

# Key Effectiveness Indicators (KEI Report)

American River College  
Five-Year Profile  
2009-2010 to 2013-2014

Planning, Research & Technology  
American River College  
April 2015



## **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”.*

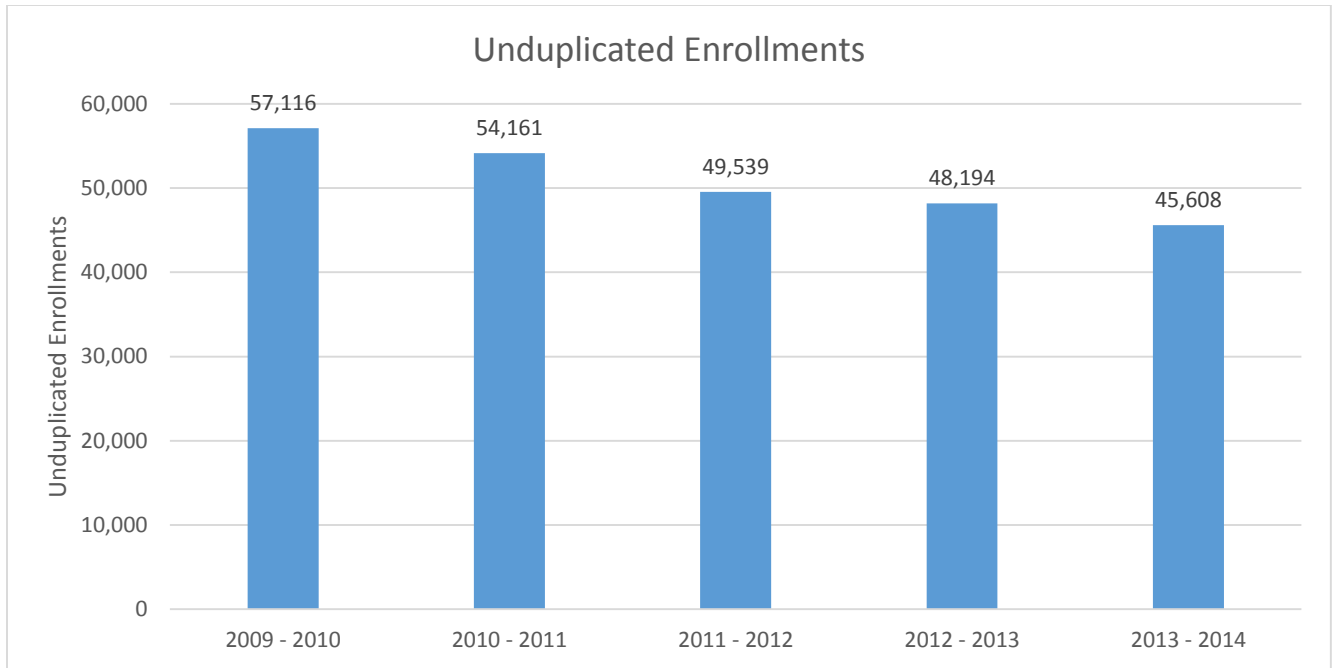
#### ***No Record***

*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

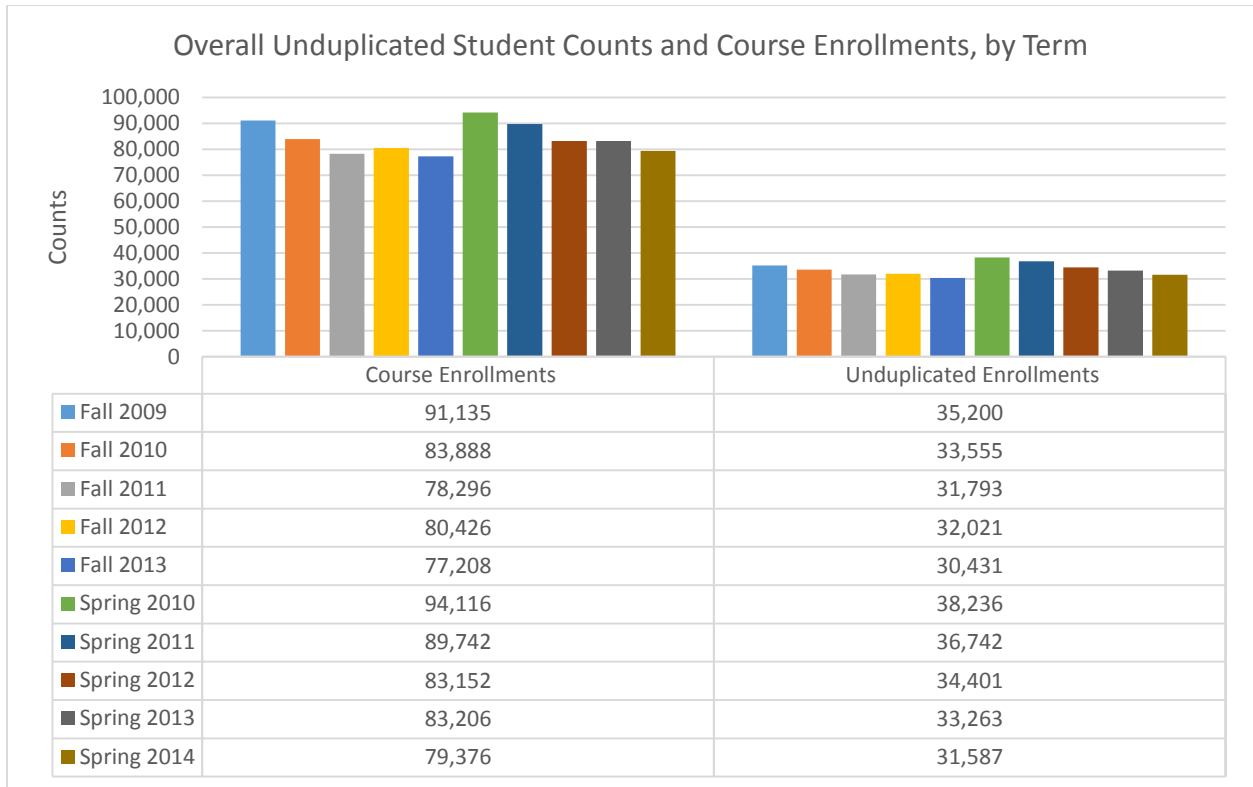


The graph above illustrates ARC’s unduplicated enrollment which reflects a decline of 20.1 percent (11,508 students) over the last five years and a decline of 5.4% percent (2,586 students) since last year. Course enrollment has declined 18.4% percent (38,394 enrollments) over the last five years and 4.3 percent (7,626 enrollments) since last year.

The decline in enrollment is attributed to a 35.9 percent reduction in course section offerings in response to budget cuts and an 11.7 percent decrease in the number of high school graduates from all feeder high schools.

Category	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Unduplicated Enrollments	57,116	54,161	49,539	48,194	45,608	-20.1%
Course Enrollments	208,326	195,708	177,739	177,558	169,932	-18.4%
Course Section Counts	6,664	4,670	5,297	4,107	4,269	-35.9%
HS Grads from ARC Feeder Schools	3,899	3,521	3,462	3,690	3,444	-11.7%

