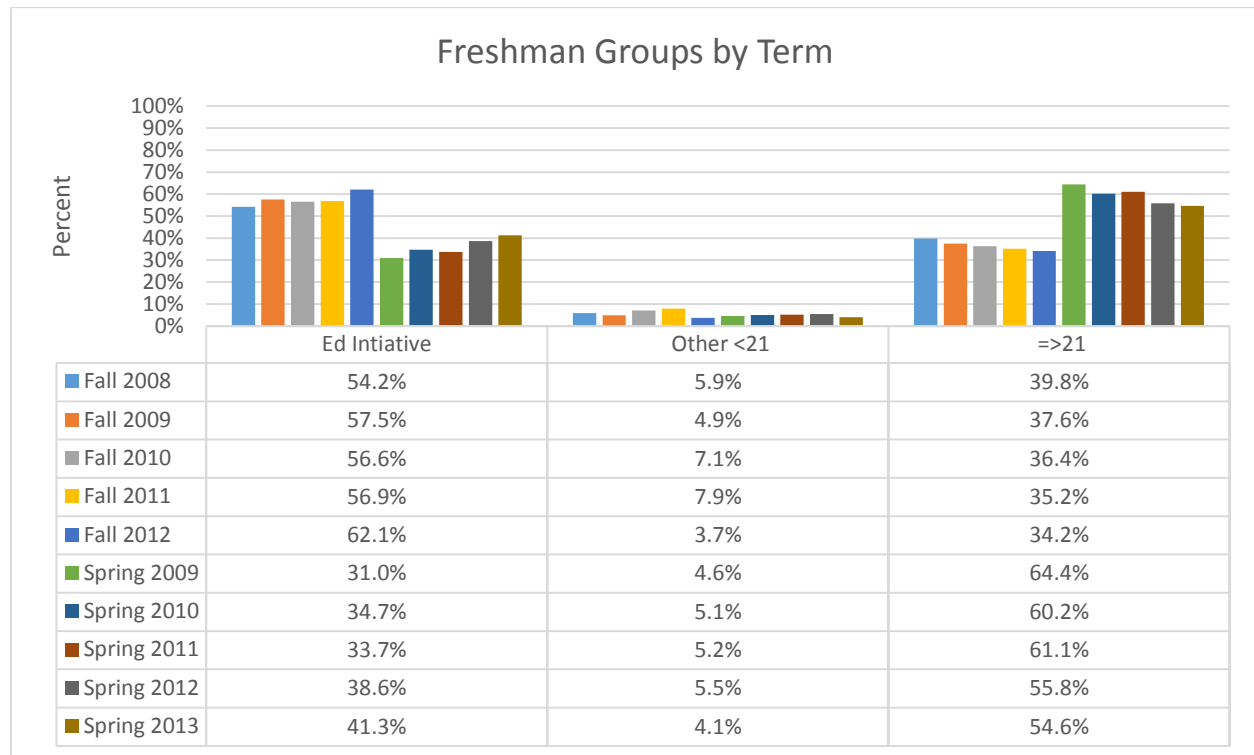


The graph above shows the percentage of unduplicated enrollments by enrollment status over the past five years separately for fall and spring terms. The Continuing Students represent the largest group and their percentages have increased over the past five years for both fall and spring terms. Reflecting the transition to college for high school graduates, the proportion of First-time Freshmen in fall semesters is approximately twice the amount in spring semesters.

The table below shows the counts of unduplicated enrollments by enrollment status.

Enrollment Status	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg
Continuing Student	16,435	17,793	17,818	17,487	17,332	5.5%	21,460	22,550	21,910	20,455	20,629	-3.9%
First Time Student (New)	5,562	5,104	4,621	4,274	4,312	-22.5%	3,161	2,639	2,578	2,460	2,176	-31.2%
First Time Transfer Student	5,136	5,111	4,798	4,116	4,257	-17.1%	5,251	4,863	4,331	3,895	3,822	-27.2%
Returning Student	6,973	6,589	5,984	5,754	5,905	-15.3%	7,964	7,655	7,558	7,189	6,219	-21.9%
Special Admit	498	440	280	141	166	-66.7%	530	426	265	130	168	-68.3%
Unknown	57	54	4	13	28	-50.9%	143	23	8	4	12	-91.6%

## Ed Initiative Freshmen Groups by Term



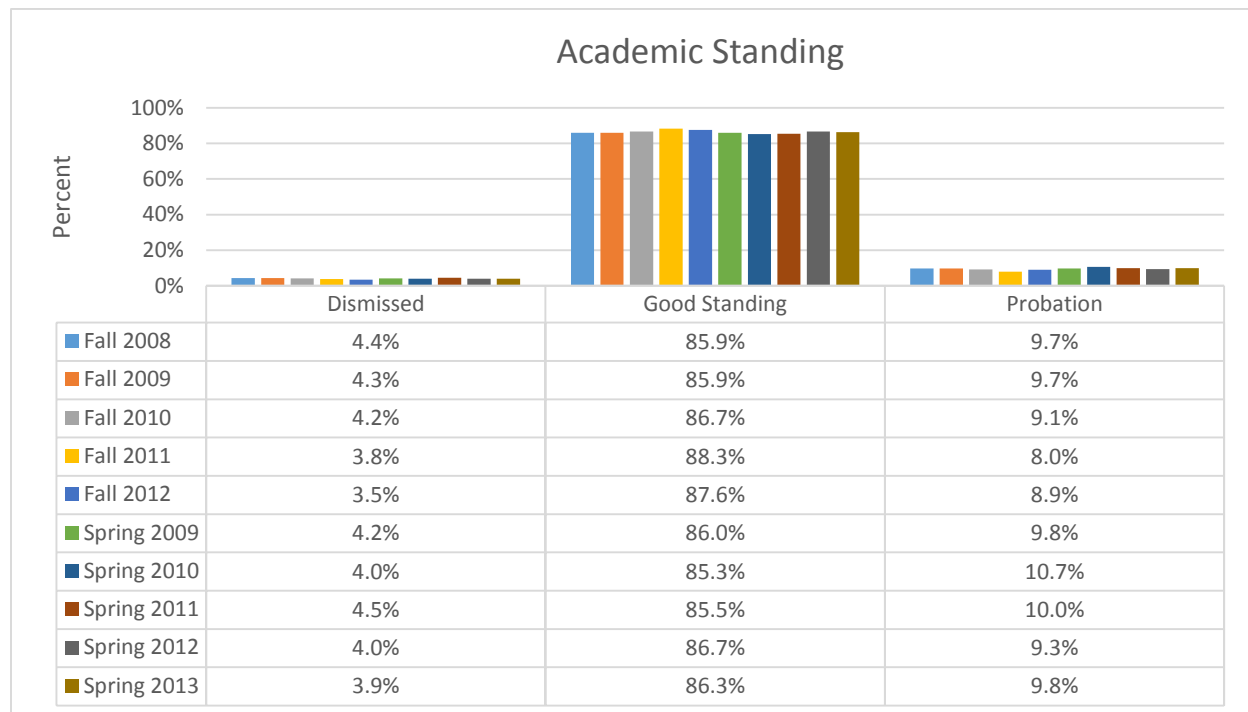
The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen. The Educational Initiative cohort is defined as: First-time freshman status, high school graduate or equivalency, less than 21 years of age, and no record of college units earned prior to entry at ARC. The “Other < 21 Freshmen” cohort is defined as: first-time freshmen status but including both high school graduates and non-graduates. The overall decline for younger freshmen is also seen in the decline of recent high school students from the primary feeder high schools.

Freshmen Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg
Ed Initiative Freshmen	2,970	2,880	2,556	2,390	2,651	-10.7%	967	904	862	947	894	-7.5%
Other < 21 Freshmen	324	247	320	334	157	-51.5%	144	133	133	136	88	-38.9%
=> 21 Freshmen	2,181	1,881	1,643	1,479	1,460	-33.1%	2,009	1,571	1,564	1,369	1,181	-41.2%

## Categories of Academic Standing: Good Standing, Probation & Dismissed

The definitions for academic standing are given below:

- **Good Standing:** A student who completes 12 or more semester units, earns at least a 2.0 GPA on a 4.0 grading scale, and completes 50 percent or more of all registered/enrolled units.
- **Academic probation:** A student is placed on academic probation if the student has attempted at least 12 units and earned a grade point average below 2.0 in all graded units.
- **Progress probation:** A student who has enrolled in a total of at least 12 semester units is placed on progress probation when the percentage of all units in which a student has enrolled, and for which entries of W, I and NC/NP are recorded, reaches or exceeds 50 percent of all units attempted.
- **Dismissed:** A student who has been on probation for at least three successive terms may be dismissed.

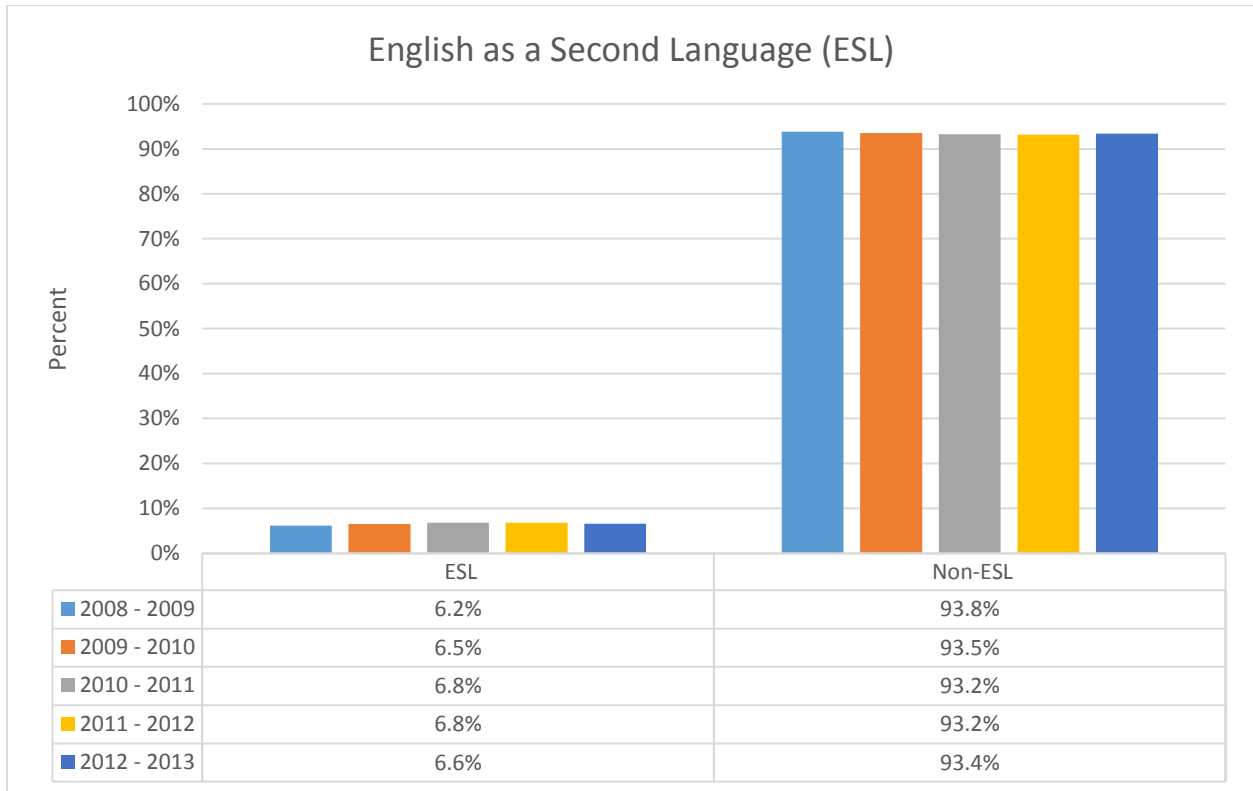


The graph above shows the percentage of unduplicated enrollments by Academic Standing over the past five years. The proportion of students in Good Standing has increased over the five year time frame shown here with commensurate decreases in the proportion of probation and dismissed students.

The table below shows the counts of unduplicated enrollments by academic standing. All groups have shown both decline and increase over the past five years. Decline for both Falls and Springs was seen for the dismissed student group, resulting in a change in a positive direction.

Academic Standing	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg
Good Standing	29,692	30,122	29,006	27,968	27,943	-5.9%	32,993	32,484	31,317	29,509	28,470	-13.7%
Probation	3,339	3,416	3,046	2,519	2,845	-14.8%	3,758	4,061	3,652	3,168	3,248	-13.6%
Dismissed	1,518	1,508	1,414	1,196	1,123	-26.0%	1,606	1,531	1,645	1,363	1,283	-20.1%
Missing	26	107	50	7	22	-15.4%	40	79	92	267	217	442.5%
Unknown	112	45	39	102	89	-20.5%	152	80	36	93	25	-83.5%

## ESL Course Enrollments in Non-ESL Courses by Academic Year



The graph above and the table below compares ESL students versus non-ESL students. For the purpose of this report, ESL (English as a Second Language) is defined as students who have taken an ESL course at ARC at any time in the prior 10 years.

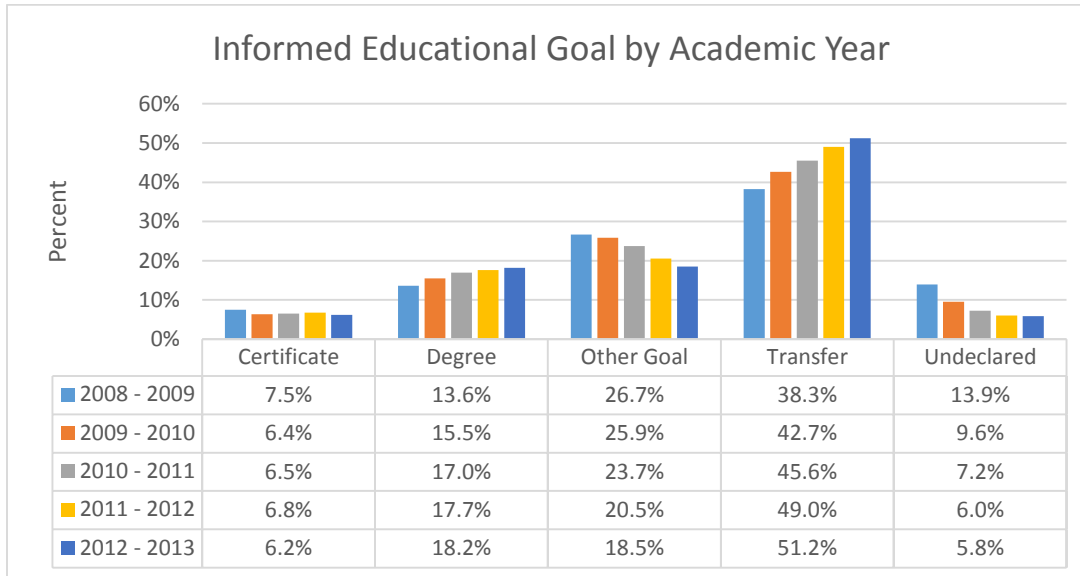
ESL Category	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Pct Chg
ESL	3,631	3,717	3,679	3,370	3,176	-12.5%
Non-ESL	54,809	53,395	50,482	46,167	44,996	-17.9%

**Primary Language:** The table on the following page illustrates the remarkable range ARC students report as their primary language. Those whose primary language is not English have represented almost 16 percent of the student population over the past five years. Note that the percent change within primary language categories across the five academic years provides a sense of the shifting landscape of ARC's diverse student population.

## Student's Primary Language Reported over Last Five Years

Primary Language	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Afrikaans	59	48	39	38	37	-37.3%
American Sign Language	81	74	77	72	77	-4.9%
Amharic	83	73	71	61	67	-19.3%
Arabic	107	138	165	251	328	206.5%
Bahasa (Indonesian)	11	11	4	5	12	9.1%
Bengali	21	17	12	10	8	-61.9%
Burmese	9	12	9	8	6	-33.3%
Chinese (Cantonese)	190	178	161	152	144	-24.2%
Chinese (Mandarin)	172	160	147	137	134	-22.1%
Chinese (Other)	18	16	15	16	15	-16.7%
Chinese (Shanghai)	1	4	4	4	2	100.0%
Czech	4	9	7	5	3	-25.0%
Danish	2	5	3	3	1	-50.0%
Dutch	7	11	8	4	2	-71.4%
English	49,740	48,567	46,102	42,436	41,187	-17.2%
Farsi (Persian)	302	294	322	318	339	12.3%
Finnish	14	14	20	9	7	-50.0%
Flemish	11	7	5	6	2	-81.8%
French	41	45	41	43	38	-7.3%
German	33	19	26	25	15	-54.5%
Greek	7	10	5	5	4	-42.9%
Hebrew	5	5	5	7	8	60.0%
Hindi	127	107	85	76	86	-32.3%
Hmong	372	354	358	354	345	-7.3%
Hungarian	13	10	8	7	6	-53.8%
Indian	129	128	100	88	78	-39.5%
Indian (Hindi)	116	105	87	75	86	-25.9%
Indian (Kannada)	6	5	1	1		-100.0%
Indian (Konkani)		1	1	2		N/A
Italian	7	6	5	5	8	14.3%
Japanese	61	44	39	26	28	-54.1%
Kiswahili	8	5	6	5	8	0.0%
Korean	221	201	161	126	117	-47.1%
Laotian	54	54	48	35	33	-38.9%
Latvian	4	1	3		1	-75.0%
Lithuanian	2	4	2	5	5	150.0%
Malay	6	5	2	3	2	-66.7%
Norwegian	1			5	6	500.0%
Other	478	440	409	355	325	-32.0%
Polish	19	17	13	6	2	-89.5%
Portuguese	45	40	34	34	29	-35.6%
Rumanian	254	257	233	224	191	-24.8%
Russian	2,388	2,441	2,227	1,914	1,749	-26.8%
Serbo-Croatian	37	37	25	25	23	-37.8%
Slovak	11	10	6	6	6	-45.5%
Spanish	1,281	1,230	1,170	1,094	1,144	-10.7%
Swahili	14	11	8	9	13	-7.1%
Swedish	9	8	5	6	4	-55.6%
Tagalog (Philippines)	238	207	204	193	173	-27.3%
Tamil (Ceylon)	1	3	1	2	3	200.0%
Tamil (India)	11	5	7	2	6	-45.5%
Telugu	9	7	1	2	4	-55.6%
Thai	29	24	30	26	22	-24.1%
Turkish	10	5	4	8	3	-70.0%
Twi (Ghana)	3	4	2	2	4	33.3%
Ukrainian	894	880	880	726	599	-33.0%
Urdu (Pakistan)	80	80	83	80	85	6.3%
Vietnamese	344	322	289	249	241	-29.9%
Welsh	2	2	2	1	1	-50.0%
No Data	223	319	353	129	302	35.4%
Unknown	19	20	21	18	20	5.3%

## Informed Educational Goal by Academic Year

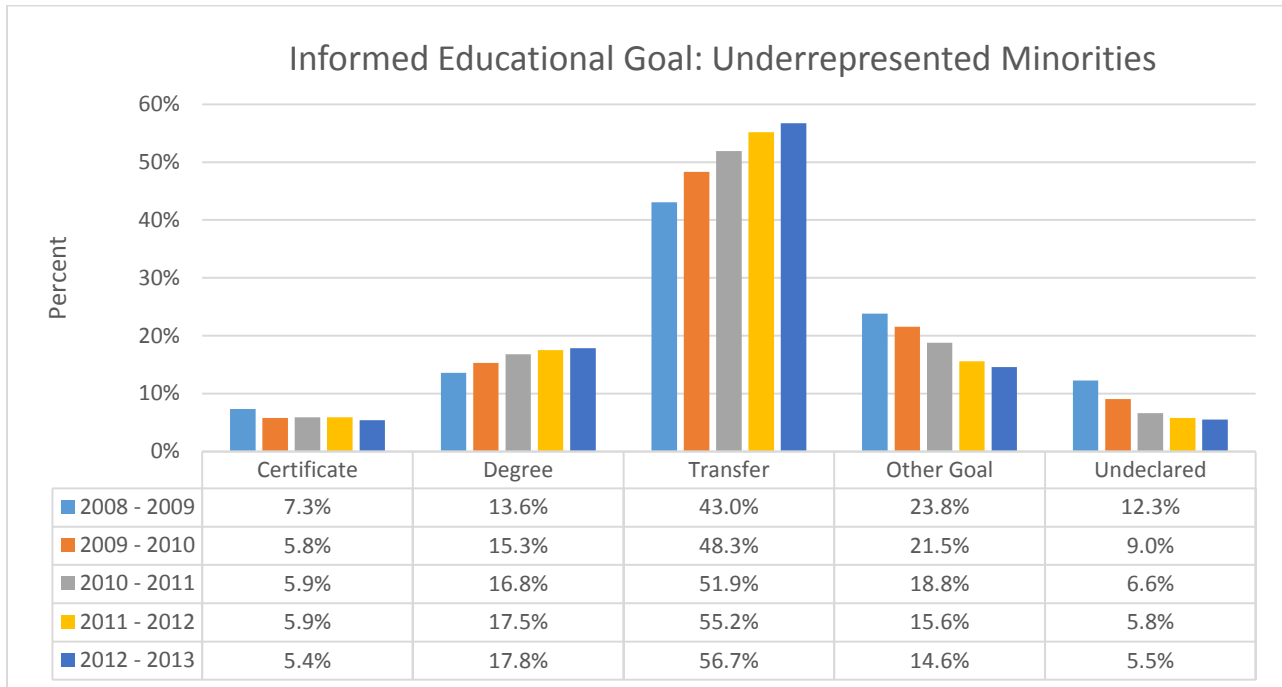


The graph above describes the percentage of students over the past five years that self-identified on the Admissions Application various primary education goals. As shown in the table below, the number of students indicating a goal of Transfer or Degree has remained fairly stable over the last four years, while over this same time frame the number of students who indicated a goal of Certificate declined by 17.4%. In 2012-2013, almost 76 percent of all students indicated a goal of transfer, degree, and/or certificate.

Informed Educational Goal	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Certificate	4,377	3,617	3,500	3,348	2,987	-31.8%
Degree	7,921	8,817	9,129	8,726	8,715	10.0%
No Record	223	319	353	129	302	35.4%
Other Goal	15,528	14,706	12,777	10,145	8,874	-42.9%
Transfer	22,280	24,224	24,512	24,220	24,517	10.0%
Undeclared	8,115	5,433	3,890	2,971	2,799	-65.5%
<b>Grand Total</b>	<b>58,444</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

**Education Goals included in the “Other Goal” category:** Include Acquire Job Skills, Upgrade Job Skills, Form Career Direction, Maintain Certificate/License, Educational Development, Improve Basic Skills, Complete Credit HS, and Four-year students meeting 4-yr requirements.

## Informed Educational Goal: Underrepresented Minorities

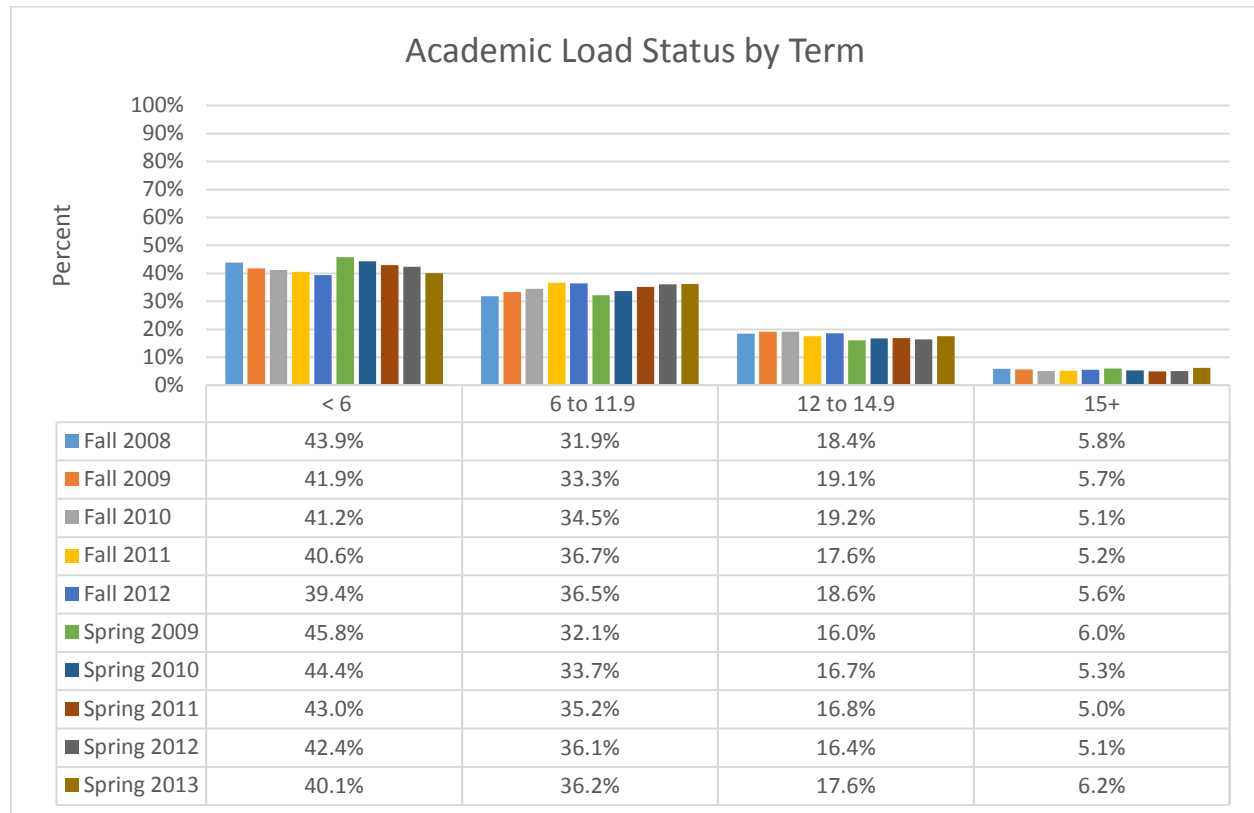


The graph above describes the percentage of underrepresented minorities who selected Transfer, Degree, Certificate, Other Goal or Undeclared as a primary educational goal. The minorities are defined here as Native American, African American and Hispanic.