## Overall Unduplicated Enrollments and Course Enrollments by Term



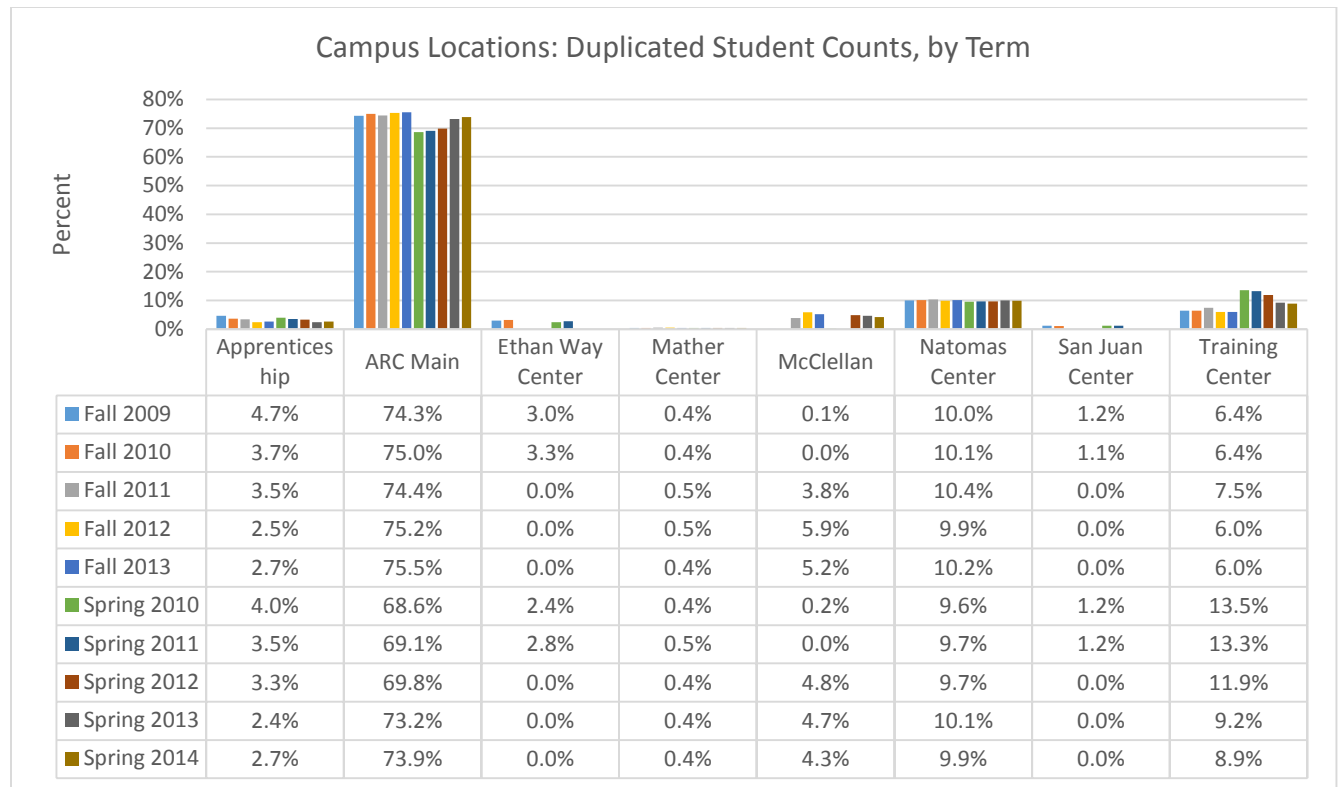
The graph above shows the variation in unduplicated enrollments and course enrollments over the past five years separately for fall and spring terms.

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
Course Enrollments	91,135	83,888	78,296	80,426	77,208	-15.3%	94,116	89,742	83,152	83,206	79,376	-15.7%
Unduplicated Enrollments	35,200	33,555	31,793	32,021	30,431	-13.5%	38,236	36,742	34,401	33,263	31,587	-17.4%



## Campus Locations: Duplicated Student Counts by Term

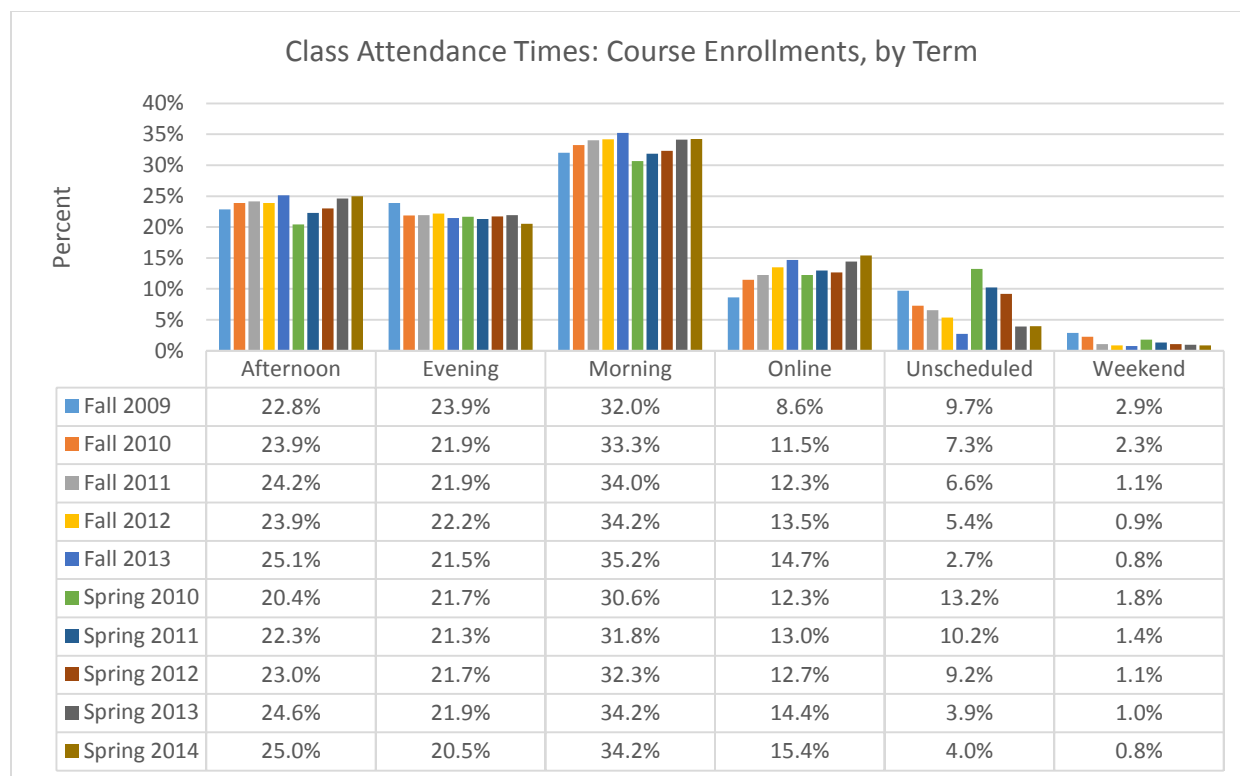


The graph above shows the percentage of unduplicated enrollments by campus location (center) over the last five years, separated by fall and spring terms. In the table below, note that the sum of all centers' counts for any given term exceeds the college's overall unduplicated enrollment due to a number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

Location	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
Apprenticeship	1,793	1,350	1,200	867	890	-50.4%	1,667	1,404	1,225	889	923	-44.6%
ARC Main	28,243	27,383	25,817	26,496	25,360	-10.2%	28,299	27,583	26,134	26,650	25,565	-9.7%
Ethan Way Center	1,137	1,189	Closed	Closed	Closed	N/A	1,010	1,115	Closed	Closed	Closed	N/A
Mather Center	150	156	171	178	149	-0.7%	180	182	168	163	144	-20%
McClellan	25		1,333	2,062	1,747	6888.0%	78		1,812	1,699	1,471	1785.9%
Natomas Center	3,793	3,699	3,598	3,493	3,410	-10.1%	3,946	3,872	3,632	3,663	3,431	-13.0%
San Juan Center	460	390	Closed	Closed	Closed	N/A	494	471	Closed	Closed	Closed	N/A
Training Center	2,435	2,348	2,594	2,117	2,021	-17.0%	5,584	5,294	4,472	3,340	3,070	-45.0%
Unknown	138	89	29	85	93	-32.6%	92	87	93	78	32	-65.2%

While the percent change columns in the table above show decreases over the last five years for most campus locations, McClellan has shown growth (percent changes shown above). Note that the Ethan Way and San Juan Centers were in fall 2011 merged with the McClellan Center.

## 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 1.2 percentage points 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 students taking online courses is shown as having increased by more than 44.3% over the last five fall semesters, and increased by 4.6% between fall 2012 and fall 2013.

Class Attendance Times	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Afternoon	20,819	20,026	18,930	19,203	19,392	19,214	20,018	19,151	20,466	19,831
Evening	21,787	18,342	17,151	17,833	16,580	20,401	19,135	18,039	18,223	16,298
Morning	29,188	27,893	26,644	27,514	27,200	28,843	28,577	26,874	28,423	27,166
Online	7,859	9,628	9,600	10,844	11,338	11,534	11,632	10,541	12,004	12,248
Unscheduled	8,847	6,096	5,129	4,332	2,115	12,432	9,167	7,639	3,267	3,159
Weekend	2,635	1,903	842	700	583	1,692	1,213	908	823	674

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

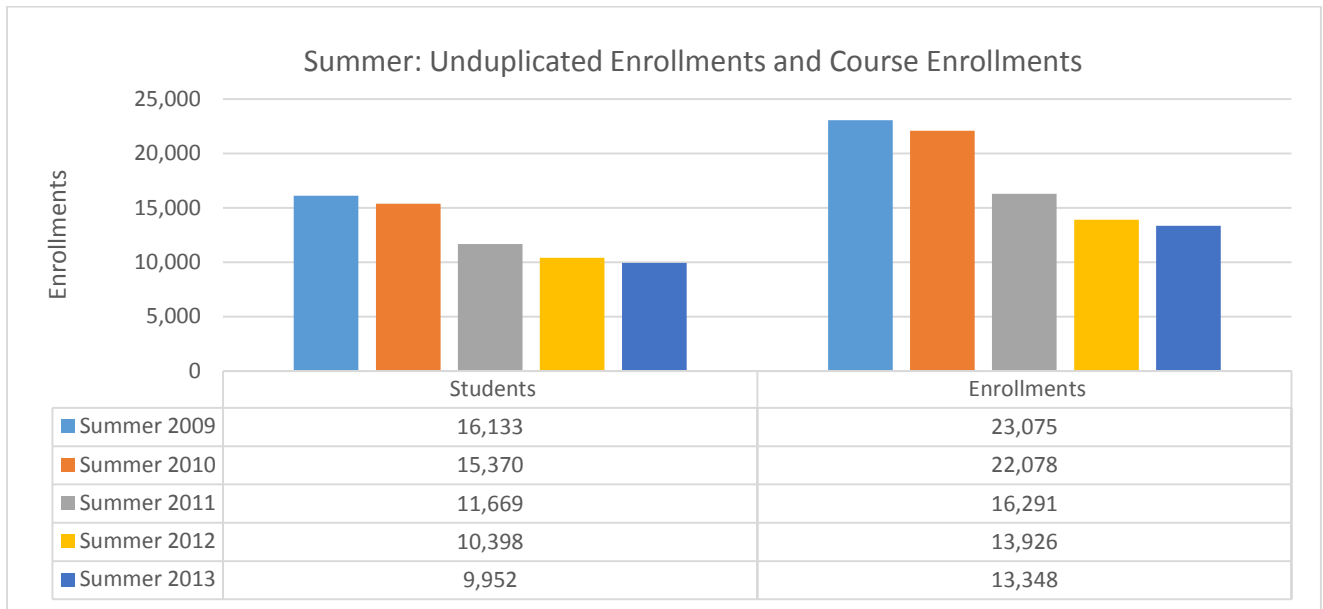
**Afternoon enrollments** represent all courses meeting from 12:00 pm to 4:29 pm.

**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

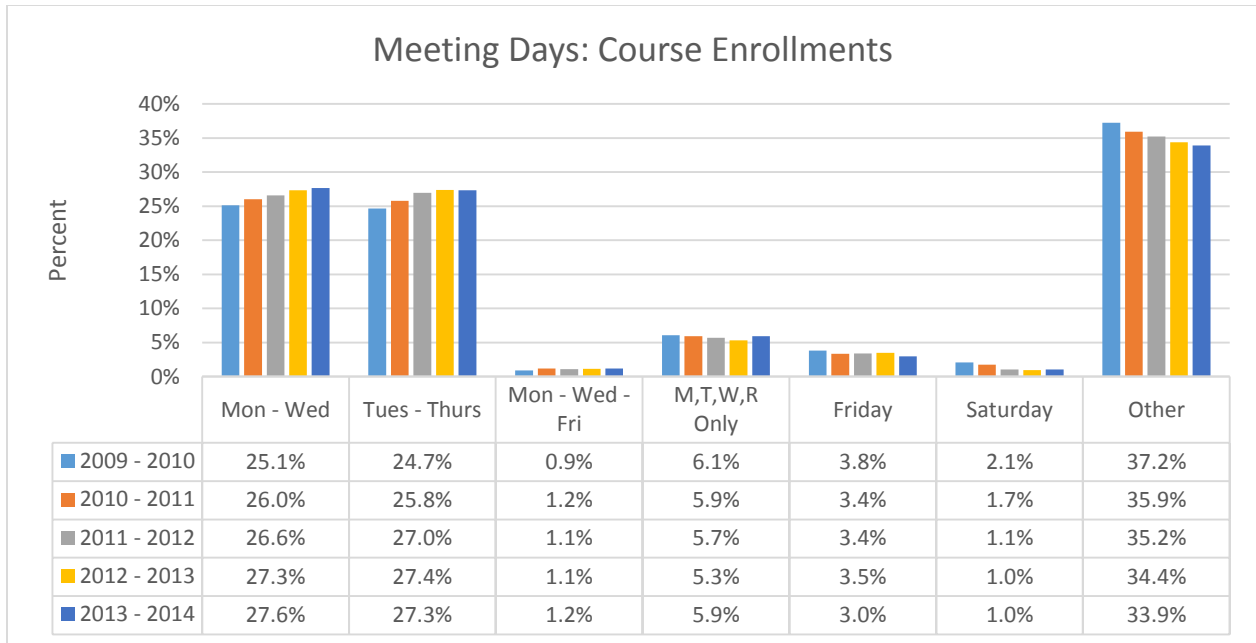


The graph above reflects overall summer enrollment activity expressed both in terms of unduplicated enrollments and course enrollments. The enrollment declines, particularly those since Summer 2011, are primarily due to reduced state funding and prioritizing.

Unduplicated enrollment experienced a decline of 38.3% (6,181 students) over the last five years and a decline of 4.3 percent (446 students) since the prior year. Course enrollment declined 42.2 percent (9,727 enrollments) over the last five years and 4.1 percent (578 enrollments) since last year.

Category	Summer 2009	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Pct Chg
Unduplicated Enrollments	16,133	15,370	11,669	10,398	9,952	-38.3%
Course Enrollments	23,075	22,078	16,291	13,926	13,348	-42.1%

## Selected Course Meeting Days by Academic Year

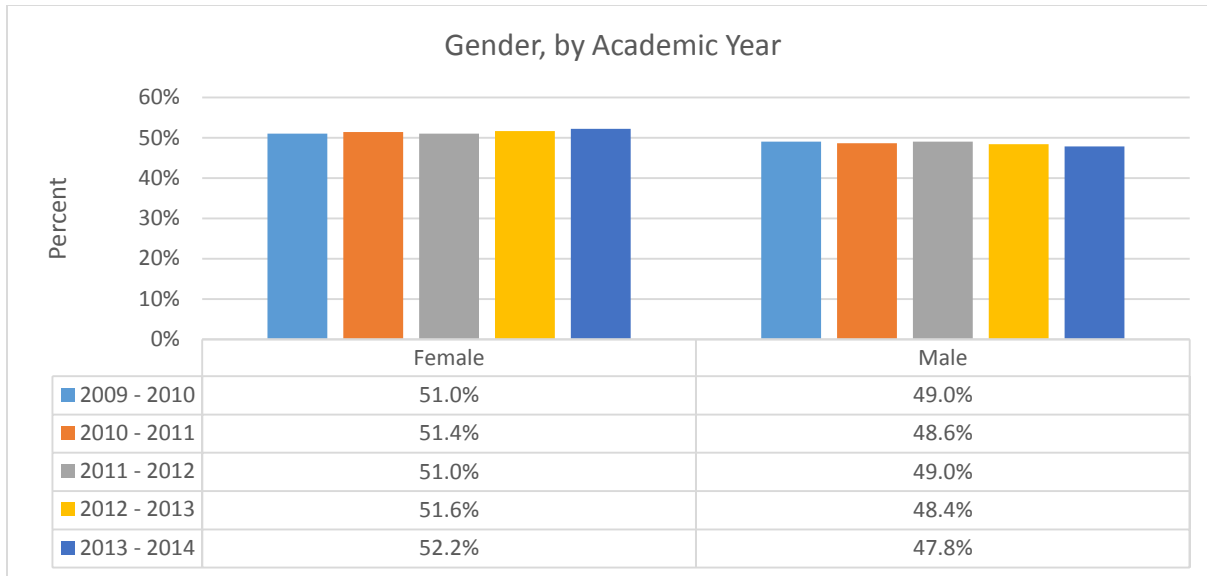


The graph above shows the percentage of overall course enrollments of classes with the most enrolled meeting patterns. Classes that meet Mon-Wed or Tues-Thurs account for more than half of overall course enrollments. The classes meeting three or more days each week account for just 7% of all course enrollments. 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 by no less than 2.5 percentage points over the last five years. The actual course enrollments appearing in the table below show decreases for most meeting patterns over the last five years. The 2013-14 counts reflect declines but show a modest increase for classes offered M,T,W,Th since last year.