Informed Educational Goal	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Certificate	1,607	1,374	1,323	1,251	1,210	-24.7%
Degree	2,968	3,650	3,786	3,708	4,017	35.3%
Transfer	9,423	11,517	11,712	11,671	12,777	35.6%
Other Goal	5,213	5,132	4,232	3,299	3,282	-37.0%
Undeclared	2,683	2,154	1,497	1,228	1,241	-53.7%
<b>Grand Total</b>	<b>21,894</b>	<b>23,827</b>	<b>22,550</b>	<b>21,157</b>	<b>22,527</b>	



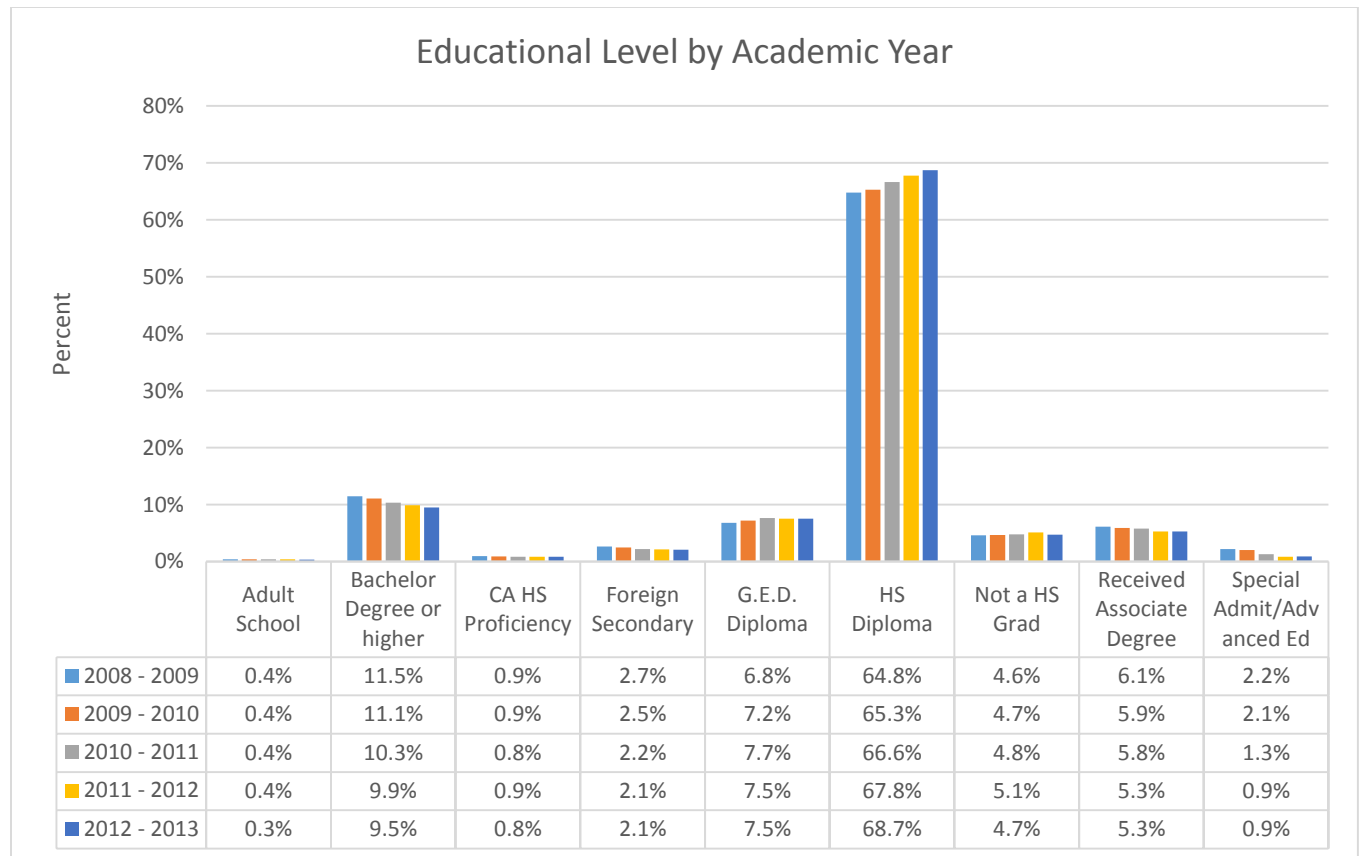
## Academic Load Status by Term



The graph and table appearing on this page group students' unit loads into four categories: under 6 units, 6 to under 12 units, 12 to under 15 units, and 15 units and above. The percentage of students enrolled full-time (12+ units) versus part-time (< 12 units) has remained relatively stable over the five years shown here at 24% and 76%, respectively. Over the five years shown here, the percentage of students enrolled in less than 6 units has declined by approximately 4 percentage points with a commensurate increase in the percentage of students enrolled in 6 to 11.9 units. This shift is most likely the result of the class section cuts of recent years, both in terms of increased competition for classes and students' greater sense of urgency to maintain enrollment priorities.

Unit Load	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Pct Chg Fall	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Pct Chg Spring
< 6	15,218	14,734	13,836	12,905	12,617	-17.1%	17,668	16,967	15,801	14,581	13,335	-24.5%
6 to 11.9	11,048	11,732	11,585	11,660	11,675	5.7%	12,392	12,876	12,932	12,406	12,020	-3.0%
12 to 14.9	6,398	6,730	6,434	5,588	5,945	-7.1%	6,173	6,383	6,176	5,654	5,838	-5.4%
15+	2,023	2,002	1,700	1,639	1,785	-11.8%	2,316	2,009	1,833	1,759	2,050	-11.5%

## Educational Level by Academic Year



The graph above reflects the percent of the highest education level attained by the student body prior to enrolling at ARC. The table below reflects the student counts over the five years for each educational level category.

Educational Level	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Adult School	218	219	216	205	155	-28.9%
Bachelor Degree or higher	6,572	6,120	5,404	4,757	4,447	-32.3%
CA HS Proficiency	538	502	443	416	396	-26.4%
Foreign Secondary	1,520	1,366	1,147	1,029	966	-36.4%
G.E.D. Diploma	3,887	3,983	4,013	3,611	3,514	-9.6%
HS Diploma	37,036	36,153	34,880	32,513	32,066	-13.4%
Not a HS Grad	2,642	2,595	2,502	2,466	2,200	-16.7%
Received Associate Degree	3,509	3,275	3,047	2,546	2,479	-29.4%
Special Admit/Advanced Ed	1,270	1,142	686	422	431	-66.1%
No Data	223	319	353	129	302	35.4%
Unknown	1,029	1,442	1,470	1,445	1,238	20.3%
<b>Grand Total</b>	<b>58,444</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	

## Top Thirty Feeder High Schools by Academic Year

High School	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Rio Linda High	164	167	143	119	150	-8.5%
Del Campo High	162	180	126	131	130	-19.7%
Visions In Education	179	153	122	140	130	-27.4%
Mira Loma High	124	151	138	132	128	3.2%
El Camino Fundamental High	183	154	157	122	127	-30.6%
Inderkum High School	148	118	150	157	126	-14.9%
Foothill High	96	137	91	83	111	15.6%
Rio Americano High	128	123	107	90	108	-15.6%
Bella Vista High	99	93	88	72	98	-1%
Grant Union High	106	116	99	95	95	-10.4%
Center High School	116	126	119	91	86	-25.9%
Cordova High	77	106	97	55	79	2.6%
Natomas High	105	64	81	90	78	-25.7%
Options for Youth-San Juan Cha	42	64	50	59	67	59.5%
Independent Home School	59	77	61	67	65	10.2%
Mesa Verde High	72	91	60	61	63	-12.5%
Encina High	46	60	29	50	62	34.8%
San Juan High	67	68	53	49	53	-20.9%
Keema (Elwood J.) High (Alt.)	50	44	45	79	52	4%
Casa Roble Fundamental High	76	43	43	46	52	-31.6%
Rosemont High School	58	66	51	60	51	-12.1%
Highlands High	65	83	55	57	42	-35.4%
Roseville High	33	33	38	29	38	15.1%
Folsom High	33	41	21	30	37	12.1%
River City Senior High	24	18	19	18	33	37.5%
Natomas Charter #19	23	35	39	29	32	39.1%
El Sereno Alternative Educ. (A)	39	41	40	22	31	-20.5%
Oakmont High	75	80	79	25	26	-65.3%
Discovery High (Cont.)	15	31	21	17	25	66.7%
Woodcreek High	42	55	36	30	22	-47.6%

**Recent high school graduate:** A recent high school graduate is a first-time freshman under 21 years old that has received a high school diploma or equivalent.

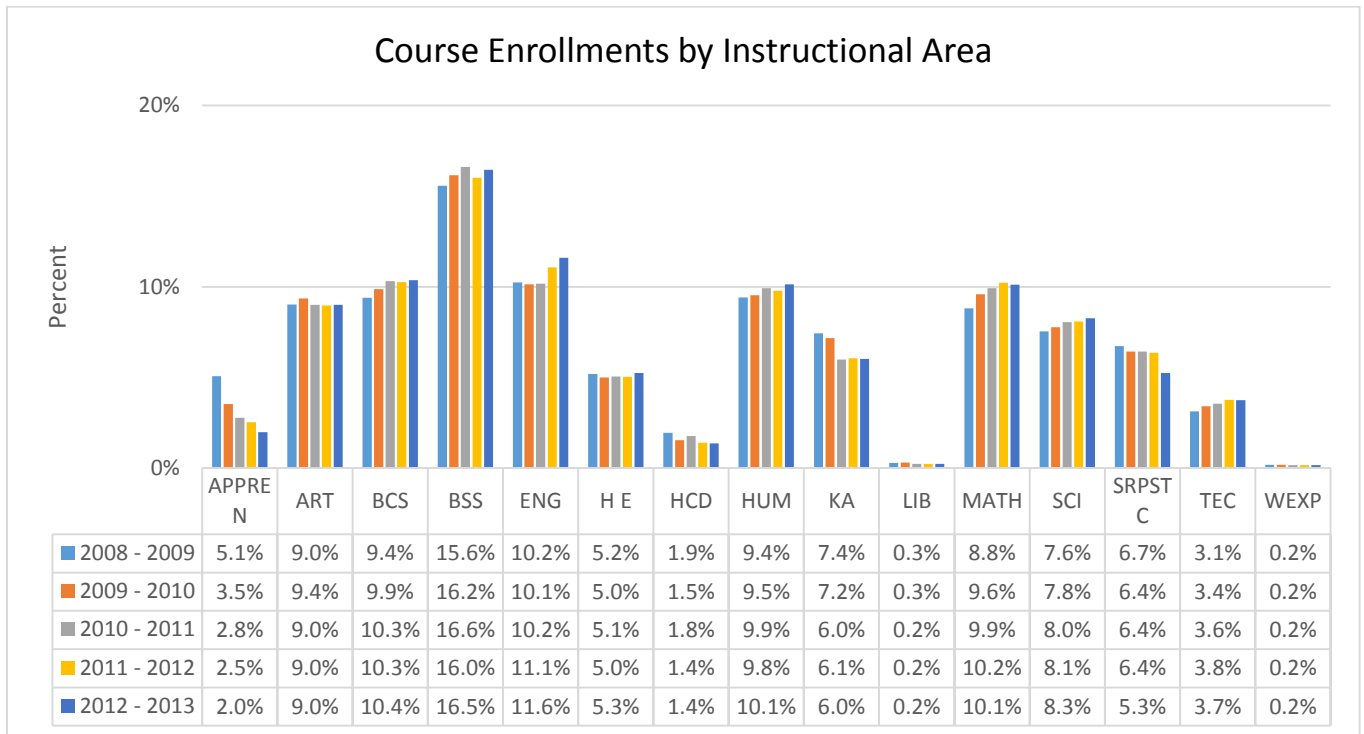
The above table shows the number of recent high school graduates attending ARC as new, first time college students. The 30 schools listed are those that transitioned the largest number of students in 2012-13 to ARC, ranked here in descending order on 2012-13 counts. For only the schools shown above, there has been a loss of 309 enrollments (12.3% decline) over the five years shown (p2 reflects the counts of high school graduates from feeder high schools).

## Advanced Ed Enrollments from Top Thirty High Schools by Academic Year

High School	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
Visions In Education	101	90	49	39	36	-64.4%
Inderkum High School	68	42	54	17	21	-69.1%
Mira Loma High	74	66	30	10	18	-75.7%
Natomas High	50	84	51	13	13	-74.0%
Cordova High	6	10	2	4	11	83.3%
Rio Americano High	88	50	18	6	11	-87.5%
Del Campo High	24	20	11	11	10	-58.3%
El Camino Fundamental High	31	26	13	2	10	-67.7%
Granite Bay High School	3	2	4	25	10	233.3%
Independent Home School	45	28	21	15	10	-77.8%
Center High School	45	43	14	11	9	-80.0%
Natomas Charter #19	16	23	25	10	9	-43.8%
Horizon Instructional Systems	21	13	11	9	7	-66.7%
Bella Vista High	36	14	6	8	5	-86.1%
Foothill High	32	38	12	4	5	-84.4%
Rosemont High School	11	5	9	9	5	-54.5%
San Juan Choices Center	12	11	4	3	5	-58.3%
Futures High School	15	25	15	7	4	-73.3%
Oakmont High	9	8	7	3	4	-55.6%
Options for Youth-San Juan Cha	11	8	5	2	4	-63.6%
Antelope View Home Charter	11	16	2		3	-72.7%
Davis Senior High	5	1	4	25	3	40%
Encina High	42	41	30	2	3	-92.9%
Grant Union High	21	10	1	3	3	-85.7%
Mesa Verde High	13	16	7	3	3	-76.9%
Rio Linda High	18	13	6	2	3	-83.3%
San Juan High	15	7	4	6	3	-80%
Keema (Elwood J.) High (Alt.)	22	6	3	1	1	-95.4%
Sheldon High School	69	65	31	2	1	-98.6%
Highlands High	24	16	2	1		N/A

The above table shows the number of high school students for a specific fall semester who were also concurrently enrolled at ARC. The 30 schools listed are those with the largest number of concurrent enrollments in 2012-13. The decline in concurrent enrollment seen between 2008-09 and 2010-11 are at least in part due to the Los Rios District's decision to limit such enrollments, a policy which has been relaxed to some extent during the last two years. The result shows between the years 2011-2012 and 2012-2013, 11 of the high schools listed above posted an increase. Whereas ARC's overall headcount (unduplicated enrollment) has decreased by 17.6 percent between 2008-09 and 2012-13, the number of concurrently enrolled students at ARC has decreased by -75.5% (708 students).

## Area Course Enrollments by Academic Year



The graph above shows the percentage of overall ARC course enrollments in each instructional area, with five years of course enrollment proportions being shown for each of the 15 instructional areas. Some, such as math, show steady proportional growth over the five years shown, while others show declines. The table below reflects the actual enrollments for each instructional area.

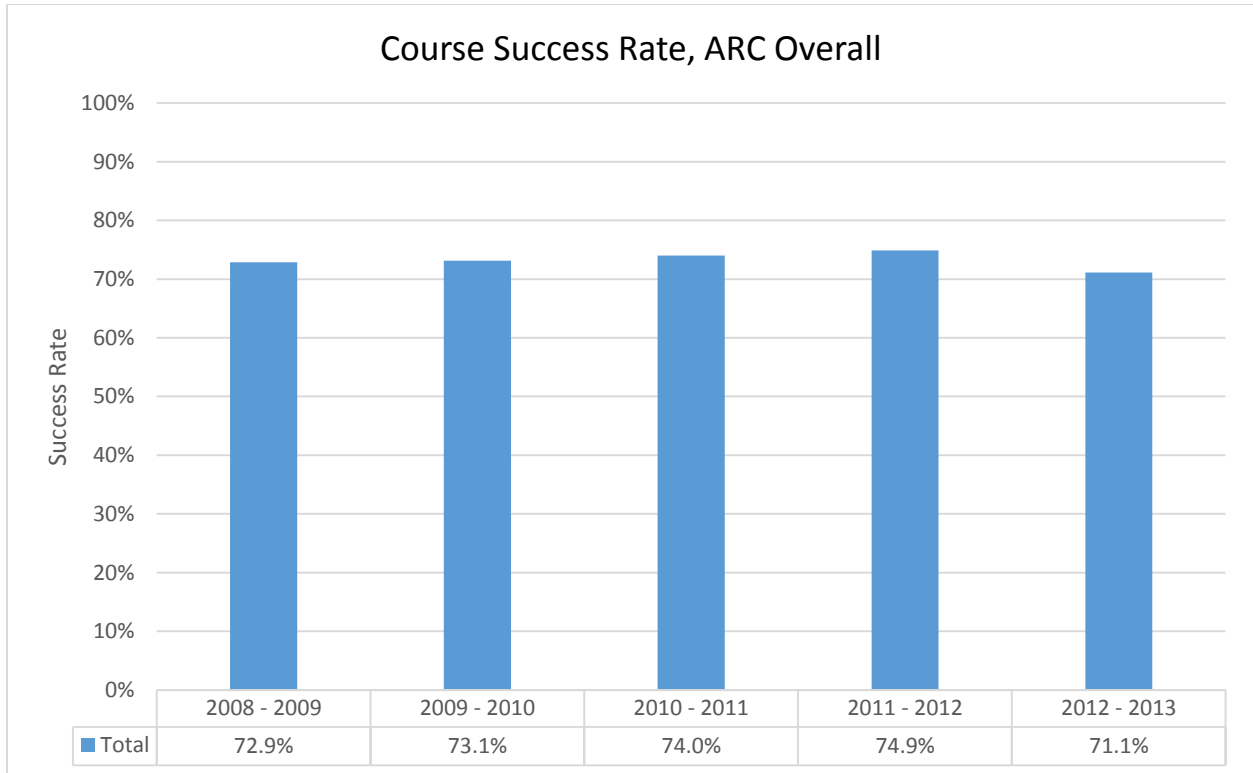
Area	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Percent Change
APPREN	10,316	7,354	5,397	4,503	3,511	-66.0%
ART	18,327	19,430	17,553	15,961	16,006	-12.7%
BCS	19,098	20,488	20,111	18,246	18,412	-3.5%
BSS	31,653	33,530	32,367	28,480	29,209	-7.7%
ENG	20,791	21,018	19,822	19,673	20,605	-0.9%
H E	10,548	10,388	9,855	8,960	9,327	-11.6%
HCD	3,939	3,202	3,439	2,485	2,427	-38.4%
HUM	19,115	19,773	19,351	17,383	17,999	-5.8%
KA	15,090	14,873	11,680	10,771	10,683	-29.2%
LIB	569	627	456	401	422	-25.8%
MATH	17,902	19,893	19,355	18,178	17,977	0.4%
SCI	15,338	16,114	15,678	14,377	14,682	-4.3%
SRPSTC	13,662	13,353	12,512	11,319	9,328	-31.7%
TEC	6,369	7,076	6,934	6,700	6,651	4.4%
WEXP	380	359	305	301	287	-24.5%
Unknown	914	841	894			N/A

## **Student Performance**

Traditionally, GPA (Grade Point Average) has been used as one measure of student performance, but GPA does not reflect grade notations such as WT (withdrew from class with notation on transcript), P and NP (pass and no-pass) or I (incomplete) and IP (in progress). To provide the college community with another success measure that has no such limitation, the Research and Planning Group adopted a definition for Course Success Rate in 1996. This reflects the number of A, B, C, or P grades expressed as a proportion of all grade notations. Using this definition, a 50% success rate means that half of a student's courses ended with "successful" grade notations of A, B, C, or P and with the other half receiving "non-successful" grade notations of D, F, P, I (incomplete), WT, or IP (in progress). While course success rate is not a perfect measure, it is the one most frequently used to indicate student performance within a specific cohort, e.g. all freshmen, or students enrolled in a particular course.

Rates disaggregated by gender, ethnicity, and age have implications for student equity and SSSP planning, however further analyses beyond those found in this report are typically provided separately for these purposes.

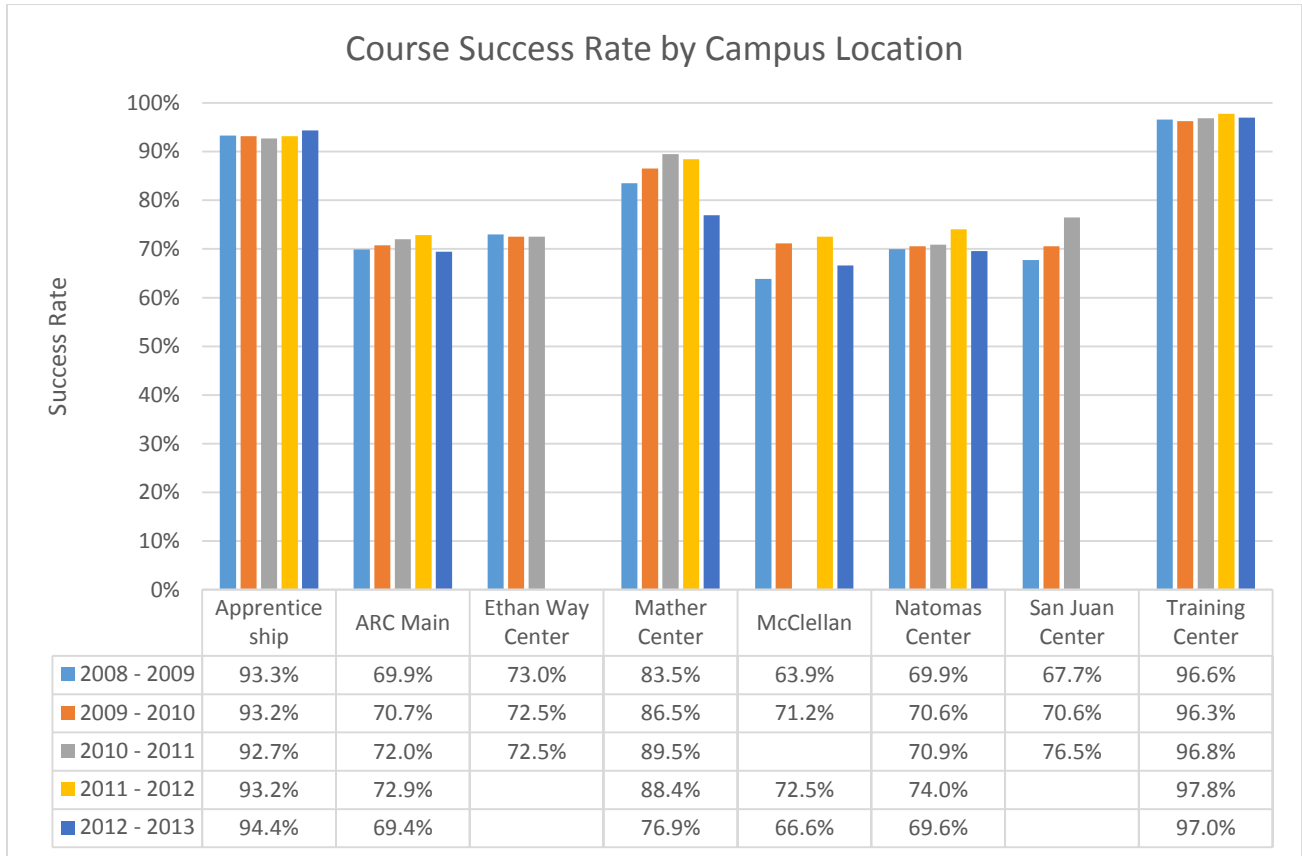
## Overall Course Success Rates



While ARC's overall course success rate increased consistently between 2008-09 and 2011-12, the 2012-13 rate reflects a five year low and a decline of 3.8 percentage points from the prior year. This decline is to some degree due to an increase in student drops (W grade) which resulted from the Drop without a "W" notation date occurring one week earlier than in the previous semesters.

Academic Year	Enrollments	Successful Enrollments
2008 - 2009	204,011	148,628
2009 - 2010	208,319	152,342
2010 - 2011	195,709	144,868
2011 - 2012	177,738	133,133
2012 - 2013	177,526	126,211

## Campus Location: Course Success Rates

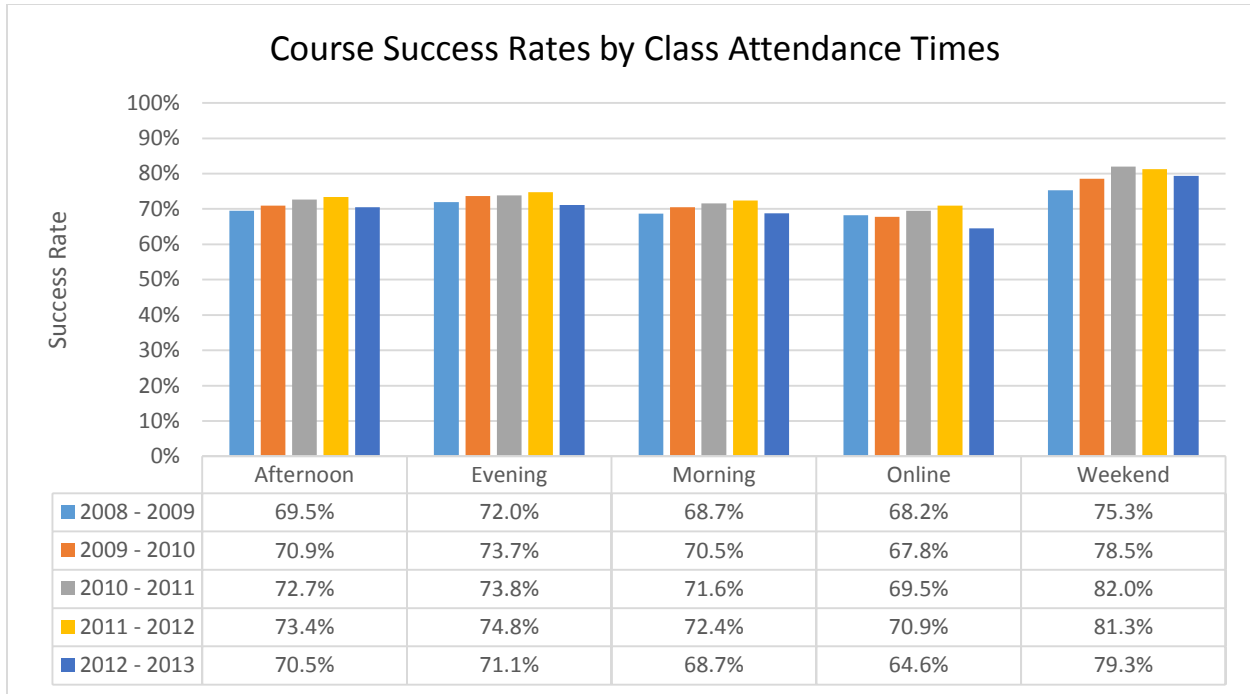


The success rates for each ARC campus location over five years are shown above. Note that the Ethan Way and San Juan Centers were closed in fall 2008 and spring 2009 thereby negatively impacting both college and district enrollments.