Meeting Days	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Mon - Wed	52,354	50,957	47,264	48,550	46,986	-10.2%
Tues - Thurs	51,405	50,491	47,923	48,578	46,421	-9.7%
Mon - Wed - Fri	1,914	2,351	1,937	2,028	2,017	5.4%
M,T,W,R Only	12,689	11,609	10,089	9,466	10,083	-20.5%
Friday	7,996	6,576	6,037	6,164	5,024	-37.2%
Saturday	4,378	3,396	1,902	1,733	1,756	-59.9%
Other	77,590	70,328	62,587	61,039	57,645	-25.7%
<b>Grand Total</b>	<b>208,326</b>	<b>195,708</b>	<b>177,739</b>	<b>177,558</b>	<b>169,932</b>	<b>-18.4%</b>

## Gender by Academic Year

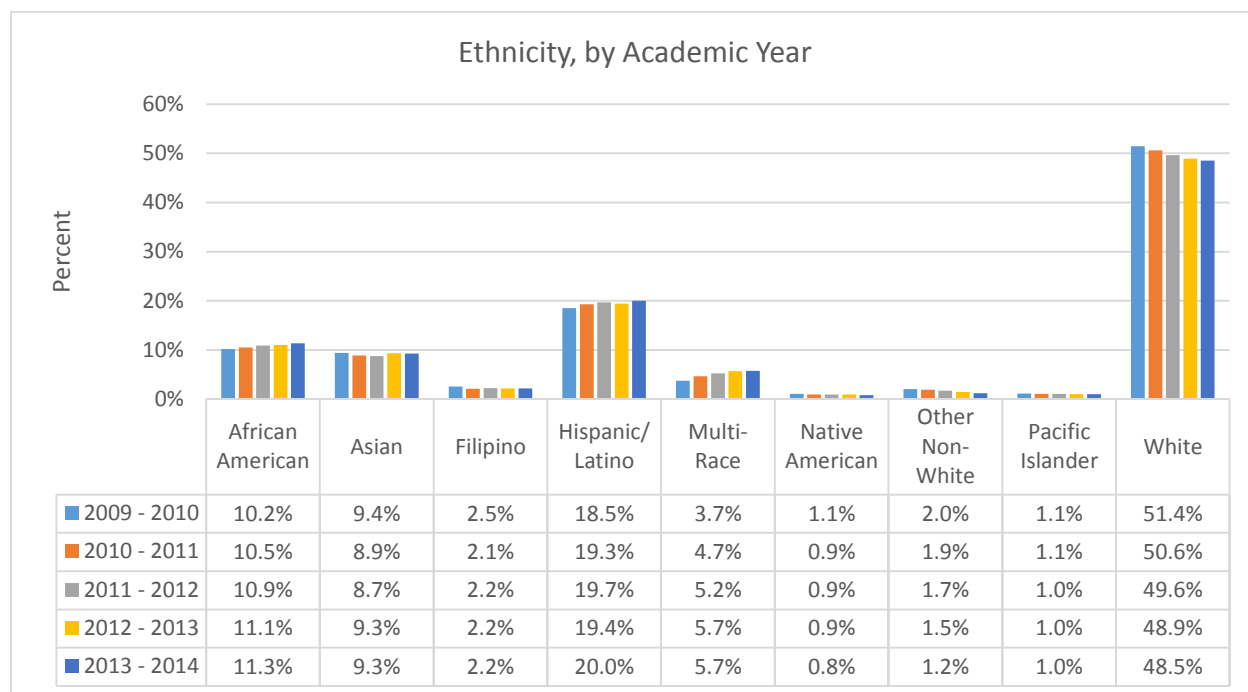


As shown in the graph above, the ratio of female to male students has remained relatively unchanged over the past five years.

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 19.4% (6,380 students), versus male enrollments which have decreased by 23.2% percent (5,557 students). (Note that the context for these declines is an overall headcount decline of 20.1% over this same time period.) During the last year, female enrollments have decreased by 5.5% (1,344 students), versus male enrollments which have decreased by 7.6% (1,749 students).

Gender	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Female	28,628	27,369	24,910	24,415	23,071	-19.4%
Male	27,526	25,893	23,956	22,895	21,146	-23.2%
No Record	319	353	129	302	608	90.6%
Not Indicated	643	546	544	582	783	21.8%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	

## Ethnic Groups by Academic Year



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

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, although this group declined somewhat between 2012-13 and 2013-14.

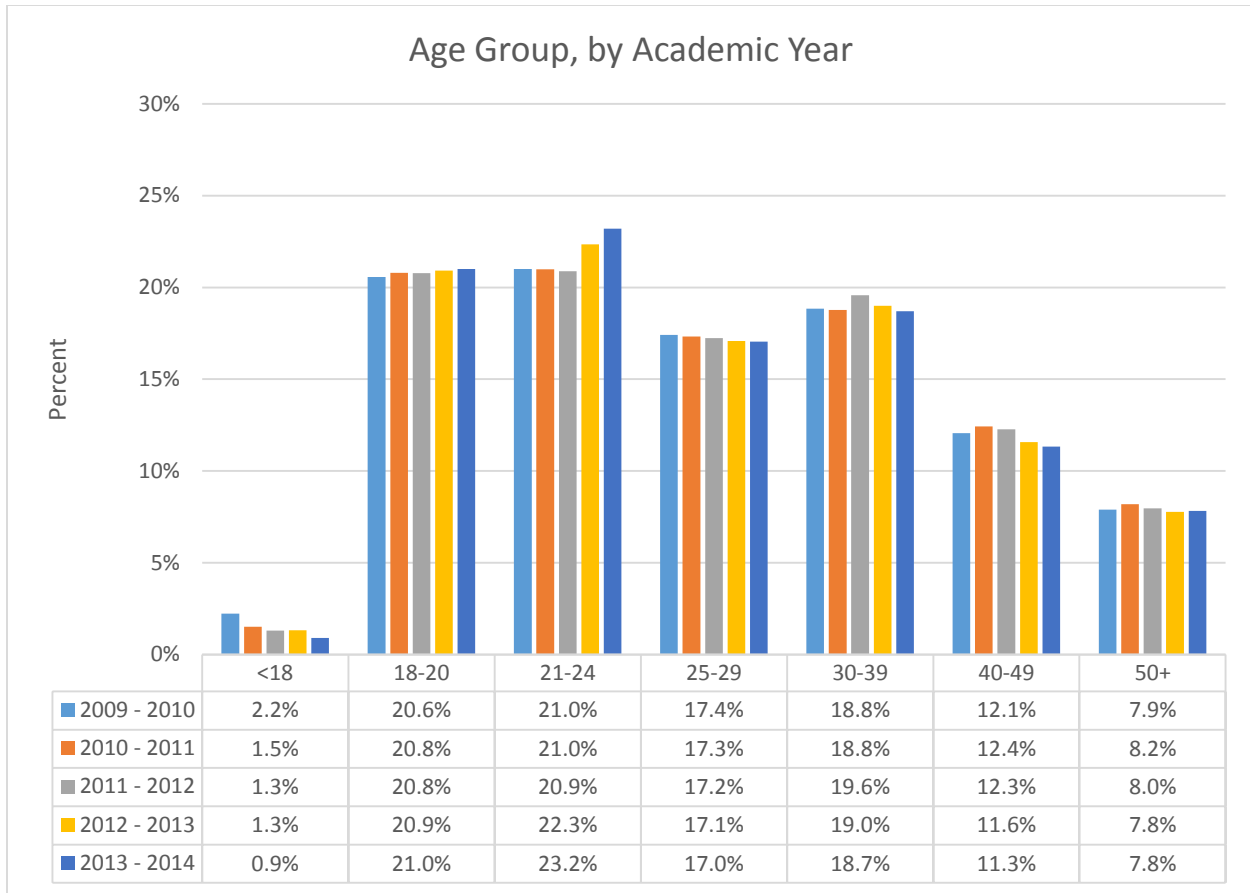
Ethnicity	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
African American	5,005	4,795	4,584	4,874	4,844	-3.2%
Asian	4,604	4,057	3,662	4,121	3,964	-13.9%
Filipino	1,243	971	930	958	921	-25.9%
Hispanic/Latino	9,081	8,803	8,250	8,574	8,547	-5.9%
Multi-Race	1,829	2,129	2,183	2,506	2,455	34.2%
Native American	518	421	381	398	344	-33.6%
Other Non-White	1,005	877	730	643	512	-49.0%
Pacific Islander	542	497	437	453	414	-23.6%
White	25,242	23,107	20,827	21,569	20,752	-17.8%
No Record	319	353	129	302	608	90.6%
Unknown	7,728	8,151	7,426	3,796	2,247	-70.9%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	<b>-20.2%</b>