Campus Location	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Apprenticeship	10,316	9,622	7,354	6,854	5,397	5,004	4,503	4,197	3,511	3,313
ARC Main	163,488	114,330	169,927	120,183	161,174	116,040	146,147	106,487	148,285	102,957
Ethan Way Center	3,143	2,294	3,428	2,486	3,602	2,612	N/A	N/A	N/A	N/A
Mather Center	528	441	668	578	754	675	735	650	672	517
McClellan	299	191	104	74			4,633	3,361	5,578	3,717
Natomas Center	12,479	8,727	13,109	9,249	12,556	8,899	11,669	8,638	11,536	8,029
San Juan Center	849	575	1,046	738	947	724	N/A	N/A	N/A	N/A
Training Center	12,827	12,387	12,350	11,889	11,024	10,674	9,896	9,675	7,697	7,463
Unknown	82	61	333	291	255	240	155	125	247	215



## Morning, Afternoon, Evening, Weekend and Online: Course Success Rates

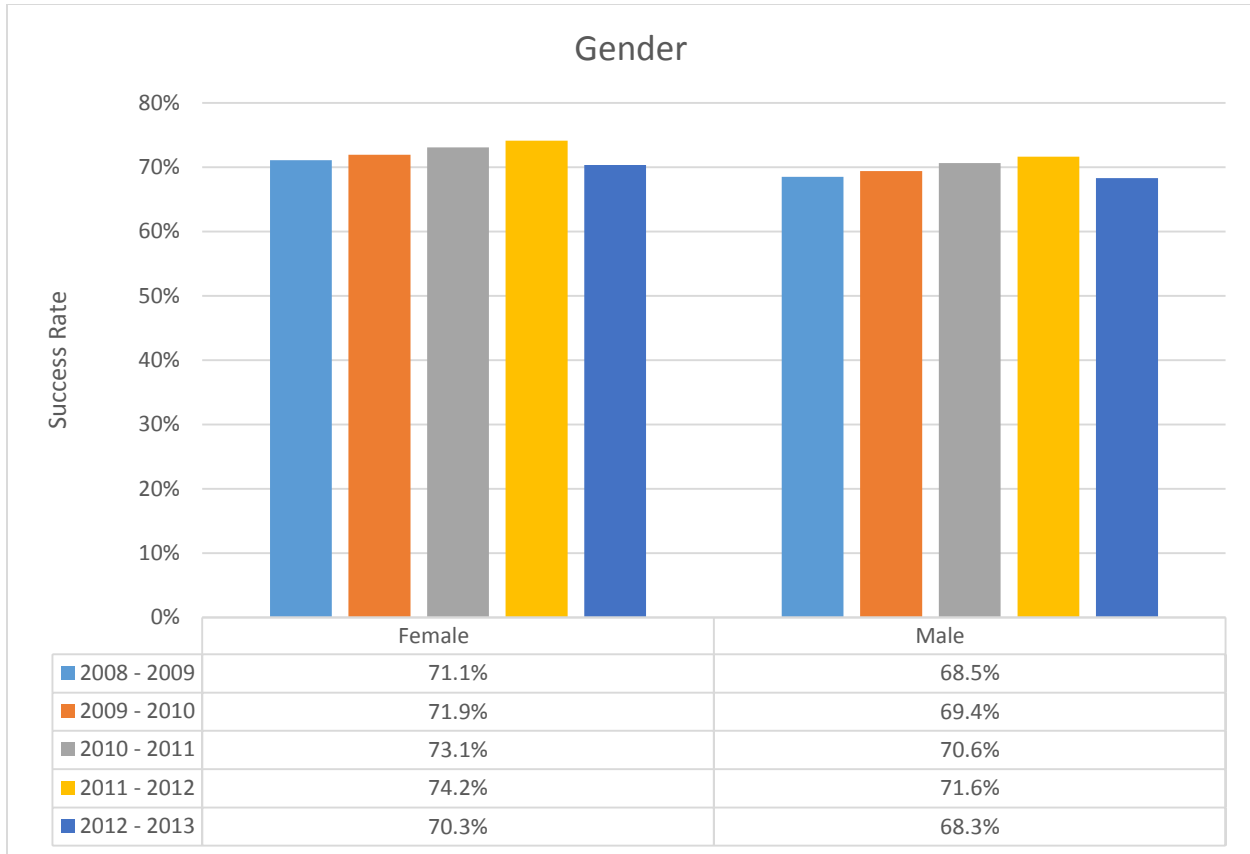


The graph above reflects the course success rate of enrollment attempts in courses offered at various times of day, as well as during the weekend and via distance education. The rates tend to be lower for online courses and higher for weekend courses. Note that definitions for each of these categories can be found in the enrollment section of the report (page 5).

Attendance Time	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Morning	64,899	44,588	66,957	47,220	64,992	46,507	59,050	42,728	59,008	40,559
Afternoon	44,178	30,719	46,373	32,894	46,513	33,797	43,662	32,046	46,048	32,445
Evening	43,830	31,546	45,455	33,491	41,644	30,750	36,984	27,646	36,874	26,231
Weekend	5,323	4,006	4,746	3,727	3,675	3,014	2,134	1,734	1,901	1,508
Online	19,525	13,316	22,761	15,433	25,076	17,435	23,182	16,438	25,453	16,430

\*Note that the Training Center data has been excluded from this breakout.

## Gender: Course Success Rates

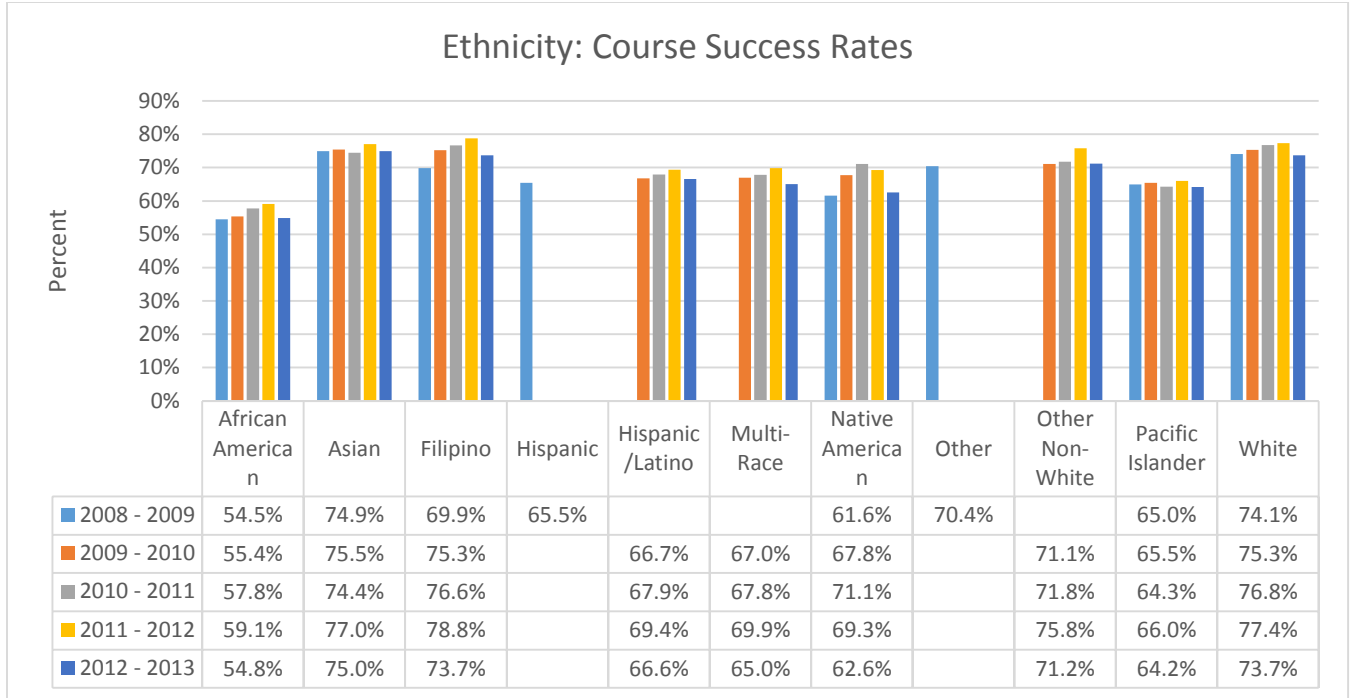


The following graph and table compare course success rates by gender. Note that Sacramento Regional Public Safety Training Center and Apprenticeship courses have been excluded from this comparison due to the disproportionately large amount of males enrolling in these courses as well as the disproportionately high course success rates for these courses. As noted on page 27, the decline in 2012-13 course success rates is to some degree due to an increase in student drops (W grade) which resulted from the drop without a “W” notation deadline occurring one week earlier in the semester. While current success rates are among the lowest reported over this five year time slice, the gap between female and male students has narrowed in recent years.

Gender	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Female	104,938	74,621	106,816	76,854	101,932	74,496	91,420	67,788	91,820	64,594
Male	73,727	50,505	79,417	55,108	75,326	53,206	70,009	50,145	72,213	49,328
No Record	32	29	87	87	17	16	1	1	155	155
Unknown	2,171	1,464	2,295	1,550	2,013	1,472	1,909	1,327	2,130	1,358
<b>Grand Total</b>	<b>180,868</b>	<b>126,619</b>	<b>188,615</b>	<b>133,599</b>	<b>179,288</b>	<b>129,190</b>	<b>163,339</b>	<b>119,261</b>	<b>166,318</b>	<b>115,435</b>

\*Note that the Training Center data has been excluded from this breakout.

## Ethnicity: Course Success Rates



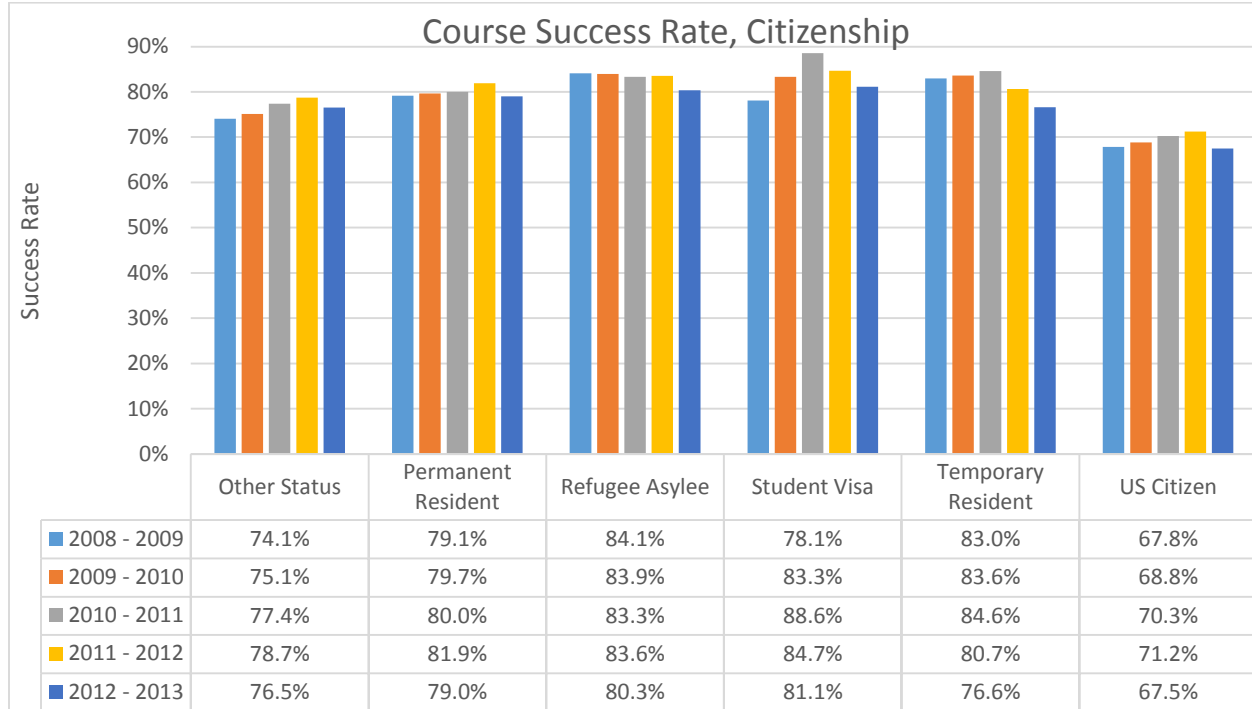
The graph above compares course success rates by ethnicities.

Note: The Sacramento Regional Public Safety Training Center and Apprenticeship courses have been excluded from this comparison. See notation on previous page concerning course success rate declines for 2012-13. A federal race/ethnicity mandate implemented throughout the Los Rios District in 2009-10 explains the discontinuity of Hispanic, Other, and Multi-Race groupings.

Ethnicity	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
African American	21,323	11,620	19,339	10,706	18,017	10,413	16,836	9,947	18,625	10,213
Asian	18,149	13,595	15,467	11,673	13,750	10,235	12,372	9,528	14,761	11,068
Filipino	4,430	3,095	3,593	2,704	3,126	2,396	2,847	2,243	3,227	2,379
Hispanic	23,090	15,118								
Hispanic/Latino			29,528	19,708	28,852	19,599	27,557	19,122	30,536	20,340
Multi-Race			8,180	5,479	8,629	5,850	8,835	6,173	10,820	7,035
Native American	2,631	1,620	1,810	1,227	1,569	1,115	1,352	937	1,296	811
No Record			88	88	17	16	2	2	181	181
Other	17,092	12,041								
Other Non-White			3,448	2,450	2,867	2,058	2,413	1,829	2,119	1,508
Pacific Islander	2,174	1,413	1,922	1,258	1,786	1,149	1,473	972	1,639	1,052
Unknown			16,682	11,618	18,437	13,242	17,621	12,791	3,946	2,560
White	91,945	68,096	88,558	66,693	82,236	63,122	72,031	55,720	79,199	58,331
<b>Grand Total</b>	<b>180,834</b>	<b>126,598</b>	<b>188,615</b>	<b>133,604</b>	<b>179,286</b>	<b>129,195</b>	<b>163,339</b>	<b>119,264</b>	<b>166,349</b>	<b>115,478</b>

\*Note that the Training Center data has been excluded from this breakout.

## Citizenship: Course Success Rates

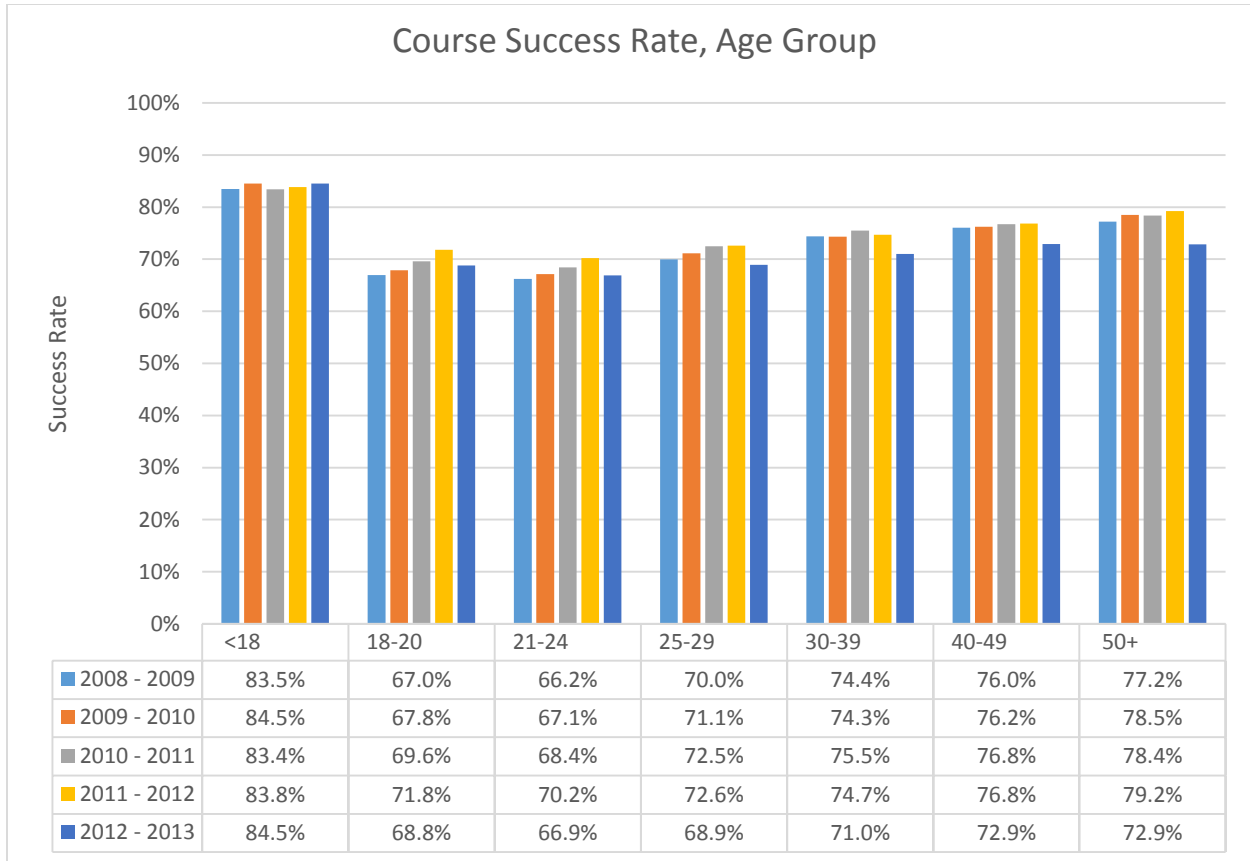


The graph above compares course success rates by citizenship group. The U.S Citizen group has the lowest course success rates of all citizenship groups. The non U.S. Citizen group represented 16.4% of the total student population in 2012-13, a decline from 18.3% in 2008-09.

Citizenship	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Other Status	2,967	2,198	2,950	2,216	3,014	2,333	2,851	2,244	3,109	2,379
Permanent Resident	21,311	16,863	21,951	17,487	21,017	16,810	18,173	14,888	18,215	14,389
Refugee Asylee	5,328	4,482	5,090	4,273	4,904	4,085	3,839	3,208	3,572	2,870
Student Visa	749	585	515	429	367	325	209	177	127	103
Temporary Resident	886	735	780	652	741	627	600	484	700	536
US Citizen	147,691	100,141	155,373	106,971	147,623	103,720	136,238	97,055	139,024	93,867
No Record	1,492	1,263	1,518	1,234	1,102	899	987	850	1,200	1,024
Unknown	444	352	438	337	520	391	442	355	371	267

\*Note that the Training Center data has been excluded from this breakout.

## Age Group: Course Success Rates

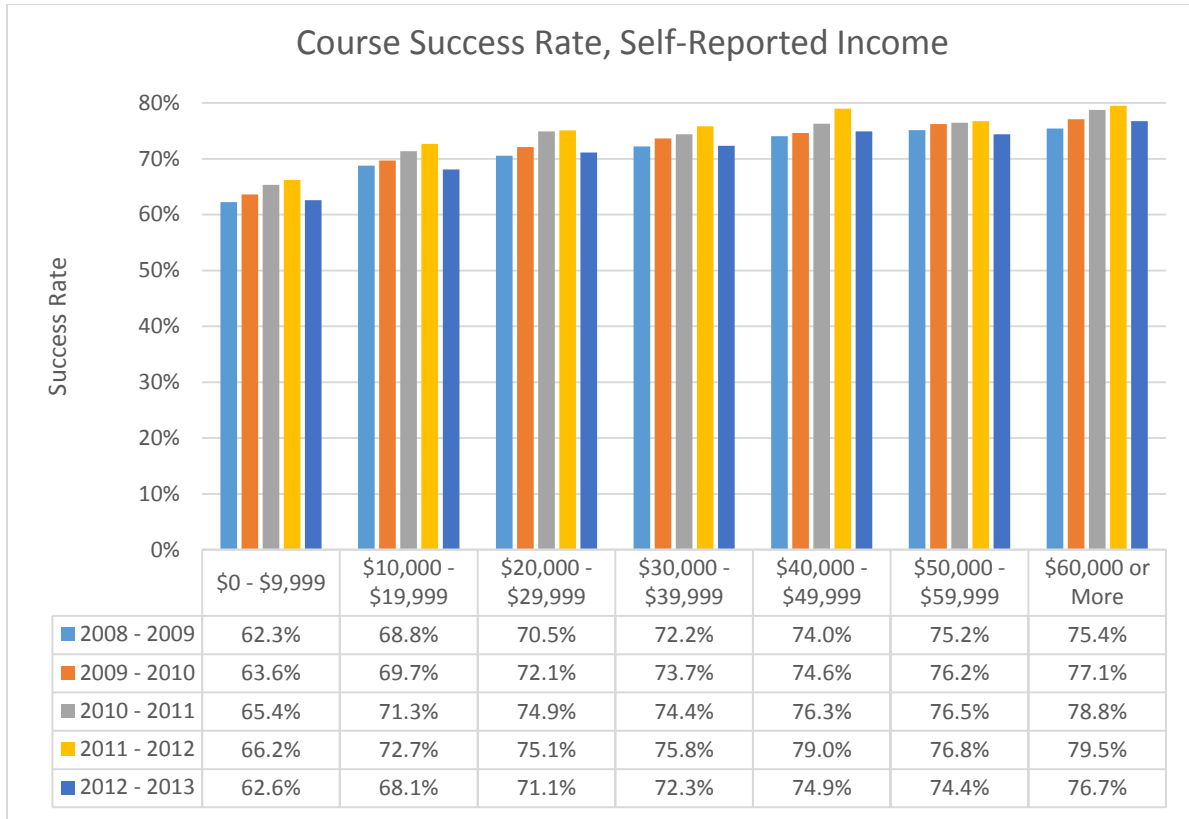


The graph above compares course success rates by age group. It should be noted that students in the under 18 year old group are typically high school students concurrently enrolled in no more than two ARC courses (Advanced Ed program). Historically, these students have very high course success rates and this age group is one of only three age groups shown here that posted a success rate gain between 2008-09 and 2012-13.

Age Group	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<18	3,261	2,722	2,822	2,386	1,816	1,515	1,355	1,136	1,298	1,097
18-20	56,629	37,928	57,491	39,006	53,028	36,908	48,343	34,729	48,458	33,329
21-24	41,867	27,722	42,468	28,502	41,055	28,085	38,697	27,175	42,080	28,161
25-29	26,889	18,809	29,252	20,806	28,034	20,325	25,264	18,340	25,752	17,746
30-39	25,049	18,640	27,371	20,346	26,653	20,129	25,084	18,737	24,459	17,368
40-49	15,956	12,130	17,323	13,204	16,767	12,869	14,238	10,938	13,514	9,854
50+	11,185	8,639	11,801	9,262	11,918	9,343	10,357	8,205	10,602	7,725
No Record	32	29	87	87	17	16	1	1	155	155
<b>Grand Total</b>	<b>180,868</b>	<b>126,619</b>	<b>188,615</b>	<b>133,599</b>	<b>179,288</b>	<b>129,190</b>	<b>163,339</b>	<b>119,261</b>	<b>166,318</b>	<b>115,435</b>

\*Note that the Training Center data has been excluded from this breakout.

## Self-Reported Income: Course Success Rates



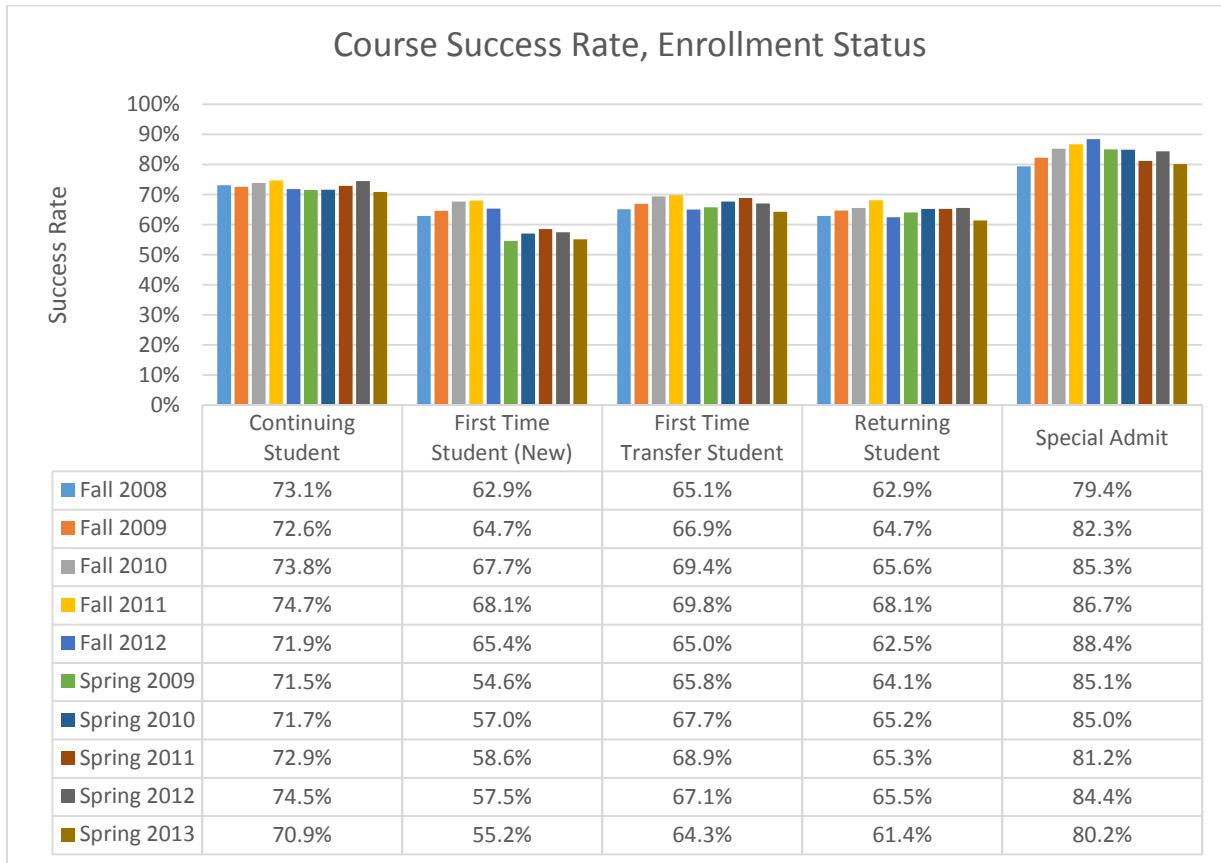
The graph above compares the course success rates by self-reported income group (irrespective of household size), and reflects a strong positive correlation between the two. For 2012-13, the average course success rate of students with family incomes of less than \$30k is 65.9%, versus 75.0% for students with family incomes of \$30k or more, a differential of 9.1 percentage points.

The table below reflects the number of overall enrollments and successful enrollments of students at any given family income level, by academic year. It should be noted that during this five year time series, the number of students earning less than \$10k has *increased* 27.8%, despite the college's overall enrollment *decline* of 17.6% over this same time period.

Income	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
\$0 - \$9,999	39,283	24,460	47,938	30,505	50,652	33,102	48,505	32,121	50,186	31,415
\$10,000 - \$19,999	32,590	22,408	34,106	23,761	32,754	23,365	29,438	21,389	29,897	20,350
\$20,000 - \$29,999	21,333	15,050	22,058	15,910	21,836	16,360	19,931	14,959	19,999	14,226
\$30,000 - \$39,999	16,287	11,761	15,957	11,756	14,724	10,954	13,420	10,175	13,750	9,946
\$40,000 - \$49,999	5,818	4,307	6,197	4,625	5,803	4,427	5,005	3,952	5,306	3,974
\$50,000 - \$59,999	7,909	5,944	7,532	5,740	6,781	5,186	6,179	4,743	6,428	4,783
\$60,000 or More	28,669	21,623	28,095	21,659	24,855	19,577	22,548	17,929	22,771	17,472
No Record	84	73	133	126	26	24	41	39	155	155
Not Indicated	28,895	20,993	26,599	19,517	21,857	16,195	18,272	13,954	17,826	13,114

\*Note that the Training Center data has been excluded from this breakout.