## Expanded Ethnic Categories by Academic Year

Expanded Ethnicity	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Pct Chg
American Indian	520	412	374	394	337	-35.2%
Asian Indian	872	768	695	799	750	-14.0%
Black	4,985	4,760	4,546	4,839	4,815	-3.4%
Cambodian	70	56	49	59	56	-20%
Central American	176	153	138	166	200	13.6%
Chinese	759	656	592	650	606	-20.2%
Filipino	1,112	923	882	902	871	-21.7%
Guamanian	35	28	26	27	18	-48.6%
Hawaiian	51	51	47	35	25	-51.0%
Japanese	215	169	154	148	136	-36.7%
Korean	370	312	249	263	255	-31.1%
Laotian	176	166	127	160	138	-21.6%
Mexican/Mexican American/Chicano	3,436	3,395	3,198	3,930	4,238	23.3%
Multi-Race	4,610	4,800	4,871	5,725	5,739	24.5%
Other Asian	1,254	1,241	1,160	1,383	1,366	8.9%
Other Hispanic	2,566	2,799	2,438	1,440	970	-62.2%
Other Non-White	1,013	877	730	643	512	-49.5%
Other Pacific Islander	371	353	298	333	327	-11.9%
Samoan	54	50	49	46	32	-40.7%
South American	151	150	138	189	186	23.2%
Vietnamese	580	541	484	489	500	-13.8%
White	25,186	22,997	20,739	21,476	20,676	-17.9%
No Data	331	360	133	441	805	143.2%
Unknown	8,223	8,144	7,422	3,657	2,050	-75.1%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	<b>-20.2%</b>

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



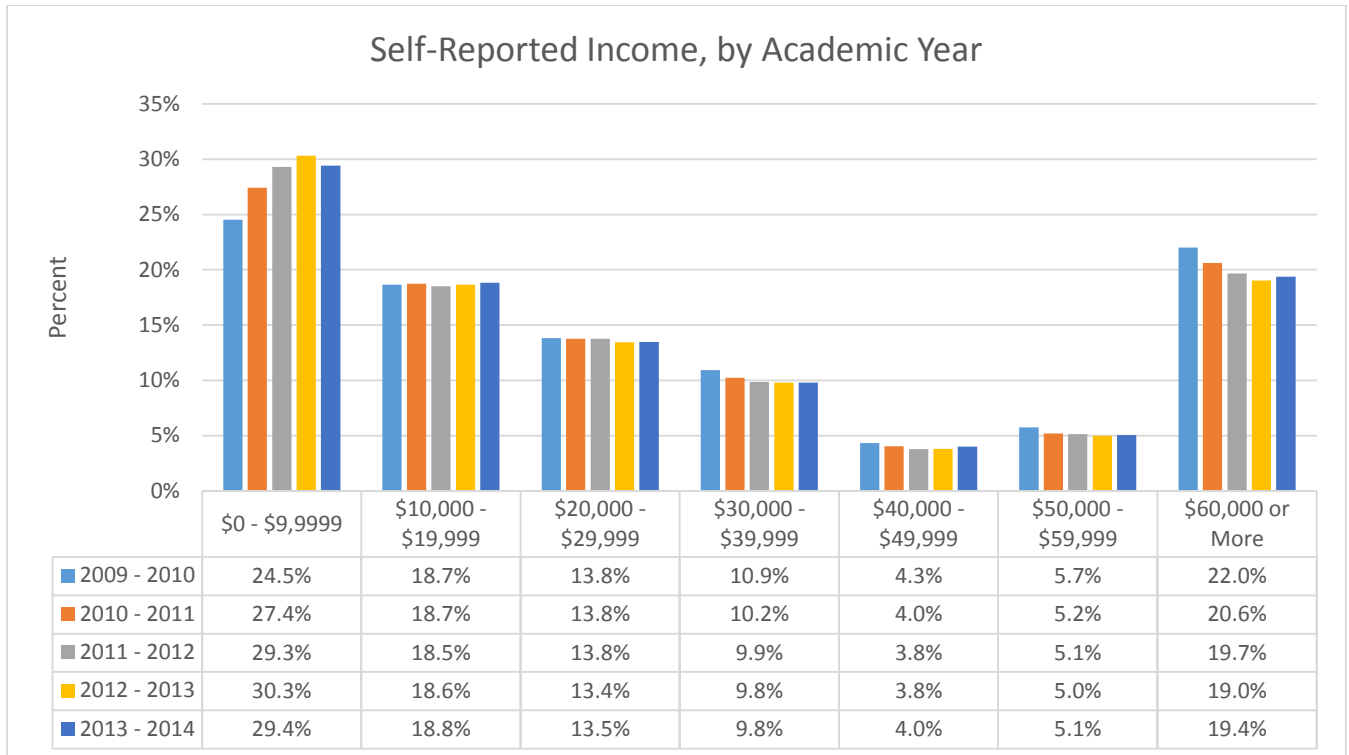
The graph above shows the percentage of unduplicated enrollments by age group over the past five years. The proportion of traditional college students, ages 18 to 24, has risen consistently to just over 44% of the student body.

The table below shows counts of unduplicated enrollments by age group. Each age group declined between 2009-10 and 2013-14 at similar rates to that observed college wide, however the <18 year old group declined at a higher rate (-68.1%).

Age Groups	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
<18	1,265	809	642	633	404	-68.1%
18-20	11,684	11,185	10,264	10,019	9,455	-19.1%
21-24	11,930	11,295	10,320	10,700	10,441	-12.5%
25-29	9,888	9,322	8,521	8,183	7,670	-22.4%
30-39	10,697	10,103	9,669	9,096	8,414	-21.3%
40-49	6,848	6,688	6,060	5,538	5,099	-25.5%
50+	4,485	4,406	3,934	3,723	3,517	-21.6%
No Record	319	353	129	302	608	90.6%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	<b>-20.2%</b>



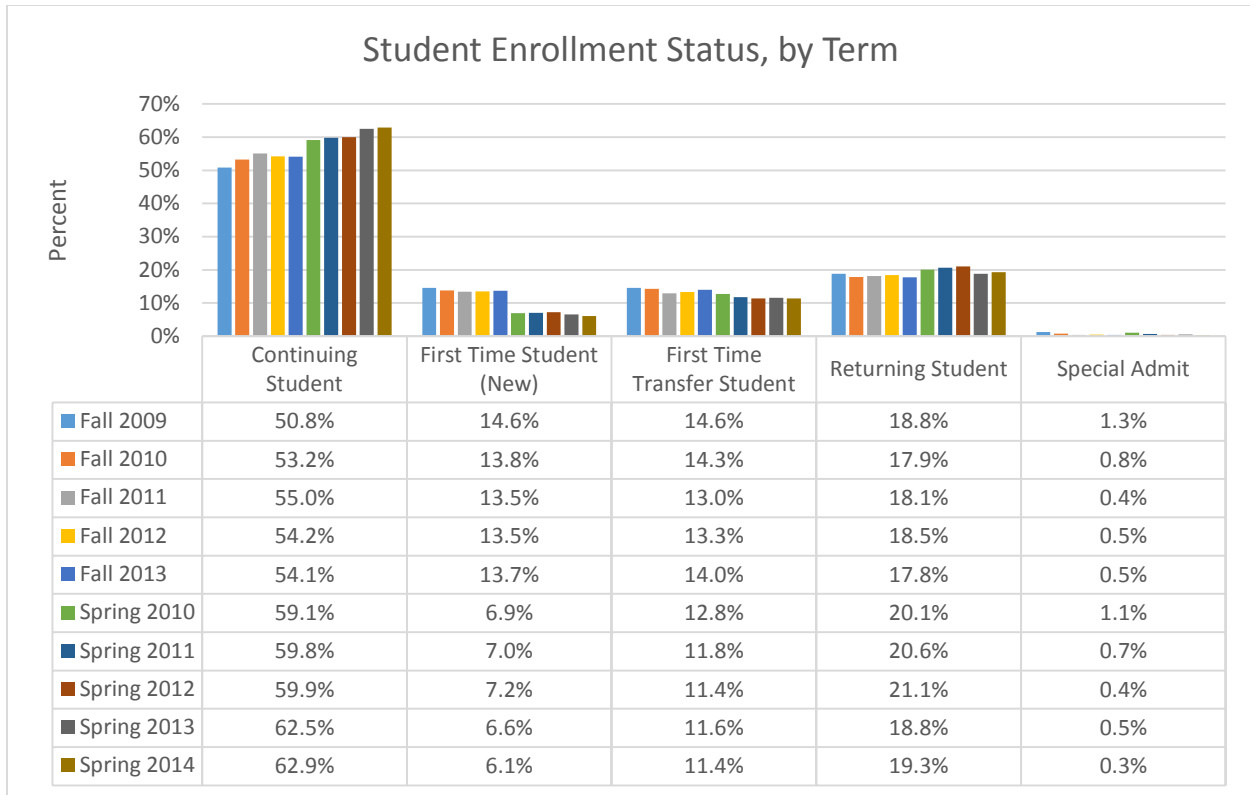
## Self-Reported Income Categories by Academic Year



Self-reported household income is collected on the supplemental Admissions application and is provided by approximately two-thirds of the student body. The statistics shown above and below reflect only those students that self-report this info and, in this analysis, assumes that the incomes of the approximately 40,000 (annual) students self-reporting their household income at least somewhat accurately represents the approximately 9,000 students that do not. While the number of students in each income group declined during the five years shown, the number of students with incomes under \$10,000 has generally increased over this same time frame.