## Enrollment Status: Course Success Rates

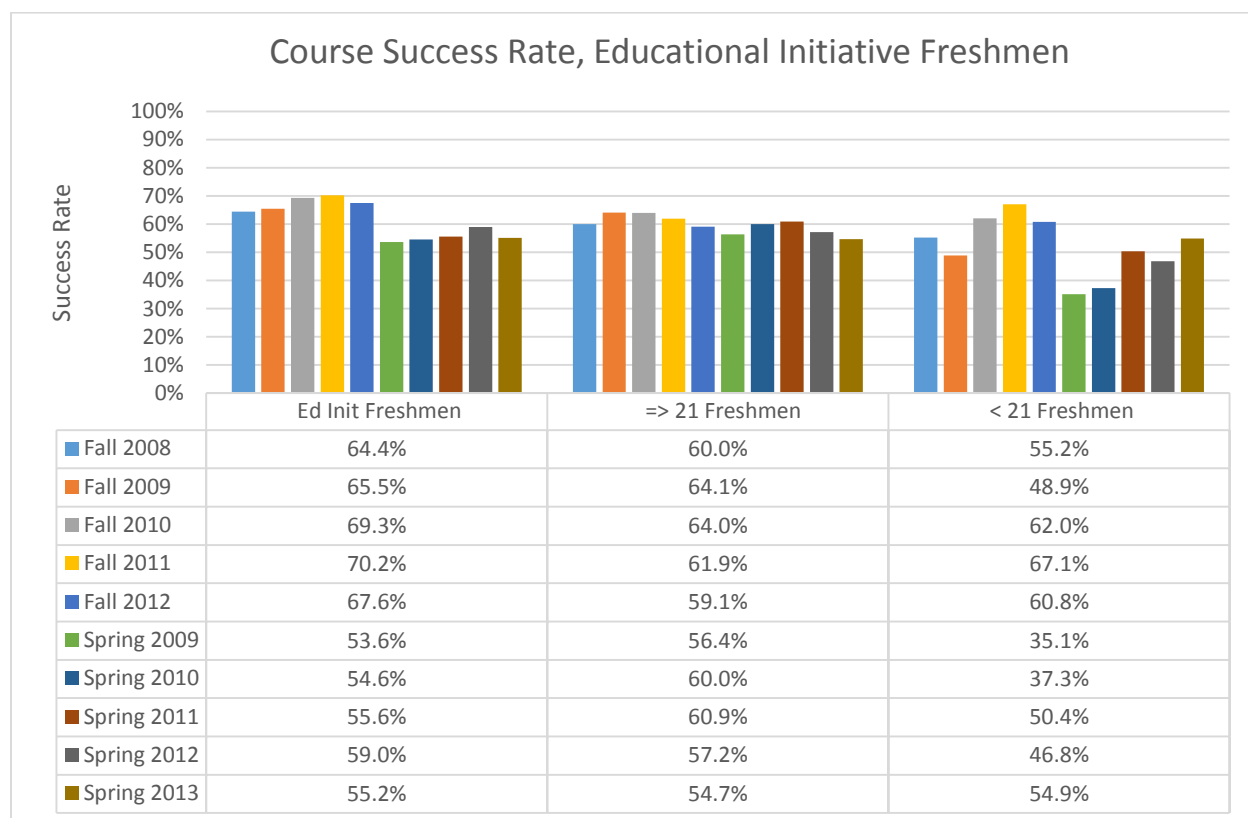


The success rates shown above illustrate differences across different enrollment status groups. Please see page 13 of this report for definitions of these five groupings.

Enrollment Status	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Continuing Student	41,910	30,651	46,966	34,117	46,714	34,487	45,919	34,311	46,923	33,724
First Time Student (New)	16,110	10,131	15,814	10,226	13,340	9,027	11,629	7,916	12,041	7,876
Returning Student	11,787	7,416	11,454	7,410	9,768	6,403	8,602	5,858	9,496	5,935
First Time Transfer Student	9,731	6,337	10,016	6,702	8,726	6,054	7,028	4,907	7,704	5,009
Special Admit	671	533	575	473	373	318	181	157	216	191
No Record	6	5	37	33	8	8			16	16

Enrollment Status	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Continuing Student	57,475	41,107	61,369	43,984	60,472	44,085	55,679	41,498	58,002	41,119
First Time Student (New)	6,202	3,389	5,609	3,198	5,264	3,084	5,204	2,992	4,955	2,733
Returning Student	10,009	6,419	8,894	5,803	8,636	5,636	8,145	5,338	8,179	5,024
First Time Transfer Student	7,976	5,245	7,324	4,961	6,297	4,337	6,110	4,101	6,397	4,113
Special Admit	711	605	533	453	314	255	167	141	212	170
No Record	68	58	74	73	5	4			133	133

## Educational Initiative Freshmen Groups: Course Success Rates

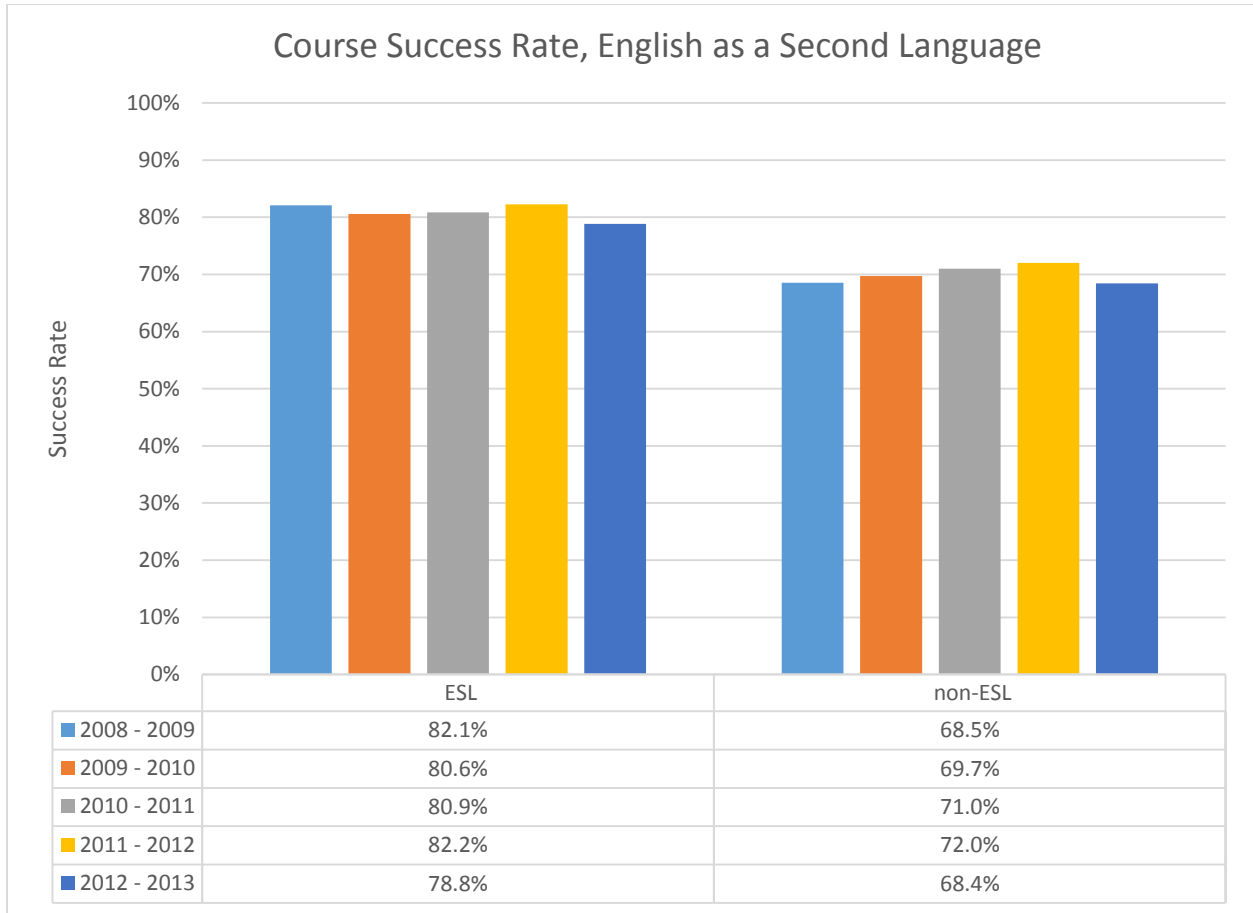


The graph above and the table below show the success rates and the counts for the three cohorts of freshmen. The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen under the age of 21 years that have achieved a high school degree or equivalency. As a result, ARC developed beginning in 2006-07 numerous support activities for these students and at that point committed to tracking the performance of this group over time. Refer to page 14 for definitions of these freshmen groupings.

Semester	Ed Initiative		=> 21 Freshmen		< 21 Freshmen	
	Enrollments	Success	Enrollments	Success	Enrollments	Success
Fall 2008	10,391	6,691	4,265	2,558	1,123	620
Fall 2009	10,142	6,644	4,483	2,873	810	396
Fall 2010	8,186	5,672	3,774	2,416	993	616
Fall 2011	7,396	5,194	3,029	1,875	981	658
Fall 2012	8,359	5,648	3,058	1,808	464	282
Spring 2009	2,519	1,351	3,179	1,794	336	118
Spring 2010	2,312	1,262	2,881	1,728	303	113
Spring 2011	2,080	1,157	2,854	1,738	268	135
Spring 2012	2,345	1,383	2,555	1,461	284	133
Spring 2013	2,261	1,247	2,483	1,357	162	89
Summer 2008	832	684	603	467	107	83
Summer 2009	844	707	519	392	80	58
Summer 2010	655	538	544	420	99	72
Summer 2011	610	549	216	165	107	90
Summer 2012	506	460	141	96	47	44



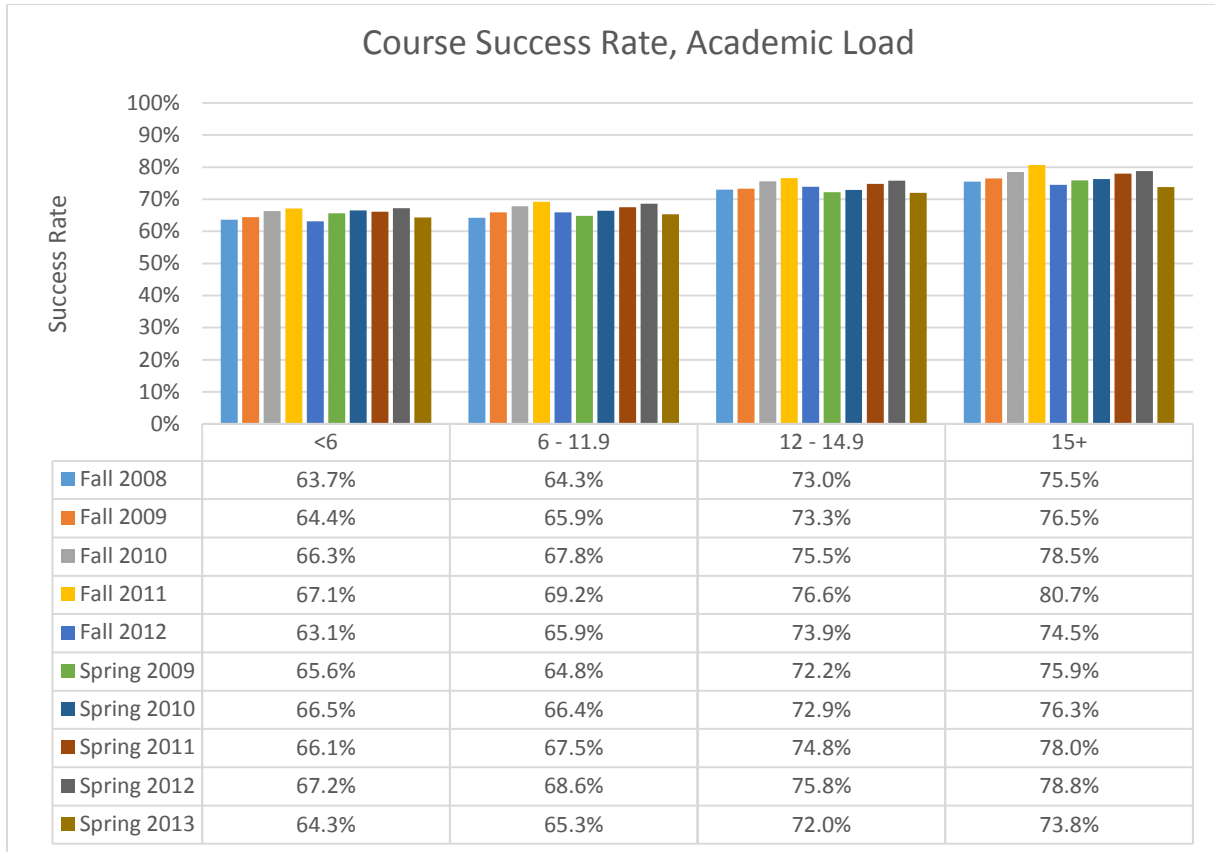
## English as a Second Language (ESL): Course Success Rates



The graph above and the table below show the success rates and the actual counts for ESL and non-ESL students. For the past five years, ESL students (English as a Second Language) have demonstrated higher success rates when compared to the general population. For this report, ESL students are defined as having completed at least one ESL courses at ARC.

Academic Year	Enrollments ESL	Successful ESL	Enrollments non-ESL	Successful non-ESL
2008 - 2009	19,459	15,978	161,409	110,641
2009 - 2010	19,690	15,870	168,925	117,729
2010 - 2011	19,204	15,527	160,084	113,663
2011 - 2012	16,125	13,262	147,214	105,999
2012 - 2013	15,955	12,579	150,363	102,856
<b>Grand Total</b>	<b>90,433</b>	<b>73,216</b>	<b>787,995</b>	<b>550,888</b>

## Academic Load: Course Success Rates

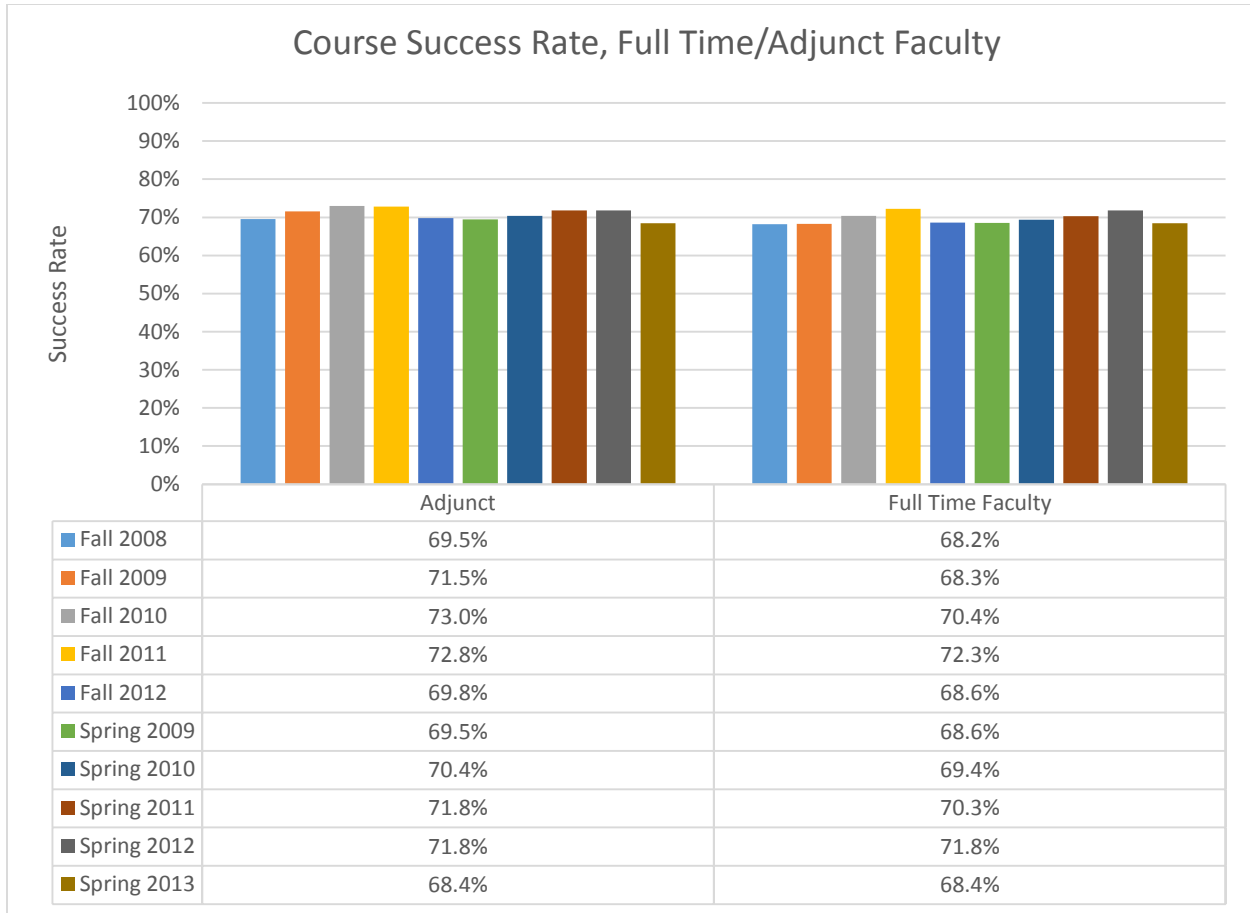


The graph above compares course success rates by unit load which reflects the number of units students attempted, rather than completed. The rates shown here reflect a fairly strong correlation between units attempted and course success rate. That is, the more units attempted, the higher the course success rate.

Unit Load	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<6	13,557	8,632	13,725	8,840	12,677	8,404	11,417	7,660	11,903	7,515
6 - 11.9	28,385	18,243	31,710	20,892	31,051	21,063	30,582	21,152	30,972	20,414
12 - 14.9	27,566	20,115	29,186	21,393	27,108	20,478	23,428	17,937	24,806	18,327
15+	10,707	8,083	10,241	7,836	8,093	6,352	7,932	6,400	8,715	6,495

Unit Load	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<6	14,553	9,543	14,051	9,343	12,497	8,262	11,854	7,964	11,780	7,578
6 - 11.9	29,519	19,128	31,913	21,182	32,848	22,177	31,174	21,374	30,950	20,207
12 - 14.9	26,466	19,113	27,167	19,807	26,191	19,587	23,507	17,819	24,643	17,751
15+	11,903	9,039	10,672	8,140	9,452	7,375	8,770	6,913	10,505	7,756

## Full-time/Adjunct Faculty: Course Success Rates

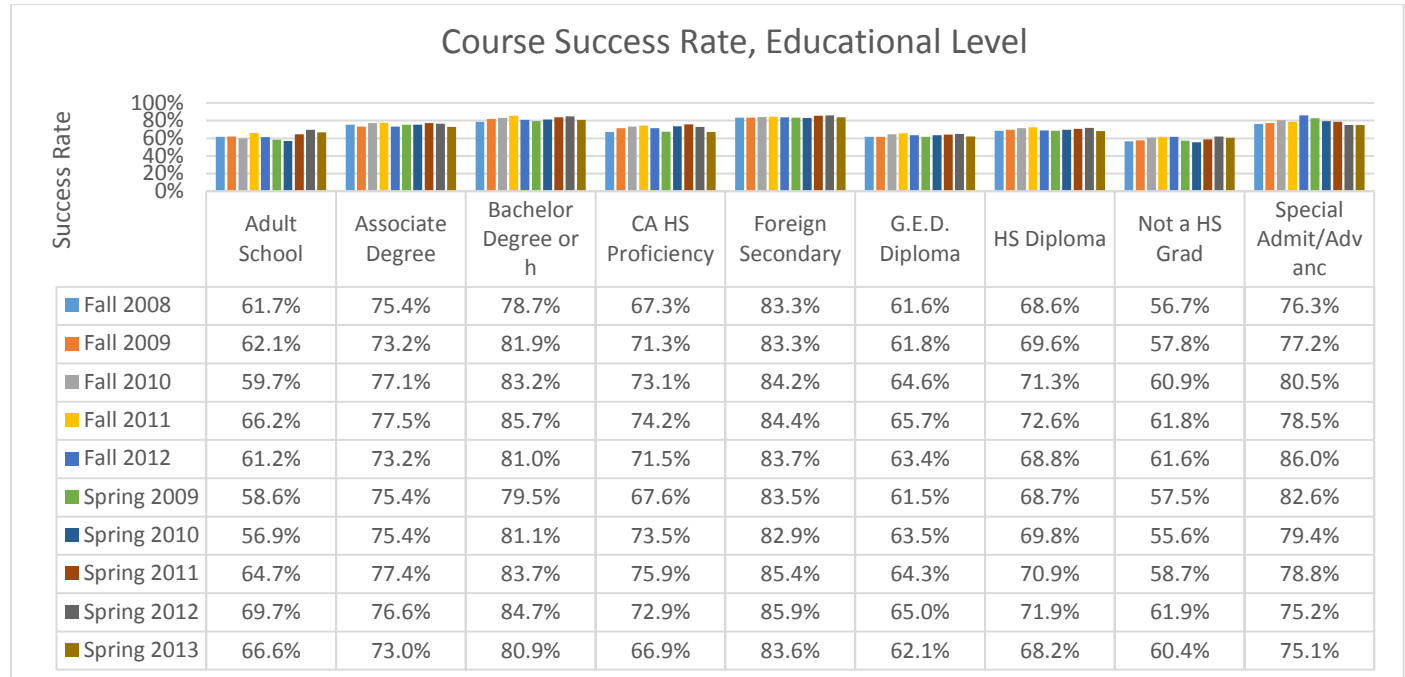


The graph above and the table below show the success rates and the counts for classes taught by both full time and adjunct faculty. There are no appreciable differences in course success rates for courses taught by full-time or adjunct faculty.

Enrollment Status	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adjunct	28,549	19,844	30,651	21,924	27,503	20,076	23,988	17,470	26,066	18,202
Full Time Faculty	51,666	35,229	54,152	36,989	51,382	36,181	49,293	35,617	50,317	34,536
Unknown			59	48	44	40	78	62	13	13

Enrollment Status	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adjunct	30,059	20,889	29,910	21,052	29,246	21,005	25,036	17,971	26,618	18,215
Full Time Faculty	52,267	35,838	53,753	37,288	51,654	36,310	50,211	36,051	51,243	35,060
Unknown	115	96	140	132	88	86	58	48	17	17

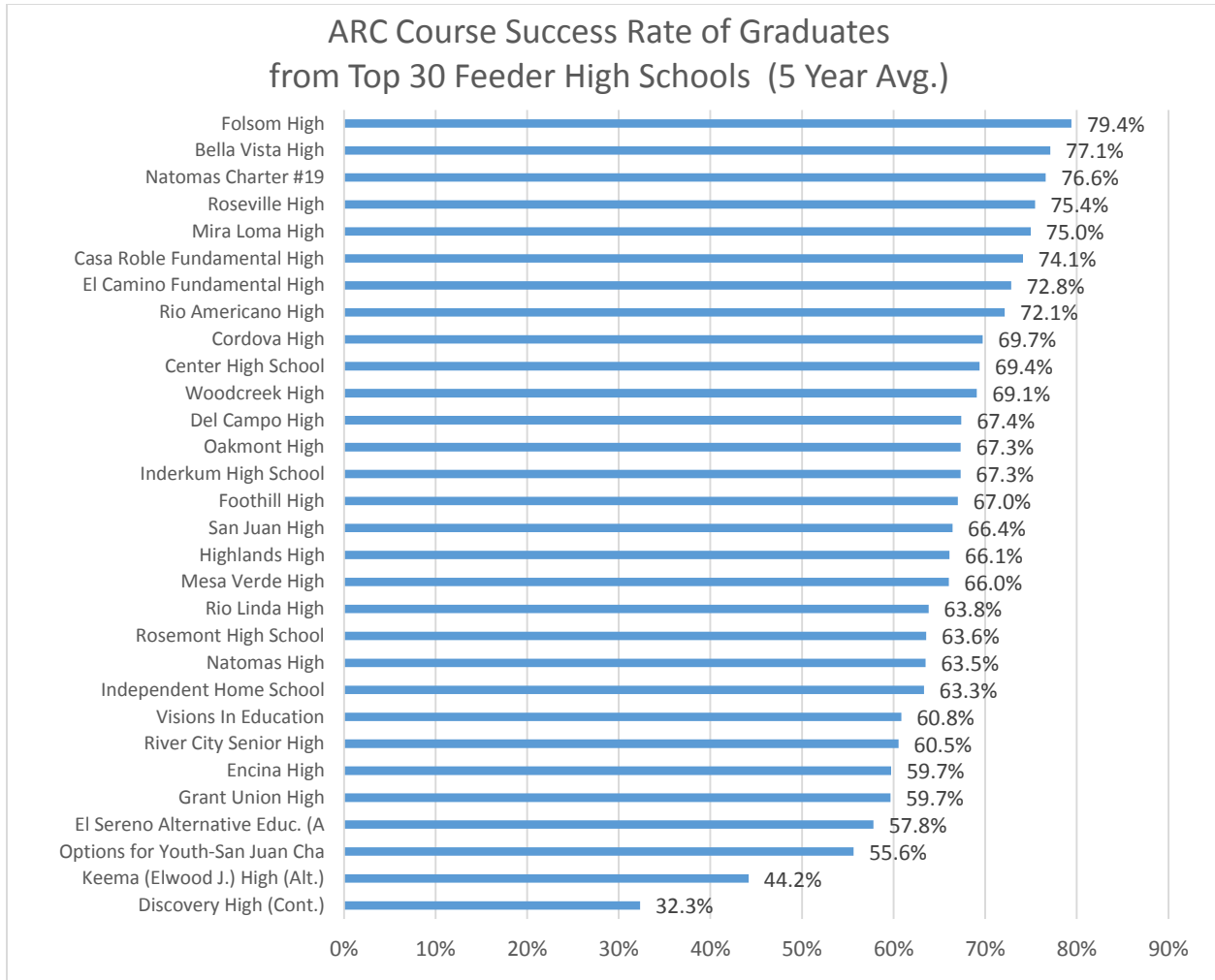
## Educational Level: Course Success Rates



Distinct differences are seen across the Educational Level categories. Of note is the Foreign Secondary group, which has the most stable success rate over the five years, as well as the only category whose success rate is over 80% for all semesters listed.

Educational Level	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adult School	360	222	536	333	417	249	393	260	366	224
Associate Degree	2,697	2,034	2,866	2,099	2,635	2,031	2,241	1,736	2,279	1,669
Bachelor Degree or higher	4,066	3,201	4,286	3,511	3,673	3,056	3,285	2,815	3,241	2,626
CA HS Proficiency	868	584	893	637	729	533	671	498	757	541
Foreign Secondary	2,666	2,220	2,332	1,943	1,921	1,617	1,636	1,381	1,660	1,390
G.E.D. Diploma	5,530	3,408	6,399	3,957	6,018	3,885	5,766	3,790	5,878	3,728
HS Diploma	58,302	39,996	62,001	43,126	58,679	41,859	54,694	39,715	57,694	39,706
Not a HS Grad	4,851	2,749	4,747	2,743	4,237	2,579	4,249	2,624	4,039	2,488
Special Admit/Advanc	792	604	684	528	487	392	298	234	314	270
Unknown	83	55	118	84	133	96	126	96	168	109
Educational Level	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adult School	420	246	489	278	456	295	386	269	347	231
Associate Degree	2,868	2,162	2,823	2,128	2,632	2,036	2,203	1,687	2,256	1,646
Bachelor Degree or higher	4,545	3,613	4,384	3,555	3,730	3,122	3,424	2,901	3,295	2,666
CA HS Proficiency	907	613	920	676	816	619	761	555	732	490
Foreign Secondary	2,696	2,251	2,341	1,941	1,993	1,702	1,705	1,465	1,765	1,476
G.E.D. Diploma	6,169	3,797	6,318	4,010	6,603	4,247	6,062	3,941	6,069	3,766
HS Diploma	59,169	40,656	61,262	42,766	59,698	42,303	56,042	40,273	59,009	40,239
Not a HS Grad	4,685	2,692	4,462	2,480	4,493	2,639	4,287	2,653	3,799	2,296
Special Admit/Advanc	832	687	637	506	438	345	278	209	313	235
Unknown	150	106	167	132	129	93	157	117	293	247

## Top 30 Feeder High Schools: Course Success Rates

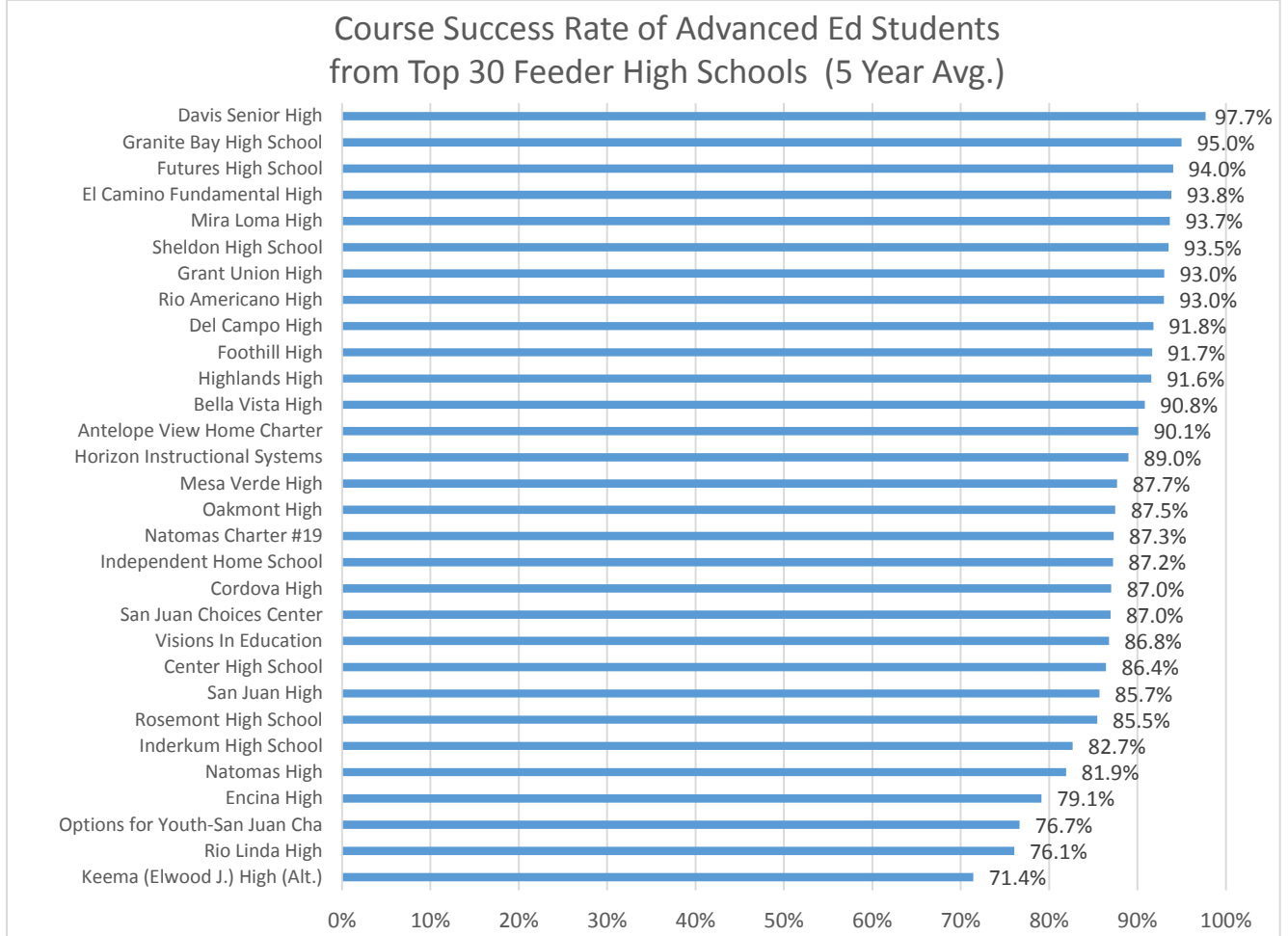


The graph above shows the top 30 high schools ranked by course success rate. Rates reflect the overall course success rate of students attending ARC from a given high school over a five year period. The table shown below is sorted in descending order on the total number of enrollments generated from students having transitioned to ARC from a given high school during the last five years ('5yr Enrolls' column).

High School	5 yr Enrls	5 yr Success
El Camino Fundamental High	2,539	1,893
Del Campo High	2,451	1,652
Mira Loma High	2,445	1,833
Rio Linda High	2,432	1,552
Inderkum High School	2,264	1,524
Visions In Education	2,242	1,364
Rio Americano High	2,060	1,486
Center High School	1,908	1,324
Grant Union High	1,726	1,030
Foothill High	1,655	1,109
Bella Vista High	1,565	1,207
Cordova High	1,444	1,007
Natomas High	1,268	805
Mesa Verde High	1,066	704
Oakmont High	1,022	688

Independent Home School	1,017	644
Highlands High	1,009	667
San Juan High	1,007	669
Rosemont High School	925	588
Options for Youth-San Juan Ch	859	478
Casa Roble Fundamental High	850	630
Keema (Elwood J.) High (Alt.)	763	337
Encina High	755	451
Woodcreek High	673	465
Roseville High	668	504
Natomas Charter #19	560	429
Folsom High	486	386
El Sereno Alternative Educ. (A	448	259
River City Senior High	332	201
Discovery High (Cont.)	266	86

## Top 30 High Schools for Advanced Ed. Students: Course Success Rates



The graph above shows the top 30 high schools ranked by course success rate. Rates reflect the overall course success rate of Advanced Ed (concurrently enrolled high school) students attending ARC from a given high school over a five year period. The table shown below is sorted in descending order on the total number of enrollments generated from students having transitioned to ARC from a given high school during the last five years ('5yr Enrolls' column).

High School	5yr Enrolls	5yr Success
Visions In Education	643	558
Natomas High	354	290
Mira Loma High	332	311
Inderkum High School	306	253
Rio Americano High	300	279
Independent Home School	243	212
Encina High	235	186
Center High School	214	185
Foothill High	192	176
Sheldon High School	170	159
Futures High School	151	142
El Camino Fundamental High	146	137
Horizon Instructional Systems	127	113
Natomas Charter #19	126	110

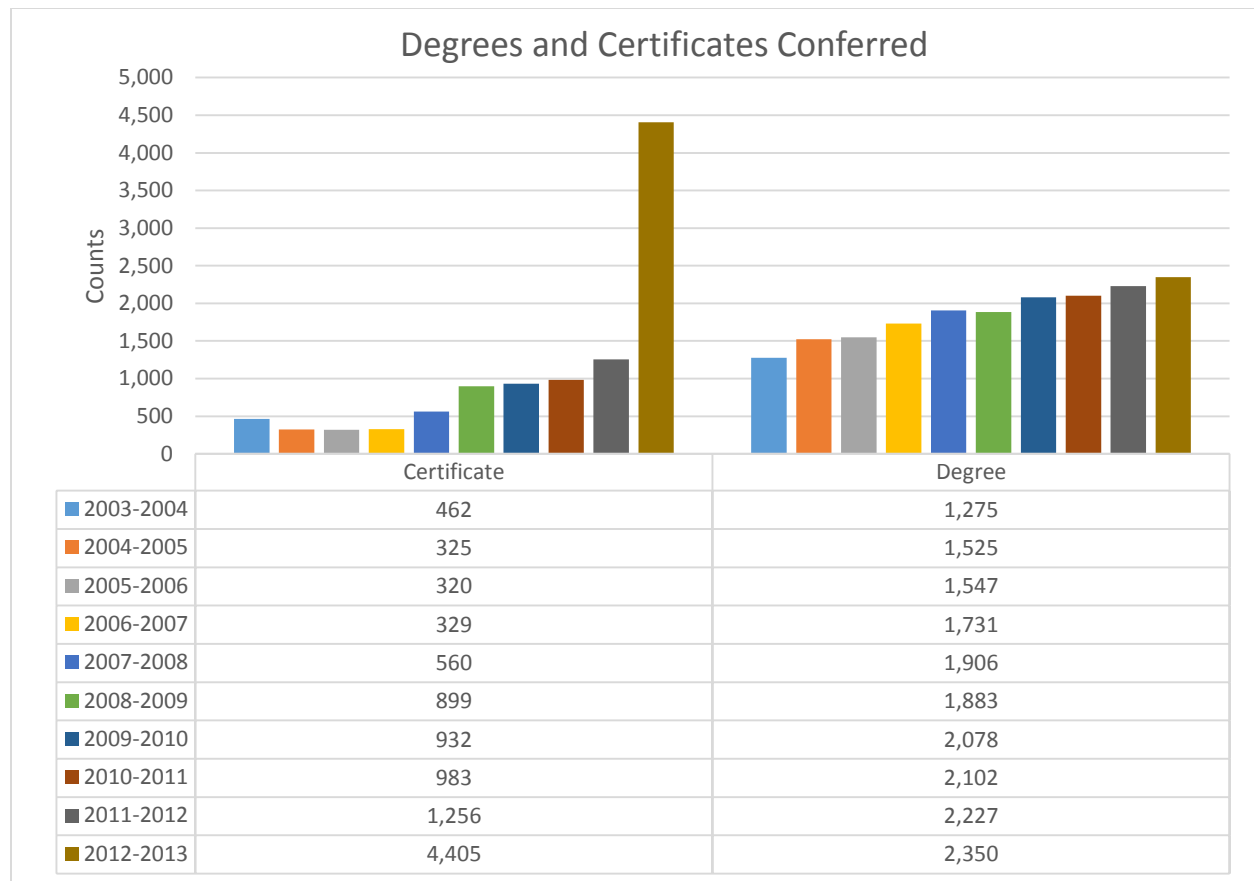
Del Campo High	122	112
Bella Vista High	120	109
Antelope View Home Charter	111	100
Highlands High	95	87
Grant Union High	86	80
Rio Linda High	71	54
San Juan Choices Center	69	60
Mesa Verde High	65	57
San Juan High	63	54
Options for Youth-San Juan Cha	60	46
Granite Bay High School	60	57
Keema (Elwood J.) High (Alt.)	56	40
Rosemont High School	55	47
Cordova High	54	47
Oakmont High	48	42
Davis Senior High	44	43

## **ARC Awards and Transfers**

Traditional measures of an academic institution's outcomes includes the number of awards conferred and the number of transfers to four year institutions. This section of the KEI report provides longitudinal trends of certificates, AA and AS Degrees, and transfers, the former two of which are disaggregated by demography.

Because 12 unit Chancellor Approved certificates are now reflected as legitimate outcomes in the State Chancellor's Office Scorecard, ARC's recent increases in the number of 12 to 18 unit awards conferred will result in improved Scorecard performance.

## Degrees and Certificates for ARC



The graph above reflects total awards conferred at ARC, including those of less than 18 units as well as those not having State Chancellor’s Office approval. The number of AA/AS degrees awarded during the last 10 years has increased 84%, and 23% over just the last five years despite consistent enrollment declines since 2008-09. The number of certificates awarded during the last 10 years is in the same time period increased by 853%, most of which is the result of a considerable increase in the number of less than 18 unit non-Chancellor’s Office approved certificates between 2011-12 and 2013-14. The table below disaggregates awards by type and units. (Note that the Scorecard’s Student Progress & Achievement Rate does not take into consideration non-Chancellor’s Office approved certificates.)

Degree or Certificate Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Associate in Arts	990	1,133	1,126	1,277	1,390	1,373	1,497	1,514	1,514	1,609
Associate in Science	285	392	421	454	516	510	581	588	713	741
Certificate 60 or More Units	6	5	7	12	14	5	9	4	5	18
Certificate 30 - 59.99 Units	171	127	133	169	419	432	337	413	405	903
Certificate 18 - 29.99 Units	200	122	127	82	79	94	95	123	265	295
Cert 12-18 Units (Chanc Apprv)						129	91	93	245	325
Cert 6-17.99 Units (No Apprv)	85	71	53	66	48	225	381	331	310	395
Other Credit Award, < 6 units						14	19	19	26	2,469

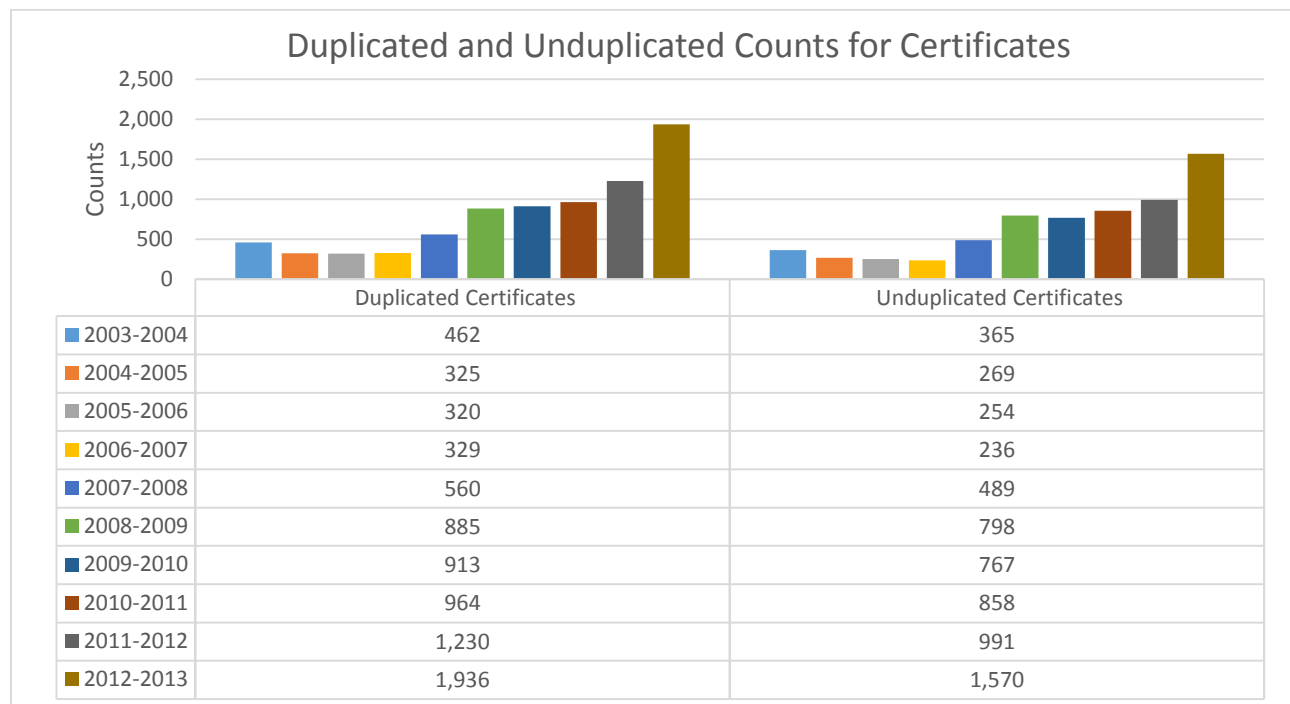
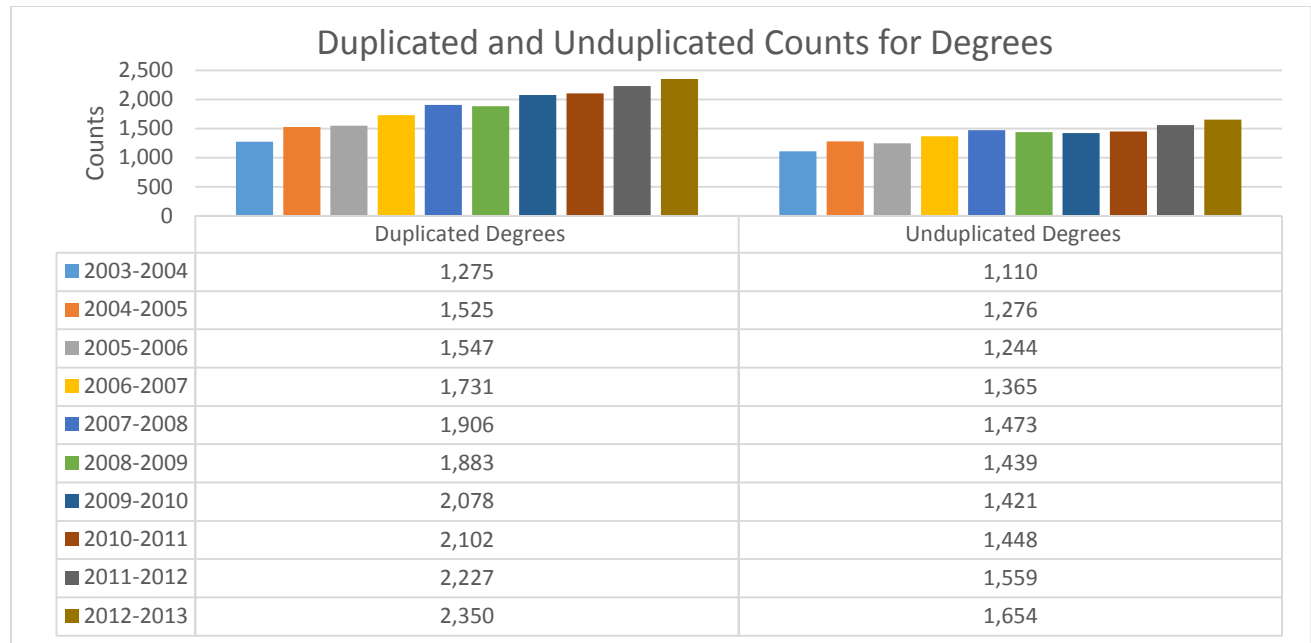


## Degrees and Certificates Awarded Over 10 Years, by Instructional Area

Area AA/AS Degrees	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Apprenticeship	1	1		1	2	3	12	7		3
Behavioral & Social Science	127	175	175	196	221	256	414	518	668	848
Business & Computer Science	155	134	131	129	144	164	175	177	232	225
English	10	13	10	18	12	6	13	20	26	39
Fine & Applied Arts	45	54	67	75	80	78	97	94	114	110
Health & Education	114	190	199	177	193	198	196	195	159	155
Humanities	2	13	21	19	14	22	36	64	64	111
Interdisciplinary - Gen Ed	135	145	145	142	171	155	133	112	91	47
Kinesiology and Athletics	1		1	1				1	5	7
Mathematics	7	5	6	20	10	12	12	19	20	26
Sac Reg Pub Safety Training Center	6	7	19	23	15	14	21	18	21	49
Science & Engineering	631	739	740	885	993	916	913	810	756	662
Technical Education	41	49	33	45	51	59	56	67	71	68
Area Certificates	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Apprenticeship	36	27	11	4	235	307	222	333	157	234
Behavioral & Social Science	68	41	55	54	41	57	79	91	112	55
Business & Computer Science	117	58	66	45	50	136	125	122	133	117
English	1	1	2	2	3	1	3	1		1
Fine & Applied Arts	28	33	36	43	48	55	62	71	122	89
Health & Education	110	105	79	60	57	141	236	130	147	295
Honors Transfer									1	5
Humanities	7	5	8	9	13	9	5	6	7	15
Interdisciplinary - Gen Ed						1	8	8	57	363
Kinesiology and Athletics						4	8	7	8	16
Sac Reg Pub Safety Training Center	5	2	4	8	9	10	7	34	33	2,628
Science & Engineering	13	19	16	13	27	24	16	17	32	22
Technical Education	77	34	43	91	77	154	161	163	447	565

The table above shows the duplicated number of degrees and certificates awarded by each Area over the past 10 years.

## Unduplicated Counts for Student Degrees and Certificates



Over the past ten years, the number of unduplicated degrees (unique students receiving one or more degrees) increased 49%. Though students may earn more than one degree or certificate in a given academic year (duplicated counts, above), it is the unduplicated award count that is used in State Chancellor's Office Scorecard reporting methodology. Over the past 10 years, the number of unduplicated certificates has increased 319%, primarily due to the less than 6 unit awards conferred by ARC's Sacramento Regional Public Safety Training Center.

## Transfer Degrees and Certificates Degrees

Count Degrees	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Non-transfer Degree	1,275	1,525	1,547	1,731	1,906	1,883	2,078	2,102	2,211	2,259
Transfer IGETC CSU									4	10
Transfer CSU GE									12	81
Total Awards	1,275	1,525	1,547	1,731	1,906	1,883	2,078	2,102	2,227	2,350

Percent Degrees	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Non-transfer Degree	100.0%	100.0%	100.0%	99.3%	96.1%
Transfer IGETC CSU	0.0%	0.0%	0.0%	0.2%	0.4%
Transfer CSU GE	0.0%	0.0%	0.0%	0.5%	3.5%

ARC's first transfer degrees were conferred in 2011-2012 and included both Transfer IGETC (Intersegmental General Education Transfer Curriculum) CSU and Transfer CSU GE Degrees. As additional disciplines develop AS-T and AA-T Degrees following the state's transfer model curriculum, the number of these awards is expected to grow considerably. In 2012-2013, Transfer Degrees represented almost 4% of the total degrees awarded.

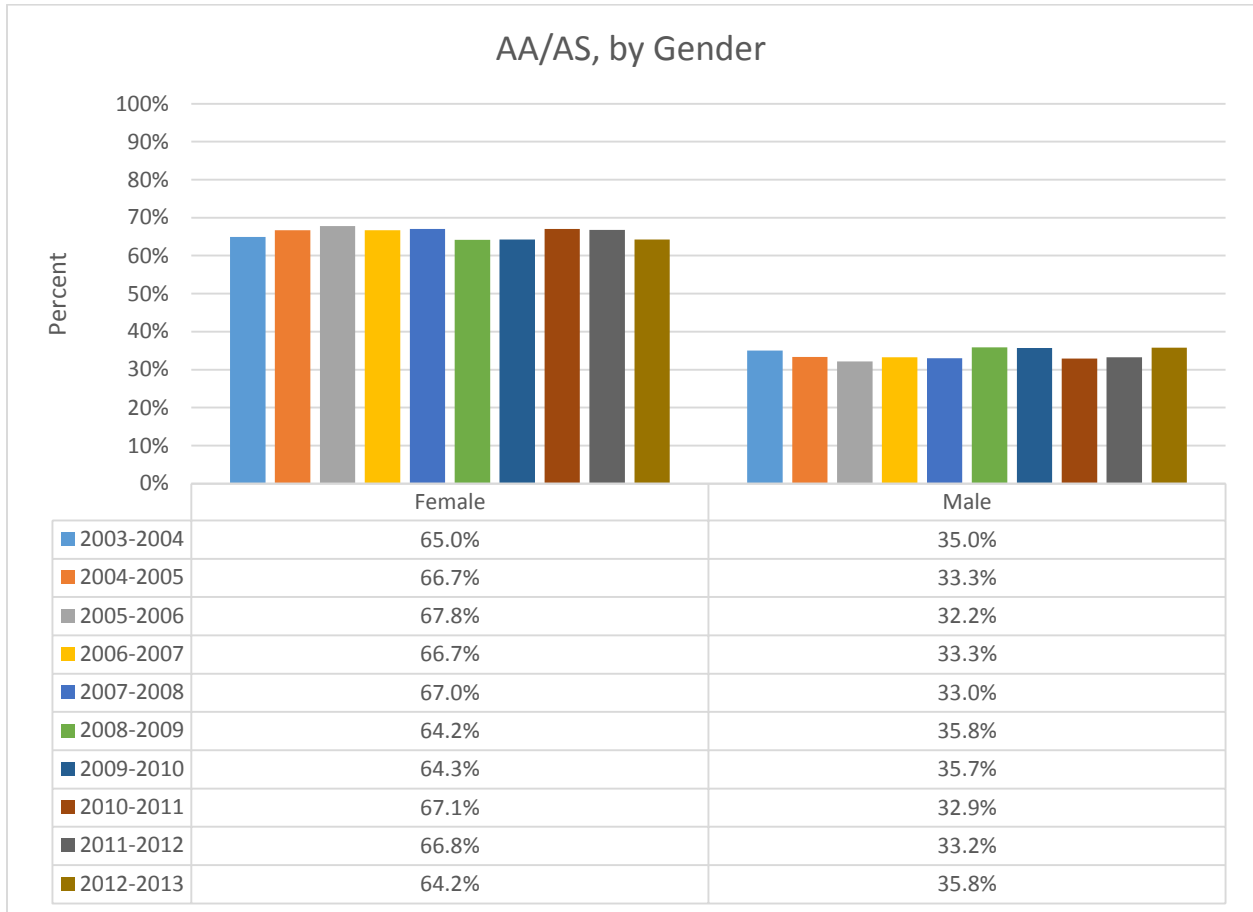
## Certificates

Count Certificates	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Non-transfer Certificate	462	325	320	329	560	884	905	956	1,173	1,573
Transfer IGETC CSU						1	3	1	6	19
Transfer IGETC UC						0	0	1	20	170
Transfer CSU GE						0	5	6	31	174
Total Certificates	462	325	320	329	560	885	913	964	1,230	1,936

Percent Certificates	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Non-transfer Certificate	99.9%	99.1%	99.2%	95.4%	81.2%
Transfer IGETC CSU	0.1%	0.3%	0.1%	0.5%	1.0%
Transfer IGETC UC	0.0%	0.0%	0.1%	1.6%	8.8%
Transfer CSU GE	0.0%	0.6%	0.6%	2.5%	9.0%

The Transfer Certificate is a relatively new award category and includes the Transfer IGETC CSU, IGETC UC, and CSU GE certificates. Students that transfer before completing a degree may be awarded one of these certificates once it is verified that they have completed the IGETC and GE core requirements. In 2012-2013, Transfer Certificates represented nearly 19% of all certificates awarded. Transfer certificates are recognized by the State Chancellor's Office in that they are one of the outcomes (along with degree, transfer, and transfer ready) included in the Scorecard's Student Progression & Achievement Rate (SPAR) reporting methodology.