Self-reported Income	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
\$0 - \$9,999	10,673	11,537	11,481	11,780	10,851	1.7%
\$10,000 - \$19,999	8,116	7,881	7,248	7,245	6,942	-14.5%
\$20,000 - \$29,999	6,008	5,794	5,387	5,223	4,972	-17.2%
\$30,000 - \$39,999	4,757	4,298	3,860	3,803	3,616	-24.0%
\$40,000 - \$49,999	1,886	1,695	1,483	1,484	1,483	-21.4%
\$50,000 - \$59,999	2,495	2,185	2,008	1,937	1,867	-25.2%
\$60,000 or More	9,577	8,673	7,700	7,400	7,151	-25.3%
No Record	319	353	129	302	608	90.6%
Not Indicated	13,285	11,745	10,243	9,020	8,118	-38.9%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	<b>-20.2%</b>

## Student Enrollment Status by Term



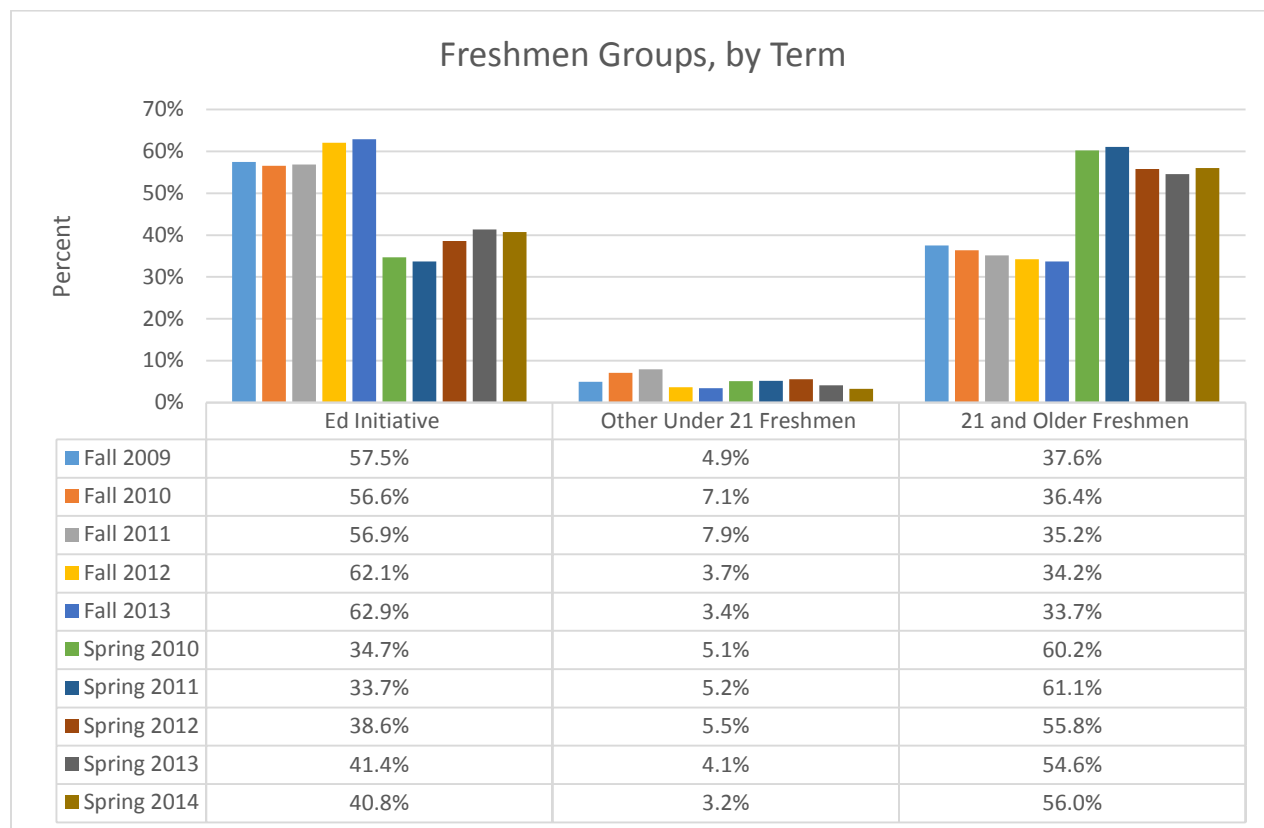
The definitions for enrollment status are given below:

- **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.*
- **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.
- **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, by fall and spring semester. Continuing Students represent the largest group and their percentages have increased over the past five years for both fall and spring terms. Reflecting the typical transition to college for high school graduates, the proportion of First-time Freshmen in fall semesters is approximately twice that of spring semesters. The table below shows the counts of unduplicated enrollments by enrollment status.

Enrollment Status	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
Continuing Student	17,794	17,818	17,487	17,331	16,397	-7.9%	22,550	21,910	20,455	20,629	19,684	-12.7%
First Time Student (New)	5,104	4,621	4,274	4,312	4,166	-18.4%	2,639	2,578	2,460	2,177	1,900	-28.0%
First Time Transfer Student	5,111	4,798	4,116	4,257	4,233	-17.2%	4,863	4,331	3,895	3,822	3,568	-26.6%
Returning Student	6,588	5,984	5,754	5,905	5,397	-18.1%	7,655	7,557	7,189	6,220	6,032	-21.2%
Special Admit	440	280	141	166	137	-68.9%	426	265	130	169	107	-74.9%
Unknown	54	4	13	28	7	-87.0%	23	8	4	12		N/A

## Ed Initiative Freshmen Groups by Term



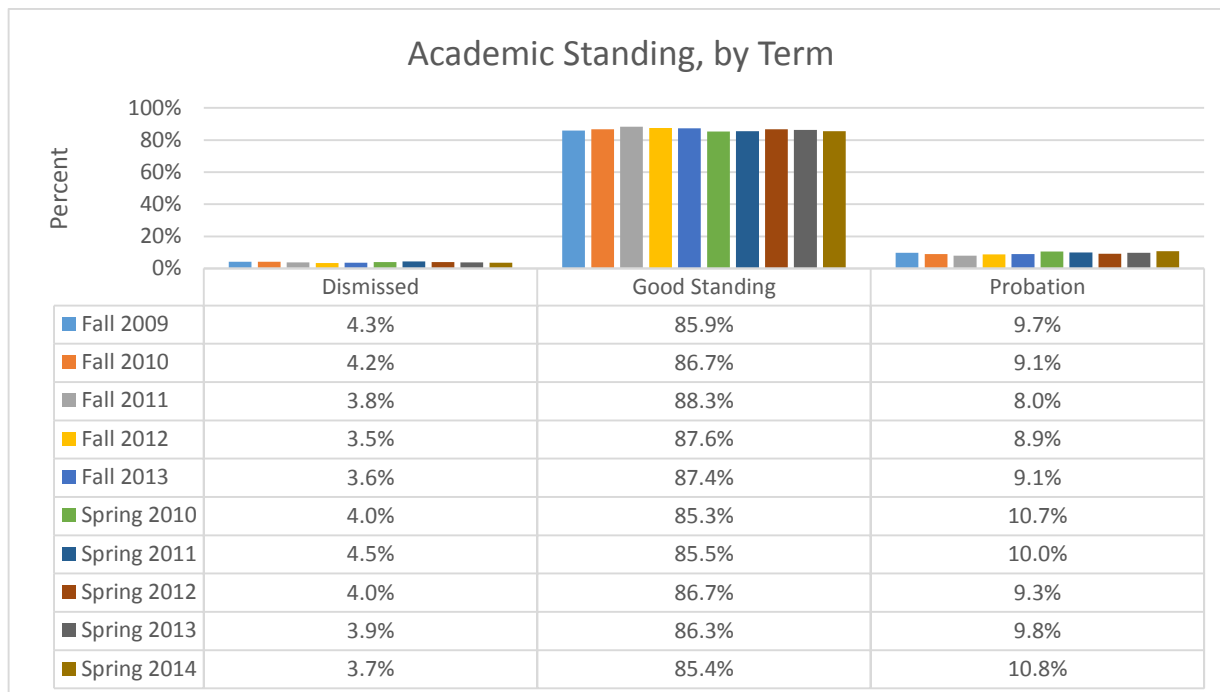
The Educational Initiative is a district wide effort, implemented in Fall 2005, to improve the success and persistence of first-time freshmen. The Educational Initiative cohort is defined as: First-time freshman status, high school graduate or equivalency, less than 21 years of age, and no record of 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 decline seen here for younger freshmen students corresponds with the recent declines in high school students from the primary feeder high schools.