## AA/AS Degrees by Gender

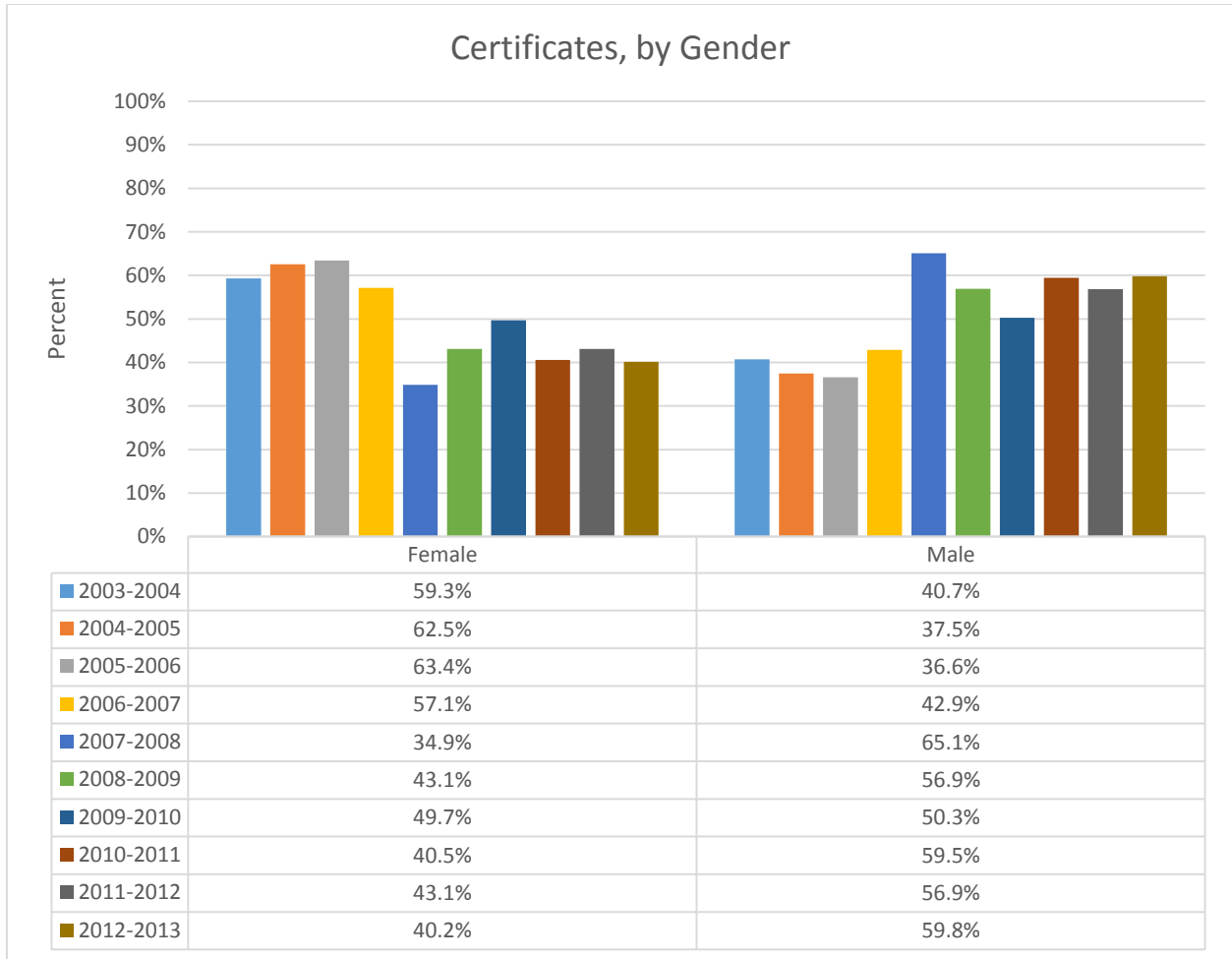


The graph above shows the percentage of degrees earned by female versus male students. This long term trend stands in stark contrast to the gender ratio of the student body which has remained very close to 50:50 over this same time period. Counts of degree earned, by gender, are shown below.

Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	825	1,014	1,043	1,147	1,272	1,200	1,329	1,399	1,471	1,491
Male	445	507	495	572	626	670	739	687	732	831
Unknown*	5	4	9	12	8	13	10	16	24	28

\* Degree proportions for "unknowns" have been excluded from the above graph.

## Certificates by Gender

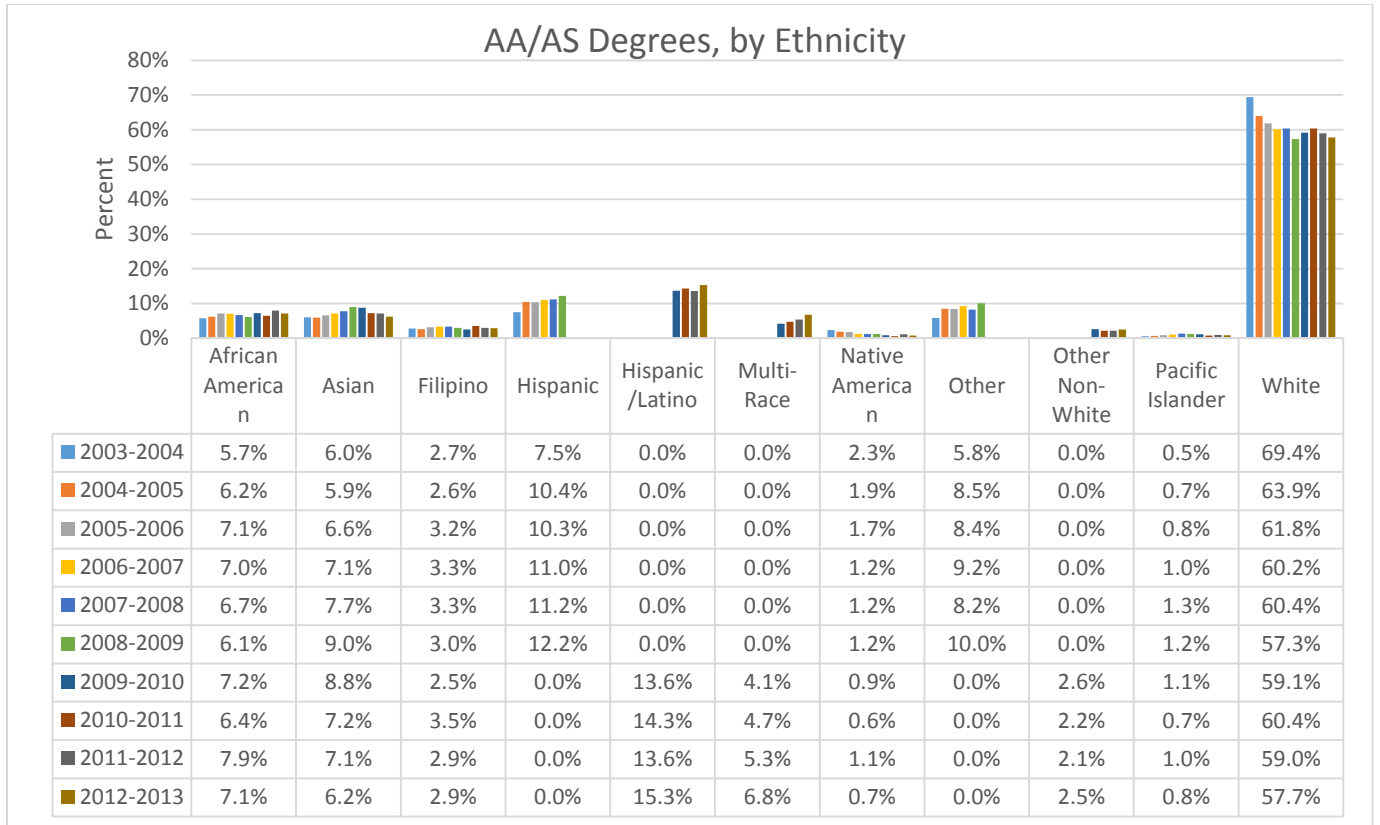


The graph above shows an interesting reversal in the proportion of certificates awarded to one gender over the other. Note that beginning in 2007-08, the majority of certificates earned were awarded to males. Counts of certificates earned, by gender, are shown below.

Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	274	202	201	188	194	378	449	386	524	771
Male	188	121	116	141	362	499	454	566	691	1,149
Unknown*		2	3		4	8	10	12	15	16

\* Certificate proportions for "unknowns" have been excluded from the above graph.

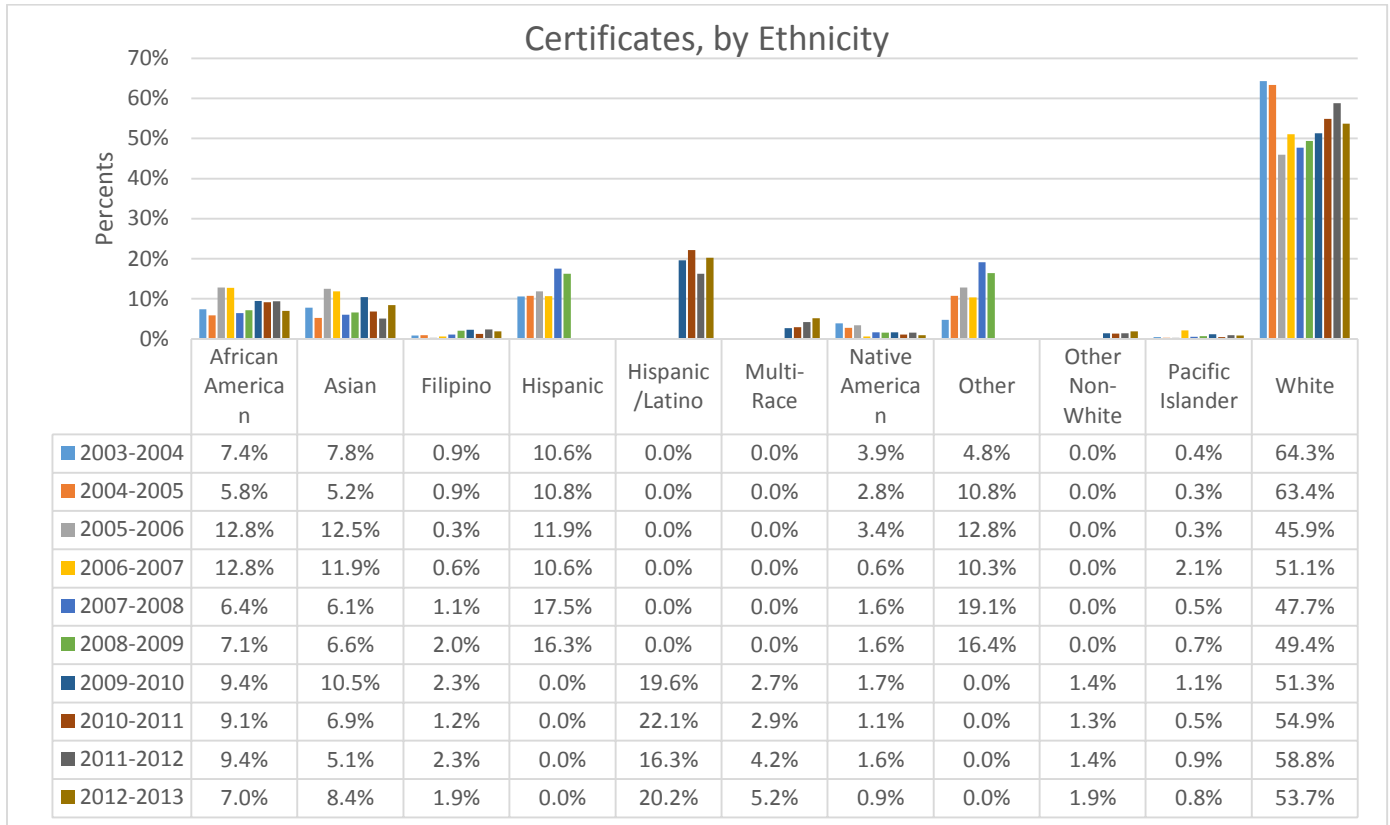
## AA/AS Degrees by Ethnicity



The percentage of degrees awarded to students by ethnicity shown above has shifted somewhat over the past 10 years with a greater proportion being awarded to African American, Hispanic/Latino and Multi-race students. The most significant change shown here is the proportion of degrees awarded to Hispanic/Latino students, a proportion that has more than doubled over this time period. The multi-race category added to the Admissions Application in 2009-10 as a result of a Federal mandate is believed to have impacted the proportions of degrees awarded to non-white groups more so than the proportion awarded to white students.

Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African American	73	94	110	122	127	115	141	127	165	163
Asian	77	90	102	123	147	169	171	143	149	143
Filipino	35	39	49	57	63	56	49	69	61	66
Hispanic	95	159	160	190	213	230				
Hispanic/Latino							266	282	283	352
Multi-Race							81	93	111	156
Native American	29	29	27	21	23	23	17	12	23	17
Other	74	129	130	159	157	189				
Other Non-White							51	43	44	58
Pacific Islander	7	10	13	17	25	22	22	14	20	19
White	885	975	956	1,042	1,151	1,079	1,154	1,193	1,231	1,331

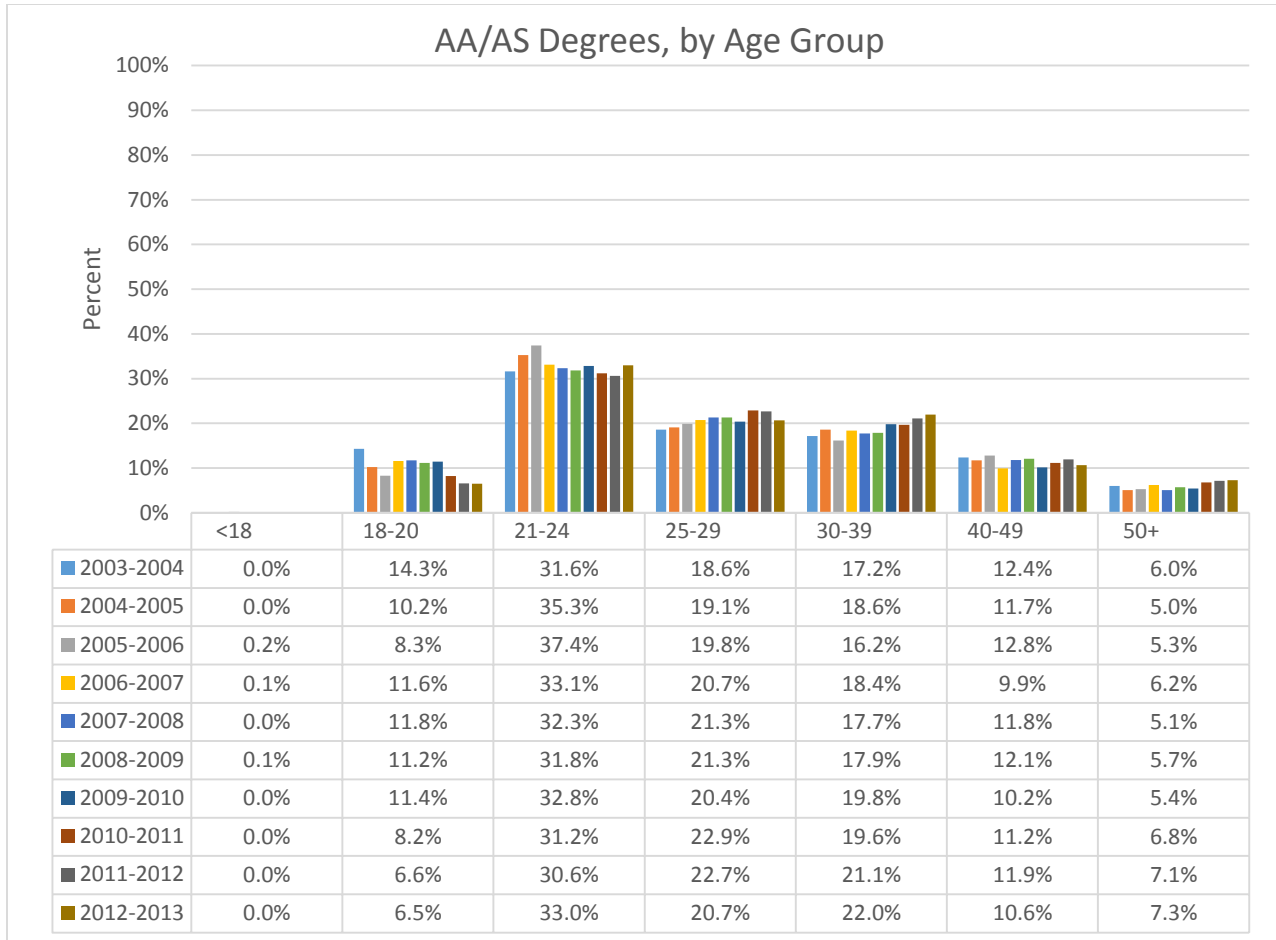
## Certificates by Ethnicity



The graph above reflects the percentage of certificates earned by ethnicity over the last 10 years. Here, Hispanic/Latino and Other Non-White groups have seen the largest proportion increases, although the proportion of certificates awarded to white students has increased considerably since 2005-06. The chart below reflects the actual number of certificates awarded to students of each ethnic category.

Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African American	34	19	41	42	36	63	74	76	101	127
Asian	36	17	40	39	34	58	82	57	55	152
Filipino	4	3	1	2	6	18	18	10	25	34
Hispanic	49	35	38	35	98	144				
Hispanic/Latino							154	184	175	366
Multi-Race							21	24	45	94
Native American	18	9	11	2	9	14	13	9	17	16
Other	22	35	41	34	107	145				
Other Non-White							11	11	15	34
Pacific Islander	2	1	1	7	3	6	9	4	10	15
White	297	206	147	168	267	437	402	456	633	973

## AA/AS Degrees by Age Group

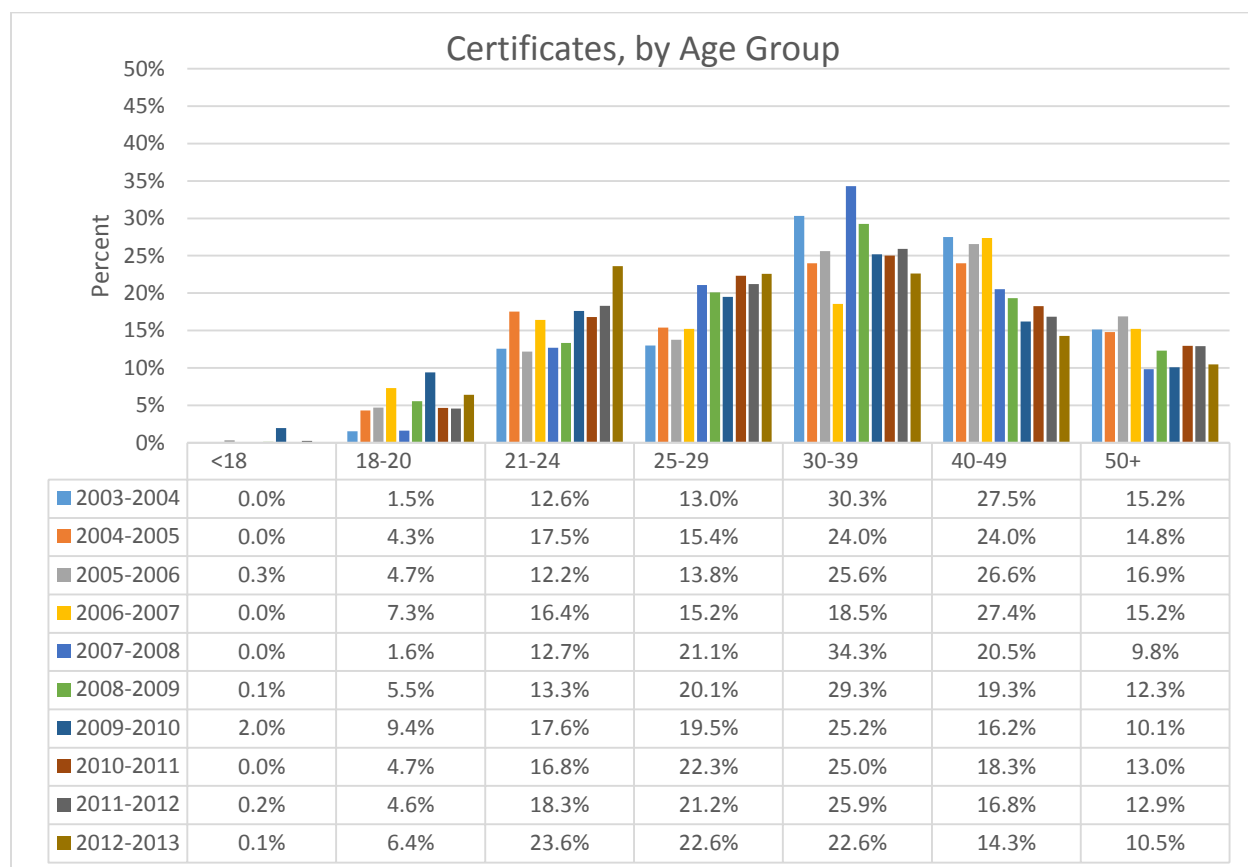


The graph above shows the percentage of AA/AS degrees awarded to students in seven different age groups over the last 10 years. The greatest growth has been for students in the 30-39 age group with the proportion increasing by nearly 5 percentage points over this time period. The average age for degrees has remained relatively consistent over time at 30 years of age. The degree counts for each age group is shown in the table below.

Age Groups	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<18			3	1		1		1		
18-20	182	156	128	200	224	210	237	173	147	152
21-24	403	538	579	573	616	599	682	656	681	775
25-29	237	291	307	359	406	401	424	481	505	486
30-39	219	284	250	318	338	337	412	413	470	516
40-49	158	179	198	172	225	227	211	235	265	250
50+	76	77	82	108	97	108	112	143	159	171



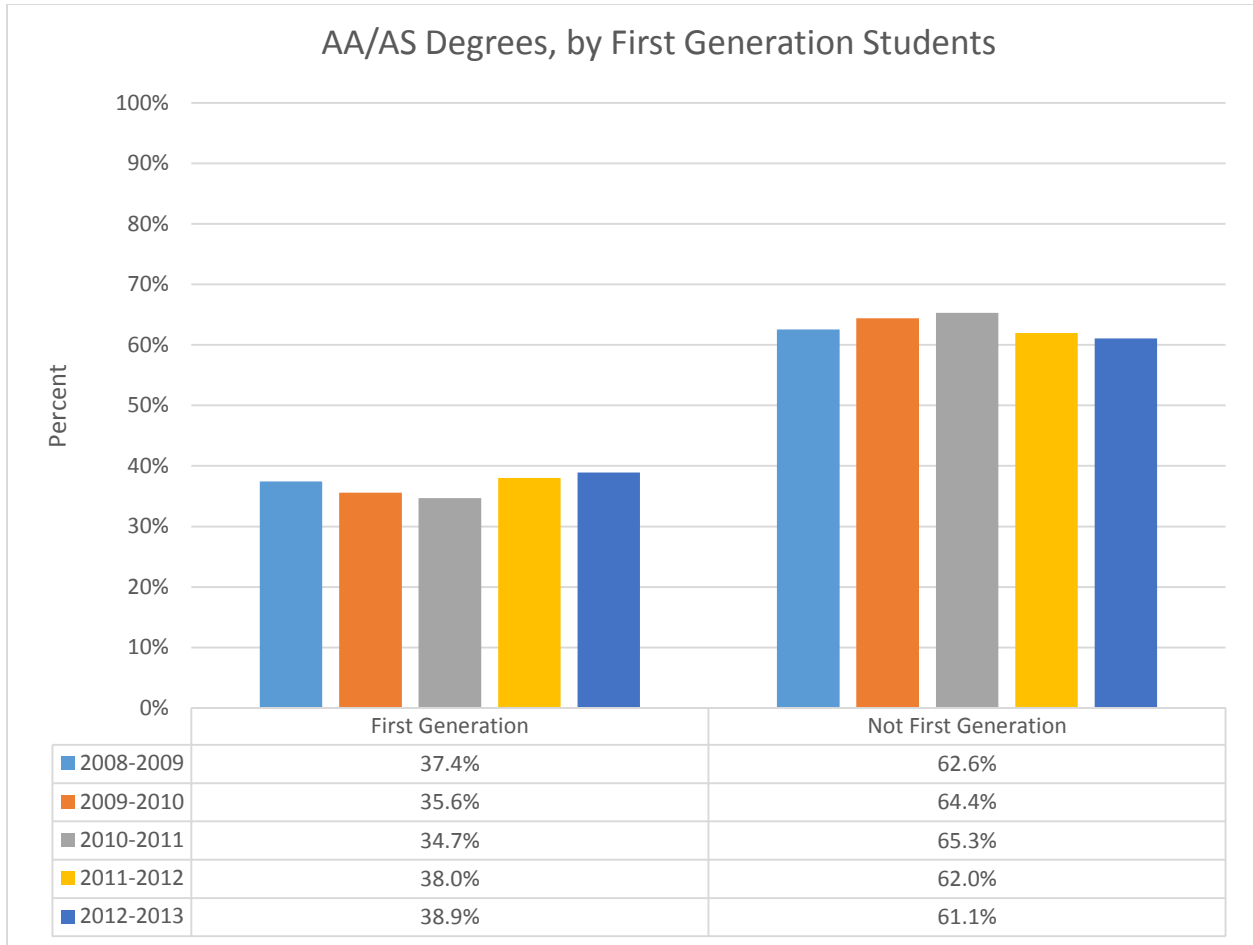
## Certificates by Age Group



The graph above shows the percentage of certificates awarded to students in seven different age groups over the last 10 years. The greatest growth has been for students in the 21-24 (followed closely by the 25-29) age group with the proportion nearly doubling over this time period. The number of certificates awarded is shown in the table below.

Age Group	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<18			1			1	18		3	1
18-20	7	14	15	24	9	49	86	45	56	124
21-24	58	57	39	54	71	118	161	162	225	457
25-29	60	50	44	50	118	178	178	215	261	437
30-39	140	78	82	61	192	259	230	241	319	438
40-49	127	78	85	90	115	171	148	176	207	276
50+	70	48	54	50	55	109	92	125	159	203

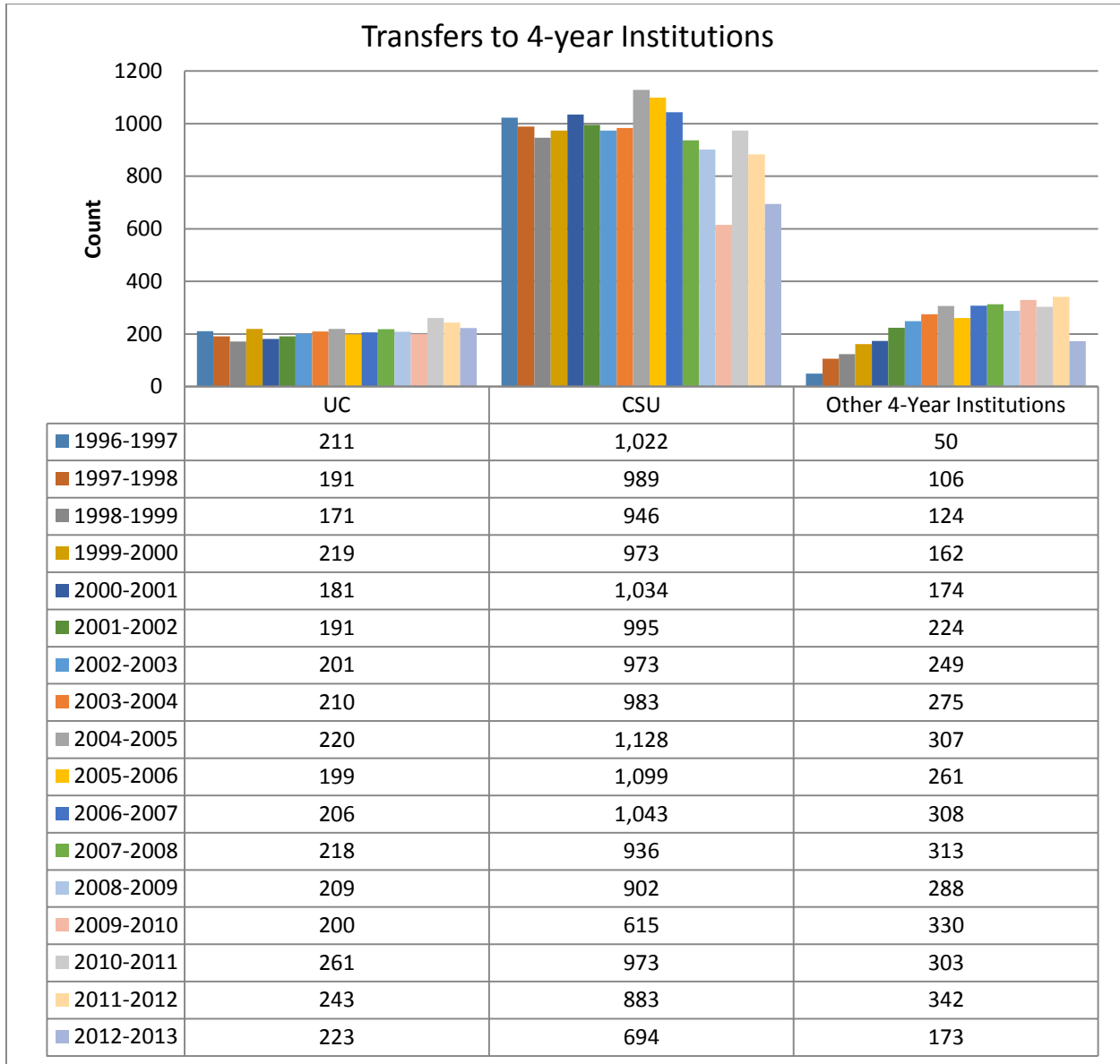
## AA/AS Degrees by First Generation Students



First-generation students are those whose parents have not obtained a college degree. This self-reported information is not provided by all students, however the number of degrees awarded to students self-identifying as first generation has clearly grown over the 5 years shown here (table, below). The proportion of degrees awarded to first generation students shown in the graph above has not changed significantly over this time period but has grown somewhat since 2010-11. (Note that when students do not indicate the educational level for their parents on the application, the record is labeled unknown.)

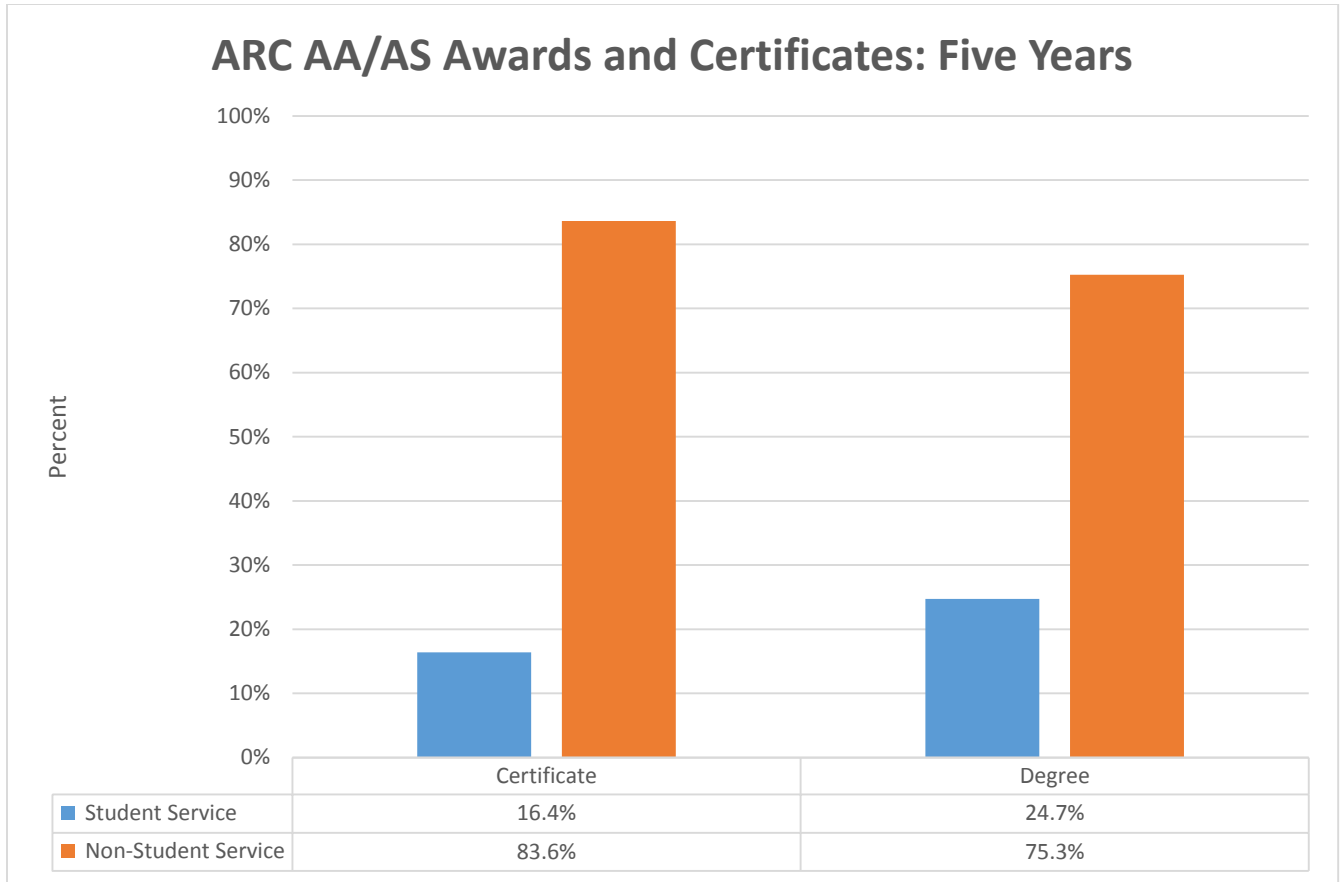
Generation	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Pct Chg
First Generation	535	568	551	630	688	28.6%
Not First Generation	894	1,029	1,037	1,028	1,080	20.8%
Unknown	454	481	514	569	582	28.2%

## Transfer Counts to CSU/UC and other Four Year Institutions



The graph above reflects the number of transfers reported to UC and CSU System universities (source: CCCCCO Datamart), as well as to in-state private (ISP), and out-of-state private (OOP) four year institutions (source: CCCCCO Datamart via the National Student Loan Clearinghouse). Peak transfers for UC, CSU, and ISP-OOP universities occurred in 2010-11 (261), 2004-05 (1128), and 2011-12 (ISP, OOP), respectively. ARC's transfer total for 2011-12 (the most recent full reporting year due to delayed reporting for ISP-OOP) represents an 11.3% decline from its seventeen year high in 2004-05 of 1,655.

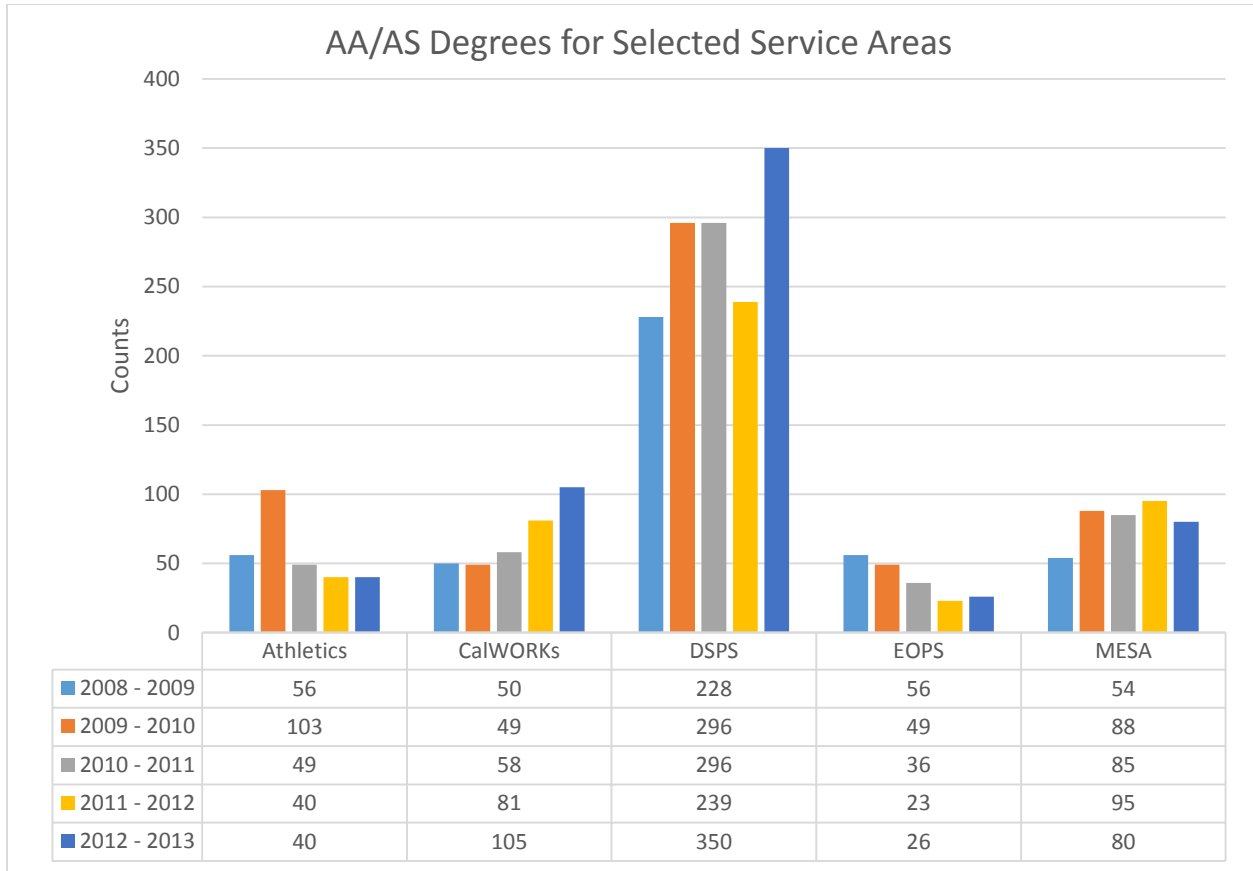
## Awards for Selected Student Service and Non-Student Service over Five Academic Years



The graph above reflects the percentage of AA/AS degrees and certificates awarded to students affiliated with selected Student Service Programs (EOPS, DSPS, MESA, CalWORKs, and Athletics) compared to students not affiliated with these groups. Because student access to selected Student Services Programs is restricted by the funding levels they receive, these units do not have the same growth potential as does the general student population. Historically, students affiliated with one or more of these service units represented about 11% of the total unduplicated student population, yet accounts for nearly 25% of the total AA/AS degrees, and more than 16% of all certificates awarded. Perhaps of greatest significance, the majority of the above services' recipients are generally perceived as underprepared for college.

Award Type	Student Service Affiliation (5yrs of award data)	Not Affiliated with Student Services (5yrs of award data)
Certificate	1,389	8,475
Degree	2,632	10,640

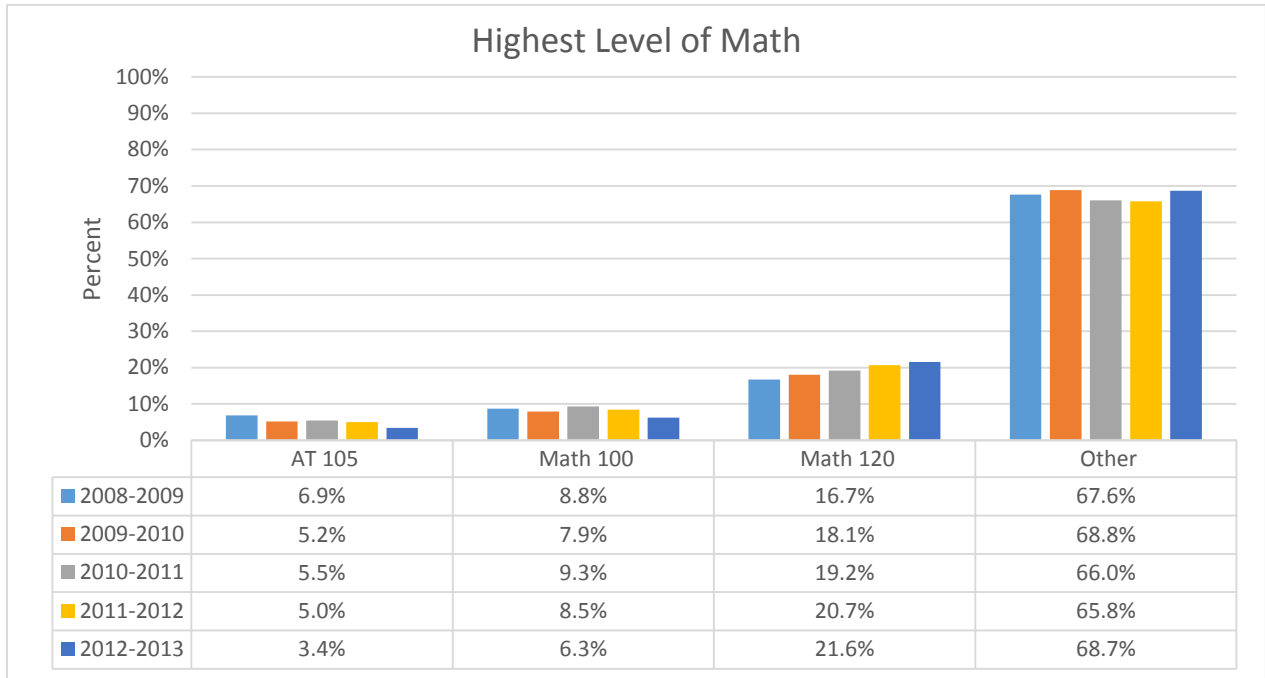
**Awards for Individual Student Support Services over Five Academic Years**



The graph above illustrates the AA/AS degree counts earned by students associated with the five student service units shown. It should be noted that students can participate in more than one service unit, and as such, the count of students receiving an award may be duplicated across the other service units shown.

# Impact of 2009 Graduation Standards on Math and English

## Highest level of Math completed for students receiving AA/AS degrees



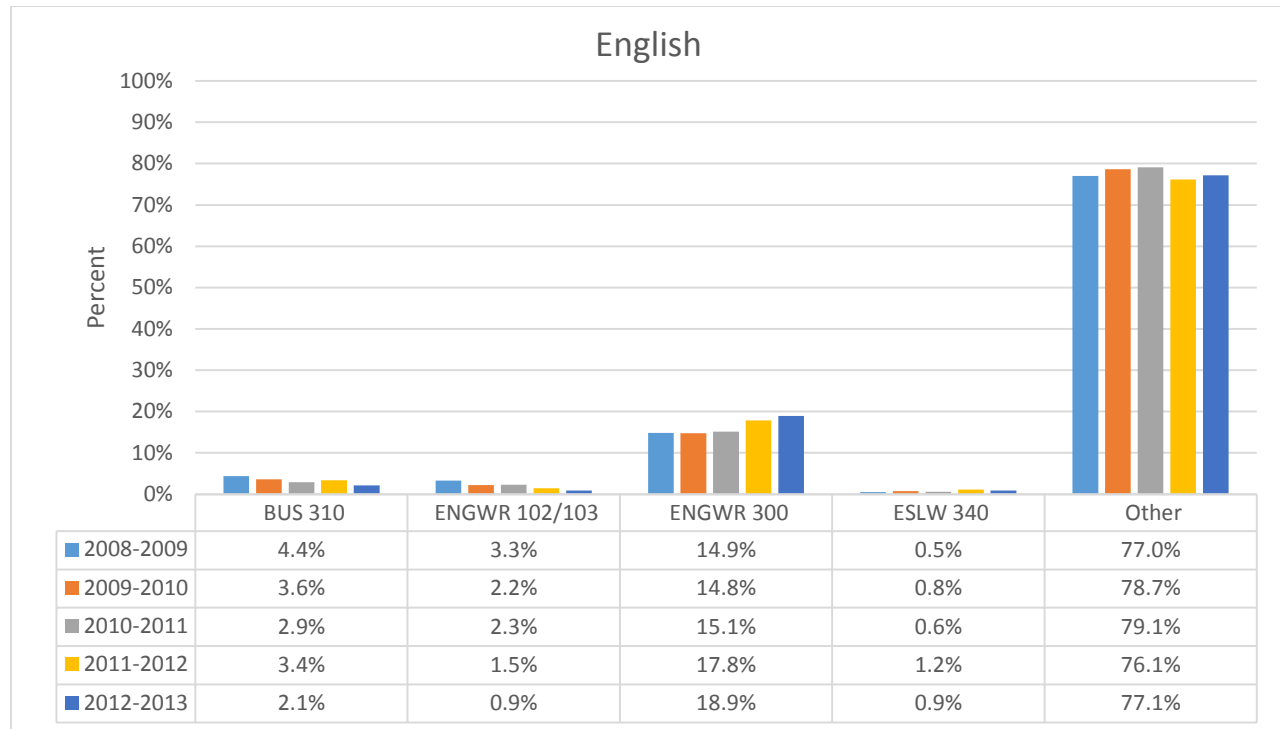
The graph above describes the highest level of math taken for ARC students who received an AA/AS degree over the last five academic years. Each of the five academic years shown also contained students who received a degree but had no evidence of a Math course taken at ARC which would meet the Math requirement. Historically, approximately 20% of students receiving a degree met the Math requirement at another college or with a satisfactory score on the District’s Math Competency Test.

Course	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Percent Change
AT 105	99	74	79	78	57	-42.4%
Math 100	126	112	135	132	104	-17.5%
Math 120	241	257	278	323	357	48.1%
Other	973	978	956	1,026	1,136	16.7%

### **Impact of new graduation standards:**

In 2009-2010, the graduation competency for Mathematics changed from a minimum of AT 105 (Mathematics for Automotive Technology) or Math 100 (Elementary Algebra), to a minimum of Math 110/120 (Geometry/Intermediate Algebra). The degree data through 2012-2013 shows that some students are making use of the older graduation competency standard due to catalog rights established during the year they started at ARC. This will eventually no longer be the case as students first enrolling at ARC starting in 2009-2010 must complete a higher level Math course for graduation.

## Highest level of English writing completed for students receiving AA/AS degrees



The graph above describes the highest level of English writing taken for ARC students who received an AA/AS degree over the last five academic years. Each of the five academic years shown also included students who received a degree but had no evidence of having completed at ARC the English writing course which satisfies the English writing requirement. Comparable to Math, it must be assumed that this qualification was met through enrollment at another college or an equivalency of some sort.

Courses	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Percent Change
BUS 310	63	51	42	53	35	-44.4%
ENGWR 102/103	47	31	33	23	15	-68.1%
ENGWR 300	214	210	219	278	313	46.3%
ESLW 340	7	11	9	18	15	114.3%
Other	1,108	1,118	1,145	1,187	1,276	15.2%

### **Impact of new graduation standards:**

In 2009-2010, the graduation competency for English changed from ENGWR 102/103 (Proficient Writing, Practical Communication) to ENGWR 300 (College Composition/480 honors) or BUS 310 (Business Communication) or ESLW 340 (Advanced Composition). Unlike for math, the degree data through 2012-2013 show that very few students used ENGWR 102/103 to satisfy the writing graduation competency due to prior year catalog rights. This will change as students that began in 2009-2010 will not be able to use ENGWR 103 to meet graduation competency. This will eventually no longer be the case as students first enrolling at ARC starting in 2009-2010 will no longer be able to satisfy the requirement with ENGWR 102/103.

## Student Persistence and Academic Milestones & Outcomes

Traditionally, semester to semester persistence is measured by computing the percentage of new students that return and reenroll in subsequent semesters. Persistence rate methodologies include those measuring continued fall-to-spring, fall-to-fall, spring-to-spring, as well as 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year enrollment. In this report, the fall-to-spring one year persistence will be shown. Academic milestones and outcomes are another approach to measuring student progress over time and are discussed here, as well.

### First-time Student Cohorts

Typically, persistence rates are computed only for new, first time to college students. Despite some obvious differences (e.g., average age (see chart below), entering units completed), an argument can be made for also considering New Transfer (first time to ARC having attended another college) and Returning (prior ARC students returning after an absence) students as different types of first-time students. For this reason, the persistence reports appearing on the following pages have been broken out by each of these three first-time groups. It should also be noted that in this analysis, the Public Safety Training Center and the Apprenticeship program have been excluded given these students' atypically high rates of success and persistence.

Enrollment Status	Average Age
First Time Student (New)	21.6
First Time Transfer Student	27.9
Returning Student	31.1

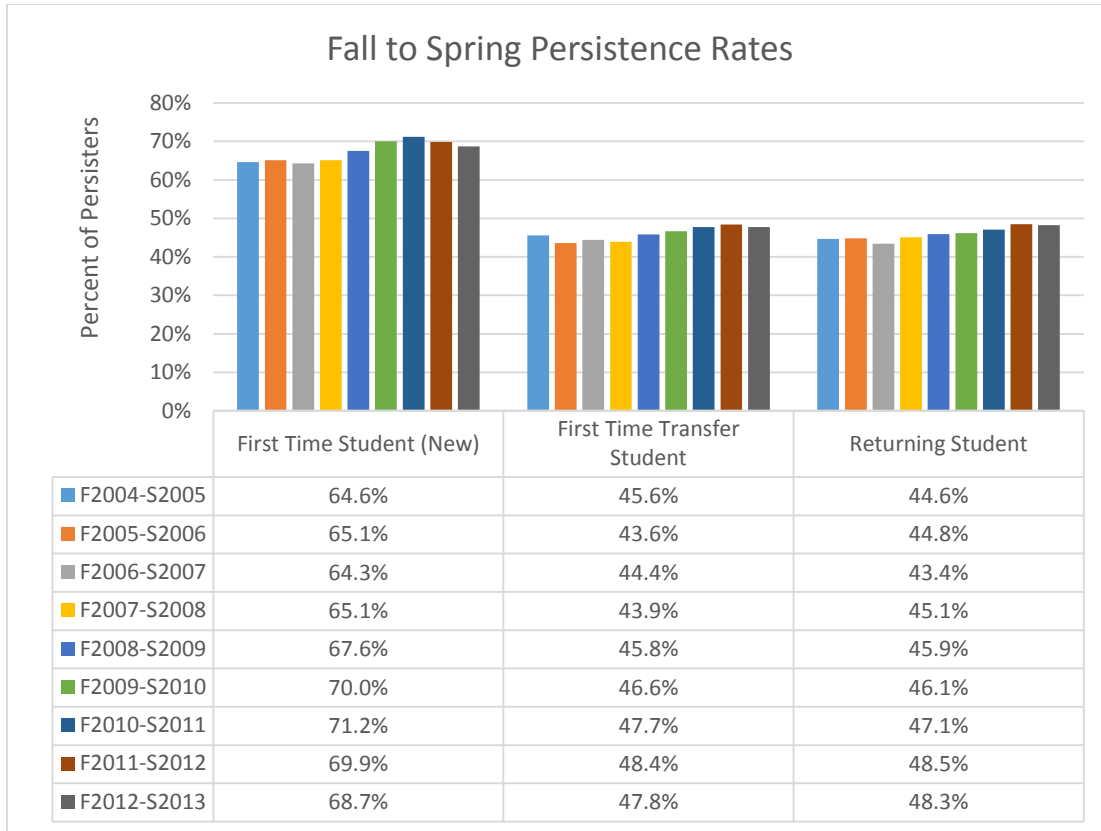
### Academic Milestones & Outcomes

To better understand student persistence, a variety of achievement milestones and outcomes may also be examined. These include the student completing 6 units, 15 units, 30 units, 45 units, and 60 units. Persistence to specific outcomes, such as receiving a certificate or associate degree, or reaching transfer ready status (60+ transfer units, 2.0+ GPA, completion of a transfer level English/ESL and transfer level Math course), provide an additional perspective on the extent to which students are persisting at ARC.

Milestone and outcome tracking may be applied to any definable student population, such as for new, first-time freshmen, new transfers, and returning students. Note however that the proportion completing an award, as well as time-to-completion, is not strictly comparable across these groups as both "new transfer" and "returning" students might potentially enter (return to) ARC with the bulk of their degree requirements already completed. The milestone and outcomes tracking provided in successive pages tracks a given student cohort over four full academic years from an initial fall semester.



## Fall to Spring Persistence Rates



Fall to spring persistence is defined as the proportion of students who begin at the college during a fall term and subsequently enroll in one or more courses in the following spring term. For example, the F2012-S2013 row in the graph above reflects the percentage of F12 students that returned and reenrolled in at least one S13 class. Note that the enrollment status identifier (new, first time, new transfer, returning) is established based on the students' status in the initial fall semester, in the case of the example, F12. The graph above displays the persistence rates for each the previously defined first-time groups. All three of these enrollment status groups show relatively little change over the last three years. The table below shows the numerators and denominators of the above rates. Note that the number of New, first time students has declined by about 800 students, or about 17%, since Fall 2008.