Freshmen Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
Ed Initiative Freshmen	2,880	2,556	2,390	2,651	2,599	-9.8%	904	862	947	895	771	-14.7%
Other Under 21 Freshmen	247	320	334	157	140	-43.3%	133	133	136	88	61	-54.1%
21 and Older Freshmen	1,881	1,643	1,479	1,460	1,393	-25.9%	1,571	1,564	1,369	1,181	1,060	-32.5%

## 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.

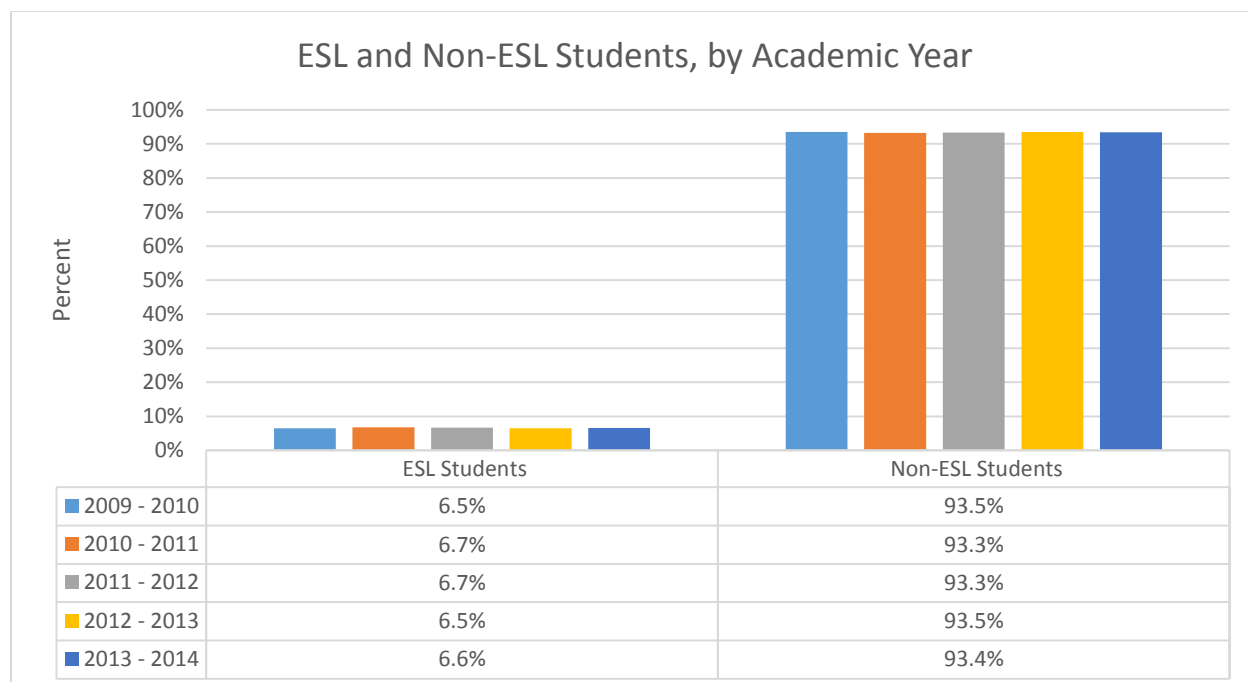


The graph above shows the percentage of unduplicated enrollments by Academic Standing over the past five years. The proportion of students in Good Standing has increased over the five year time frame shown here with commensurate decreases in the proportion of probation and dismissed students.

The table below shows the counts of unduplicated enrollments by academic standing. Not surprisingly, given the 20% decline in overall student headcount over the last five years, the number of students in each of the academic standing groups shown has declined since 2009-10.

Academic Standing	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
Dismissed	1,508	1,414	1,196	1,123	1,072	-28.9%	1,531	1,645	1,363	1,283	1,167	-23.8%
Good Standing	30,121	29,006	27,968	27,942	26,349	-12.5%	32,484	31,316	29,509	28,470	26,700	-17.8%
Probation	3,416	3,046	2,519	2,845	2,741	-19.8%	4,061	3,652	3,168	3,248	3,385	-16.6%
Missing	109	50	8	22	94	-13.8%	80	93	268	234	296	270%
Unknown	46	39	102	89	175	280.4%	80	36	93	28	39	-51.2%

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



The graph above and the table below compares the percentage of ESL and non-ESL students at ARC. As can be seen here, the percentage of students taking ESL classes averages about 6.6% over the five years shown here. 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.

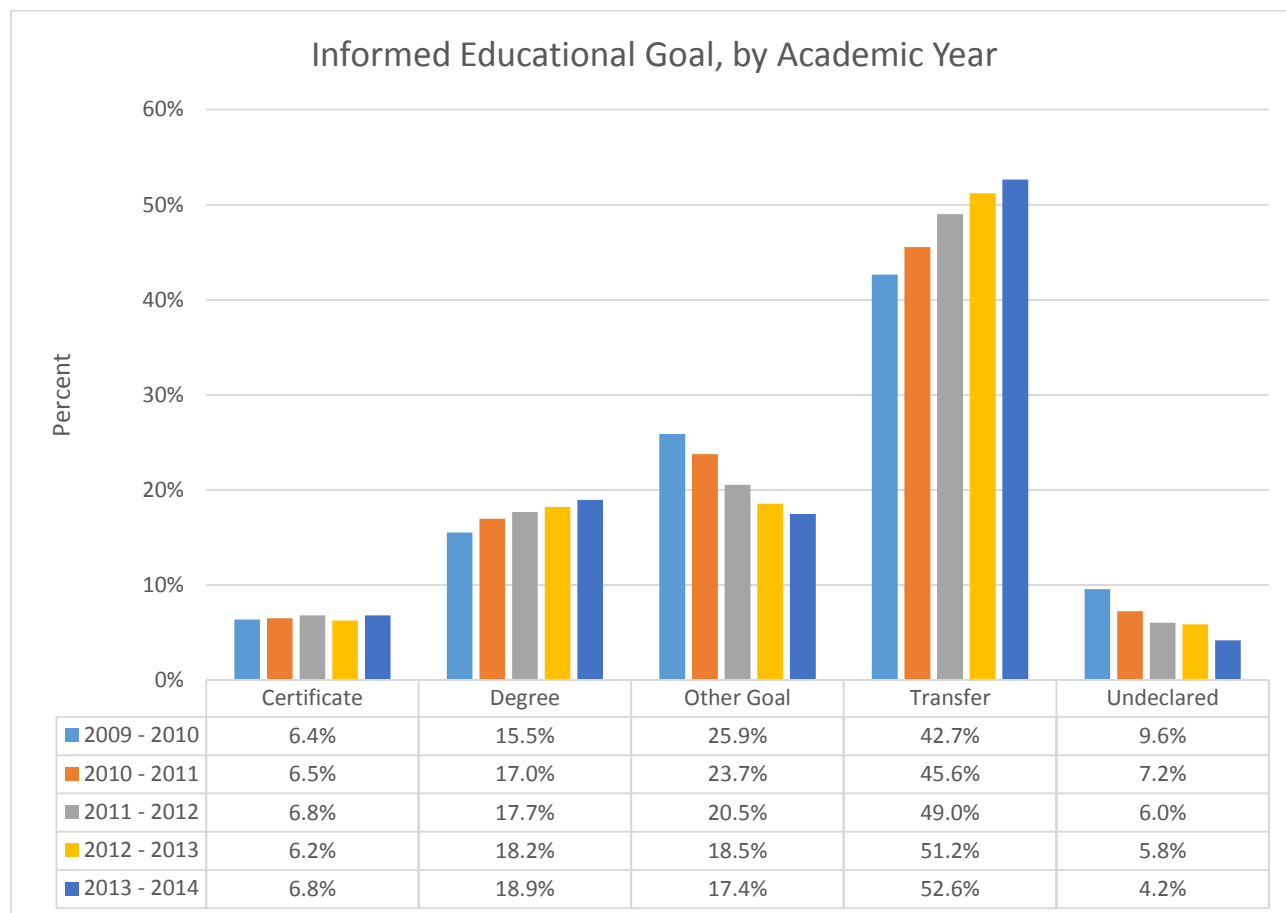
Category	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Non-ESL Students	53,425	50,519	46,237	45,085	42,606	-20.2%
ESL Students	3,691	3,642	3,302	3,109	3,002	-18.7%

**Primary Language:** The table on the following page illustrates the wide variety of languages ARC students self-report as their primary language. Those whose primary language is not English have represented nearly 16% 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 for the shifting landscape of ARC's diverse student population.