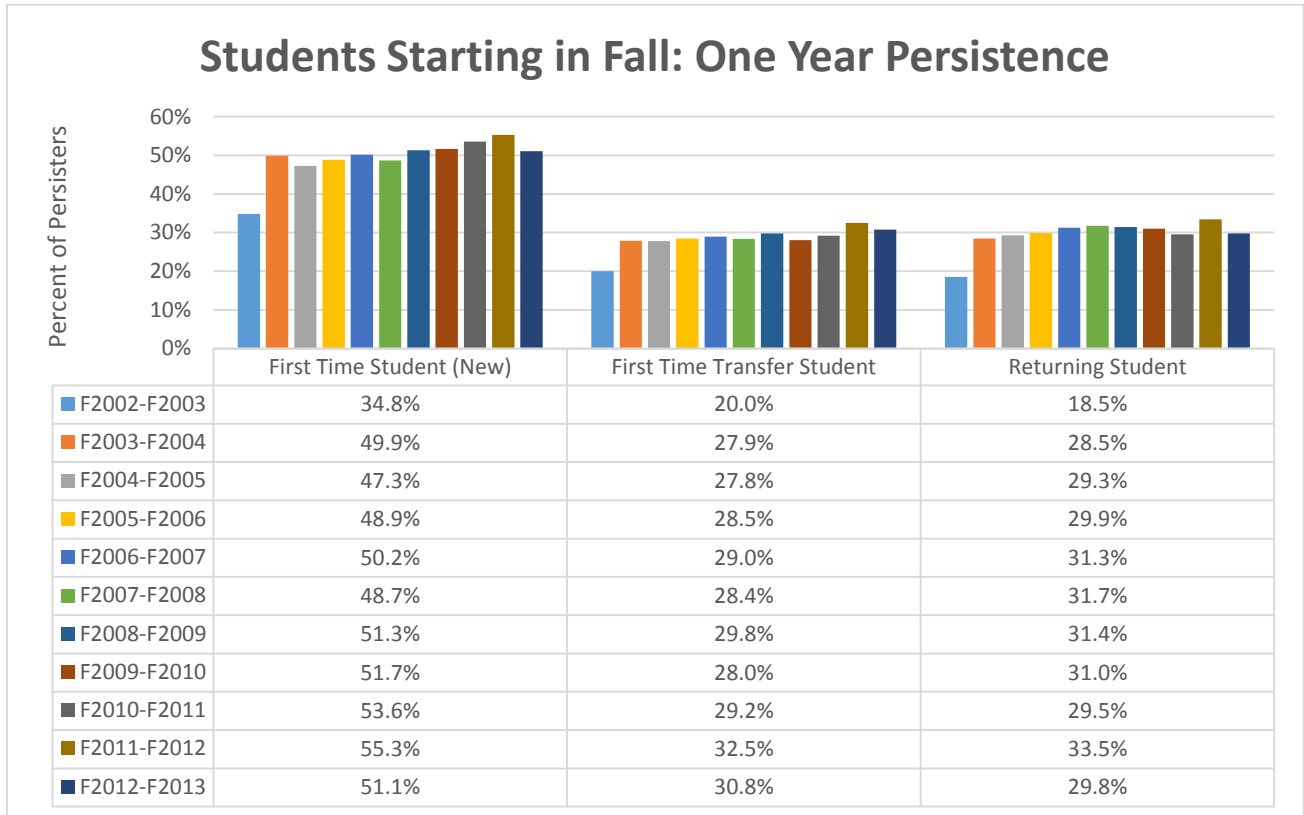
Year	First Time Student (New)		First Time Transfer Student		Returning Student	
	Enrollments	Persisters	Enrollments	Persisters	Enrollments	Persisters
F2004-S2005	3,983	2,573	3,765	1,715	4,348	1,941
F2005-S2006	3,879	2,526	3,633	1,585	4,273	1,915
F2006-S2007	3,992	2,568	3,978	1,768	4,647	2,017
F2007-S2008	4,185	2,726	4,341	1,905	5,259	2,371
F2008-S2009	4,805	3,246	4,329	1,984	5,786	2,658
F2009-S2010	4,774	3,342	4,519	2,107	5,524	2,549
F2010-S2011	4,345	3,092	4,117	1,965	5,021	2,363
F2011-S2012	3,946	2,757	3,514	1,700	4,596	2,230
F2012-S2013	3,981	2,734	3,725	1,780	5,029	2,427

**First Time Student (New)** are those students who have no previous record of enrolling at ARC or any other college.

**First-time Transfer** are students who have attended a four year college or other community college prior to enrolling at ARC.

**Returning Student** are those students who at some point in the past were enrolled at ARC as a first-time freshman or first-time transfer student, but stopped out for at least two semesters.

## First-time Student Fall to Fall Persistence Rate

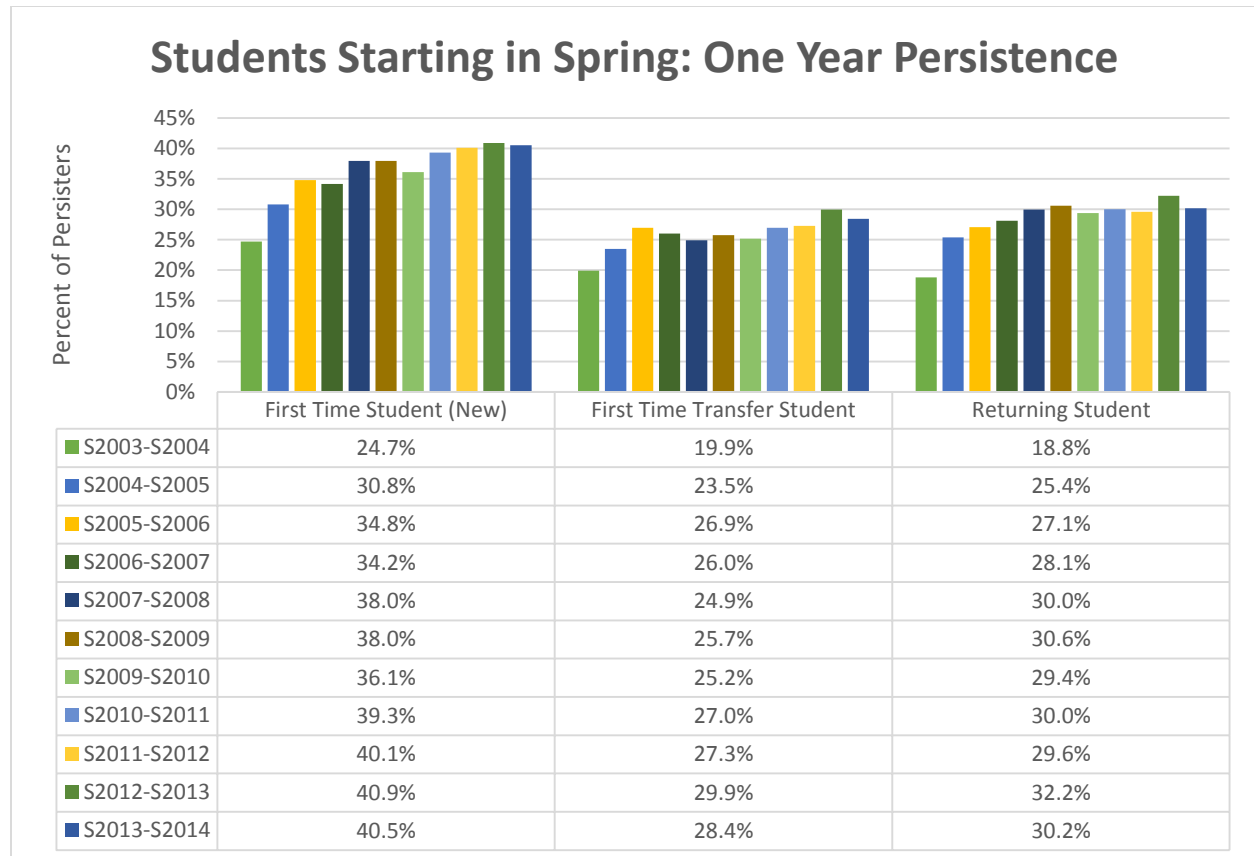


Fall to fall persistence is defined as the proportion of students who begin at the college during a fall term and subsequently enroll in one or more courses in the subsequent fall term. For example, the F2012-F2013 row in the graph above reflects the percentage of F12 students that returned and reenrolled in at least one F13 class.

Note that the enrollment status identifier (new, first time, new transfer, returning) is established based on the students' status in the initial fall semester, in the case of the example, F12. Again, persistence rates have changed relatively little over the last three years for the three enrollment status groups shown.

Year	First Time Student (New)		First Time Transfer Student		Returning Student	
	Total Students	Persisters	Total Students	Persisters	Total Students	Persisters
F2002-F2003	5,858	2,041	3,263	652	6,701	1,241
F2003-F2004	3,480	1,736	4,020	1,122	4,512	1,285
F2004-F2005	3,983	1,882	3,765	1,047	4,349	1,275
F2005-F2006	3,879	1,896	3,633	1,034	4,273	1,276
F2006-F2007	3,992	2,004	3,978	1,153	4,647	1,453
F2007-F2008	4,187	2,039	4,341	1,231	5,259	1,669
F2008-F2009	4,805	2,466	4,330	1,289	5,785	1,819
F2009-F2010	4,774	2,466	4,519	1,266	5,525	1,714
F2010-F2011	4,345	2,328	4,117	1,202	5,021	1,483
F2011-F2012	3,946	2,181	3,514	1,143	4,596	1,538
F2012-F2013	3,981	2,035	3,725	1,146	5,029	1,499

## First-time Student Spring to Spring Persistence Rate

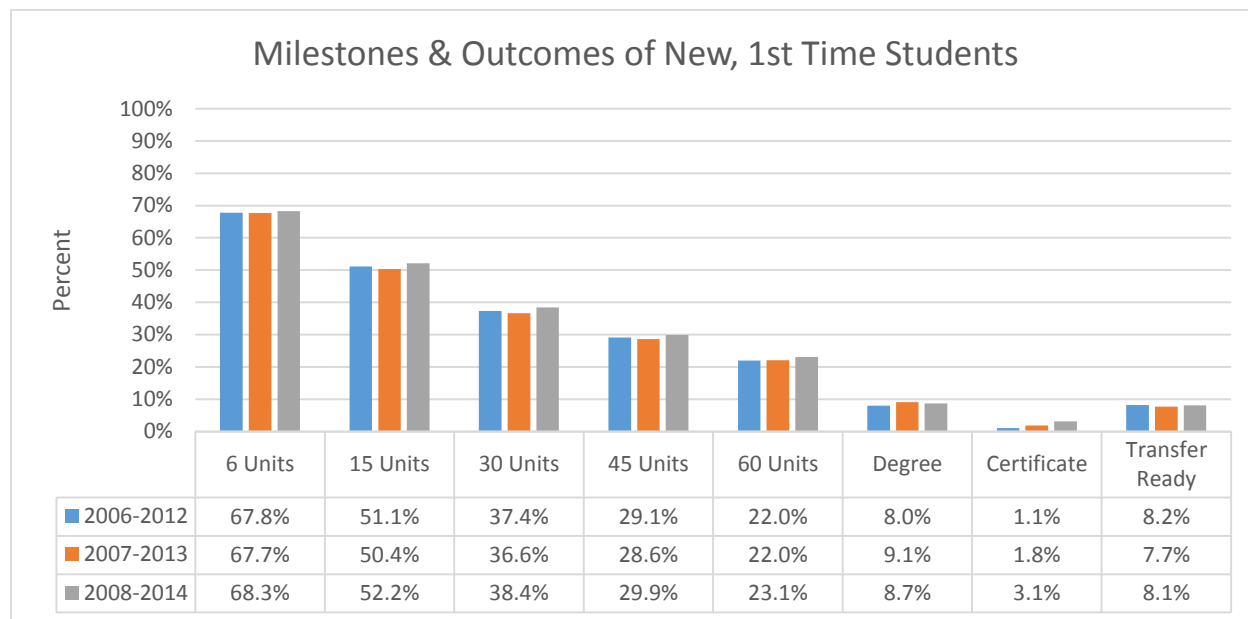


While persistence rates are typically reported for fall and spring, or fall and fall terms, a considerable proportion of first-time freshmen, first-time transfers, and returning students begin during the spring term. In fact, almost as many new, first time to college students enroll in the spring as enroll in the fall.

Spring to spring persistence is defined as the proportion of students who begin at the college during a spring term and subsequently enroll in one or more courses in the subsequent spring term. For example, the S2013-S2014 row in the graph above reflects the percentage of S13 students that returned and reenrolled in at least one F14 class. Here again, rates have changed relatively little over the last three years for the three enrollment status groups shown.

Year	First Time Student (New)		First Time Transfer Student		Returning Student	
	Total Students	Persisters	Total Students	Persisters	Total Students	Persisters
S2003-S2004	2,105	520	4,934	984	5,608	1,056
S2004-S2005	1,896	584	3,593	844	4,125	1,048
S2005-S2006	1,756	611	3,114	839	3,800	1,029
S2006-S2007	1,724	589	3,141	817	3,846	1,082
S2007-S2008	1,791	680	3,409	849	4,085	1,224
S2008-S2009	1,975	750	3,402	876	4,264	1,304
S2009-S2010	2,246	811	3,962	997	5,062	1,488
S2010-S2011	2,089	821	3,721	1,003	4,619	1,387
S2011-S2012	2,090	838	3,258	889	4,545	1,344
S2012-S2013	2,096	857	3,169	949	4,480	1,443
S2013-S2014	1,927	781	3,209	912	4,295	1,296

## Proportion of New, First Time Students Achieving Various Milestones & Outcomes



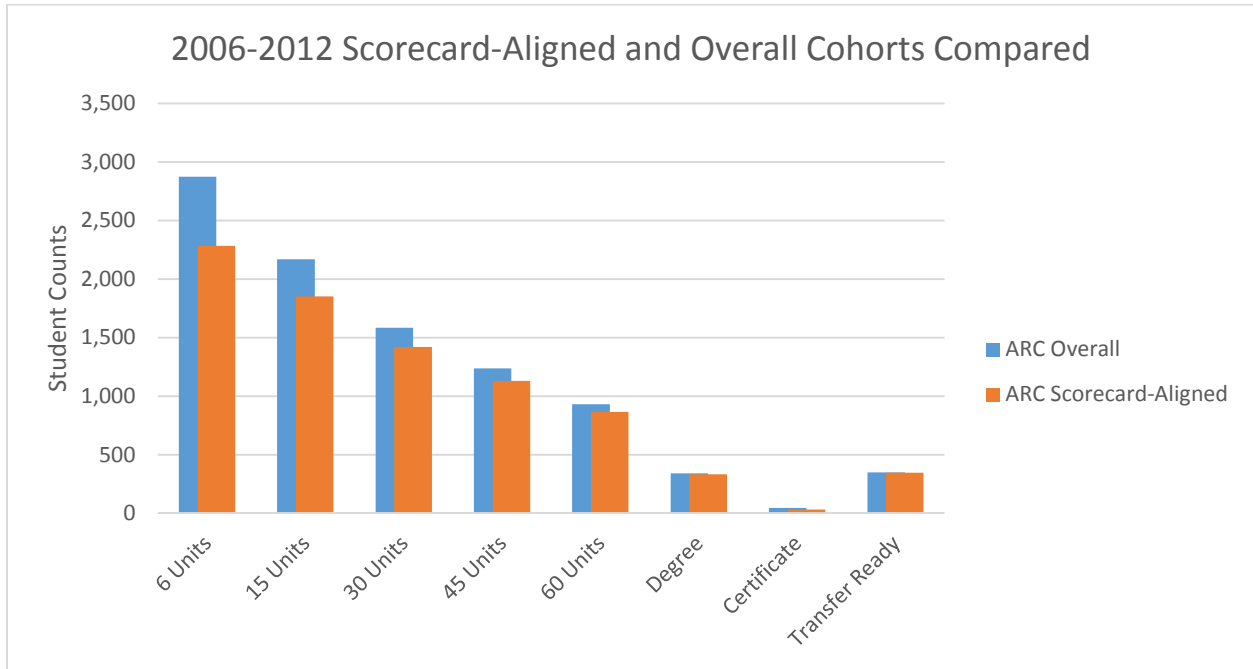
The above graph and the table below compare the proportion of each of three cohorts of new, first time students' achievement of various milestones and outcomes during a six year tracking period. The three columns shown for each milestone and outcome compares the proportion of each initial cohort's entering new, first time group of students that completes a given milestone or outcome. The most recent starting cohort (2008) showed slightly higher proportions for all categories except degree and transfer ready.

As no minimum unit load threshold has been applied to the above initial cohorts (i.e., each cohort includes all new, first time students, despite the number of units they completed at ARC), for comparison purposes these will be referred to as "overall cohorts."

Cohort	1st Term	6 Units	15 Units	30 Units	45 Units	60 Units	Degree	Certificate	Transfer Ready
2006-2012	4,242	2,874	2,169	1,585	1,236	931	340	45	349
2007-2013	4,473	3,028	2,253	1,639	1,281	985	408	82	345
2008-2014	5,104	3,484	2,662	1,959	1,525	1,178	442	159	415

The following graph and chart provide a similar perspective on the progression of new, first time students, except that it restricts the cohort in order to align as closely as possible to the criteria applied by the California Community College Chancellor's Office in its Scorecard reporting system. That is, only the progression of new, first time freshmen that pass (A, B, C, D, P) a minimum of six units in their first three years and at least attempt an English or math course are shown. In addition to displaying the progression of this more restrictive, Scorecard-aligned cohort, for comparison purposes the following graph also displays the overall cohort discussed above.

## Milestones & Outcomes: Scorecard-Aligned and Overall Cohorts, 2006-2012

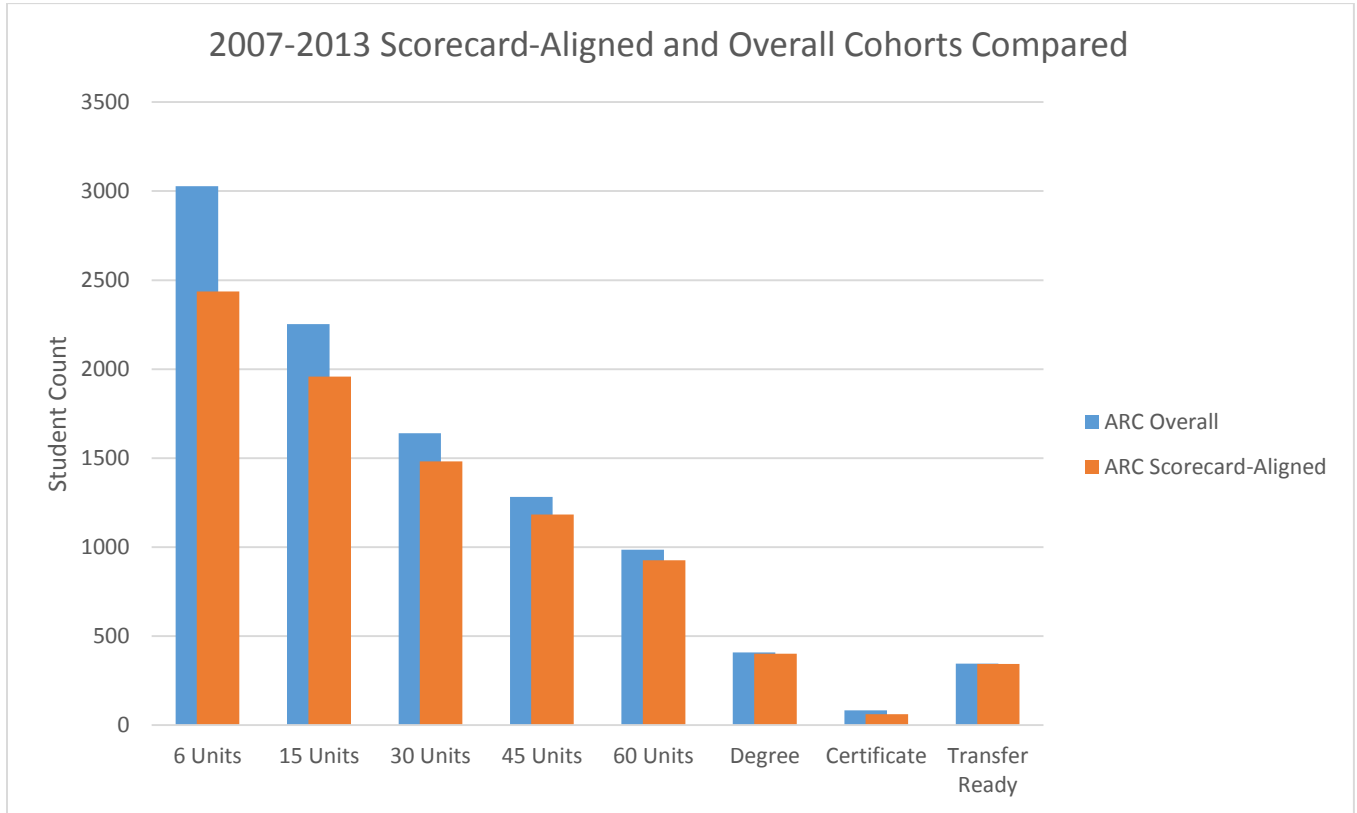


The above graph and the table below compare the overall cohort described on [page 63](#) with the more restrictive Scorecard oriented cohort that aligns to the greatest extent possible with the State’s Scorecard reporting methodology. This analysis compares the progression of all new, first time to college students at ARC with new, first time to college students that pass (A, B, C, D, P) a minimum of six units in their first three years and at least attempt an English or math course.

Here, an initial 2006 cohort is tracked through 2012. In the table below, the 1<sup>st</sup> term values provide total initial counts of both cohorts. The largest difference appears at the beginning of the progression with the 6 unit criteria, while the difference visibly lessens for the other criteria.

Cohort	Category	1st Term	6 Units	15 Units	30 Units	45 Units	60 Units	Degree	Certificate	Transfer Ready
2006-2012	ARC Overall	4,242	2,874	2,169	1,585	1,236	931	340	45	349
2006-2012	ARC Scorecard-Aligned	2,344	2,283	1,851	1,420	1,131	866	332	32	346

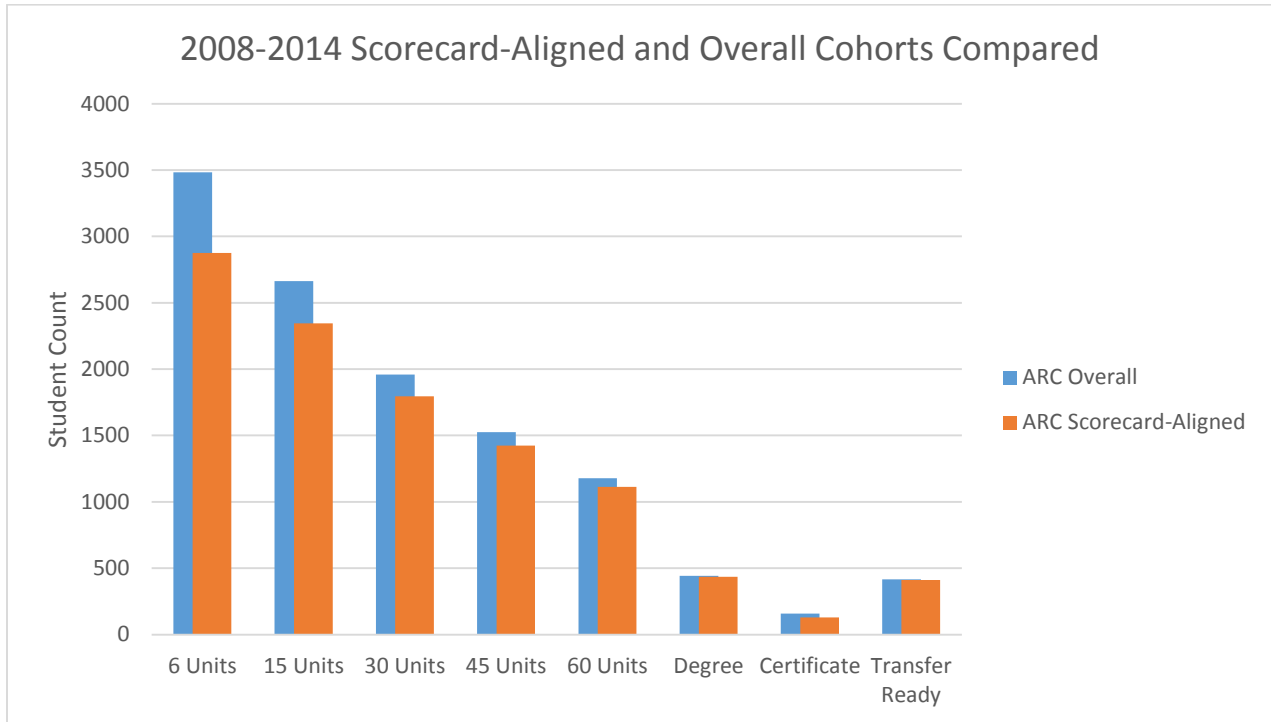
### Milestones & Outcomes: Scorecard-Aligned and Overall Cohorts, 2007-2013



The above graph and the table below compare an overall cohort and a cohort that aligns to the greatest extent possible with the State’s Scorecard reporting methodology. Similar to the previous year’s cohorts, the largest difference is seen in the 6 units section. Also similar is the observation that the greater the milestone, the less appreciable the differences between the two cohorts. For degree and transfer ready the difference is almost negligible.

Cohort	Category	1st Term	6 Units	15 Units	30 Units	45 Units	60 Units	Degree	Certificate	Transfer Ready
2007-2013	ARC Overall	4,473	3,028	2,253	1,639	1,281	985	408	82	345
2007-2013	ARC Scorecard-Aligned	2,514	2,436	1,957	1,482	1,183	925	401	61	344

## Milestones & Outcomes: Scorecard-Aligned and Overall Cohorts, 2008-2014



The above graph and the table below compare an overall cohort and a cohort that aligns to the greatest extent possible with the State’s Scorecard reporting methodology. Similar to the previous year’s cohorts, the largest difference is seen in the 6 units section. Here again, the greater the milestone, the less appreciable the differences between the two cohorts. For degree and transfer ready the difference is almost negligible.

Cohort	Category	1st Term	6 Units	15 Units	30 Units	45 Units	60 Units	Degree	Certificate	Transfer Ready
2008-2014	ARC Overall	5,104	3,484	2,662	1,959	1,525	1,178	442	159	415
2008-2014	ARC Scorecard-Aligned	2,947	2,876	2,344	1,796	1,425	1,113	435	129	412