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

Primary Language	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Afrikaans	48	39	38	37	28	-41.7%
American Sign Language	74	77	72	77	60	-18.9%
Amharic	73	71	61	67	64	-12.3%
Arabic	138	165	251	328	387	180.4%
Bahasa (Indonesian)	11	4	5	12	9	-18.2%
Bengali	17	12	10	8	7	-58.8%
Burmese	12	9	8	6	9	-25.0%
Chinese (Cantonese)	178	161	152	144	142	-20.2%
Chinese (Mandarin)	160	147	137	134	131	-18.1%
Chinese (Other)	16	15	16	15	11	-31.3%
Chinese (Shanghai)	4	4	4	2	3	-25.0%
Czech	9	7	5	3	6	-33.3%
Danish	5	3	3	1	3	-40.0%
Dutch	11	8	4	2	1	-90.9%
English	48,567	46,102	42,436	41,187	39,005	-19.7%
Farsi (Persian)	294	322	318	339	334	13.6%
Finnish	14	20	9	7	6	-57.1%
Flemish	7	5	6	2	2	-71.4%
French	45	41	43	38	39	-13.3%
German	19	26	25	15	14	-26.3%
Greek	10	5	5	4	4	-60.0%
Hebrew	5	5	7	8	6	20.0%
Hindi	107	85	76	86	61	-43.0%
Hmong	354	358	354	345	283	-20.1%
Hungarian	10	8	7	6	3	-70.0%
Indian	128	100	88	78	55	-57.0%
Indian (Hindi)	105	87	75	86	66	-37.1%
Indian (Kannada)	5	1	1			-100.0%
Indian (Konkani)	1	1	2			-100.0%
Italian	6	5	5	8	9	50.0%
Japanese	44	39	26	28	29	-34.1%
Kiswahili	5	6	5	8	5	0.0%
Korean	201	161	126	117	107	-46.8%
Laotian	54	48	35	33	24	-55.6%
Latvian	1	3		1		-100.0%
Lithuanian	4	2	5	5	7	75.0%
Malay	5	2	3	2	1	-80.0%
Norwegian			5	6	3	N/A
Other	440	409	355	325	283	-35.7%
Polish	17	13	6	2	2	-88.2%
Portuguese	40	34	34	29	33	-17.5%
Rumanian	257	233	224	191	172	-33.1%
Russian	2,441	2,227	1,914	1,749	1,443	-40.9%
Serbo-Croatian	37	25	25	23	19	-48.6%
Slovak	10	6	6	6	5	-50.0%
Spanish	1,230	1,170	1,094	1,144	1,130	-8.1%
Swahili	11	8	9	13	10	-9.1%
Swedish	8	5	6	4	5	-37.5%
Tagalog (Philippines)	207	204	193	173	133	-35.7%
Tamil (Ceylon)	3	1	2	3	1	-66.7%
Tamil (India)	5	7	2	6	3	-40.0%
Telugu	7	1	2	4	5	-28.6%
Thai	24	30	26	22	23	-4.2%
Turkish	5	4	8	3	8	60.0%
Twi (Ghana)	4	2	2	4	3	-25.0%
Ukrainian	880	880	726	599	518	-41.1%
Urdu (Pakistan)	80	83	80	85	68	-15.0%
Vietnamese	322	289	249	241	195	-39.4%
Welsh	2	2	1	1	1	-50.0%
No Data	319	353	129	302	608	90.6%
Unknown	20	21	18	20	16	-20.0%

## Informed Educational Goal by Academic Year

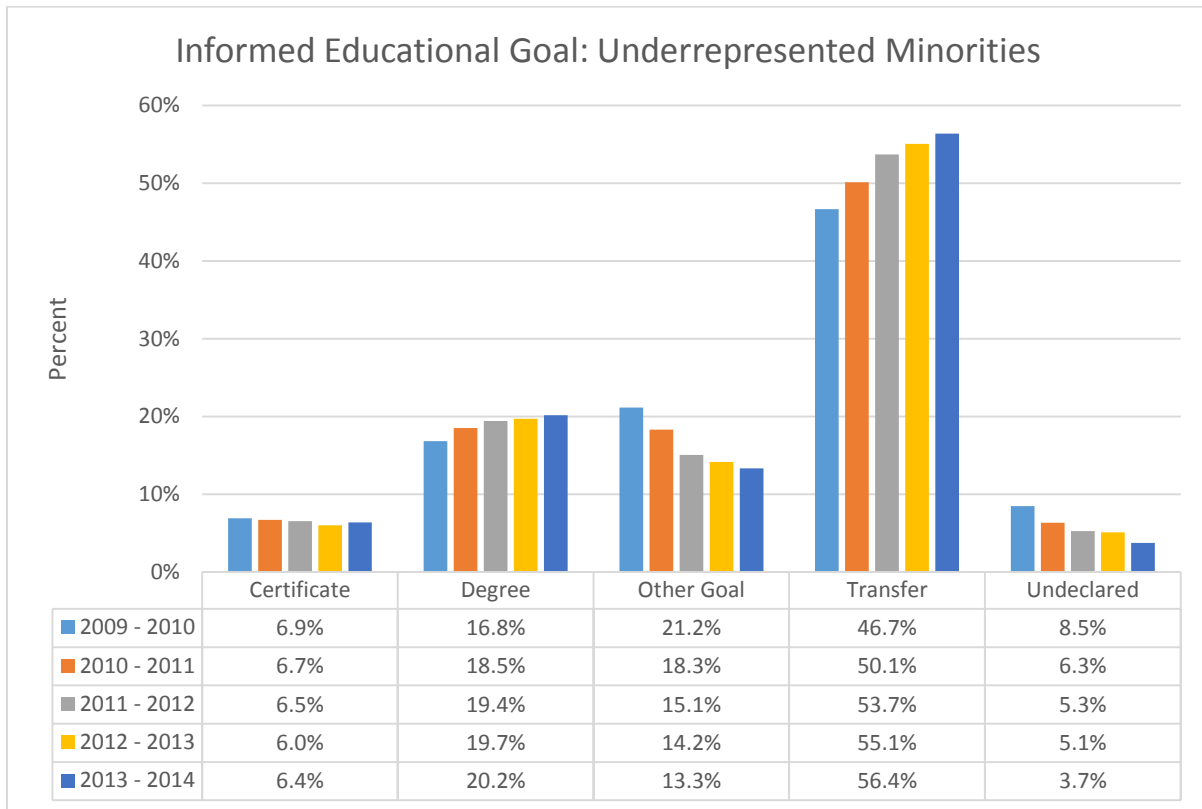


The graph above reflects the percentage of students over the past five years that self-reported on the Admissions Application various primary education goals. It should be noted that self-reported education goal is not an accurate indicator of student intent. As shown in the table below, the number of students indicating a goal of Transfer or Degree has remained fairly stable over the last five years, while over this same time frame the number of students who indicated a goal of Certificate declined by 15.5%. In 2013-2014, over 78% of all students indicated a goal of transfer, degree, and/or certificate.

Informed Ed Goal	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Certificate	3,617	3,500	3,348	2,987	3,056	-15.5%
Degree	8,817	9,129	8,726	8,715	8,527	-3.3%
Other Goal	14,706	12,777	10,145	8,874	7,851	-46.6%
Transfer	24,224	24,512	24,220	24,517	23,692	-2.2%
Undeclared	5,433	3,890	2,971	2,799	1,874	-65.5%
No Record	319	353	129	302	608	90.6%
<b>Grand Total</b>	<b>56,797</b>	<b>53,808</b>	<b>49,410</b>	<b>47,892</b>	<b>45,000</b>	<b>-20.8%</b>

**Education Goals included in the “Other Goal” category:** 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

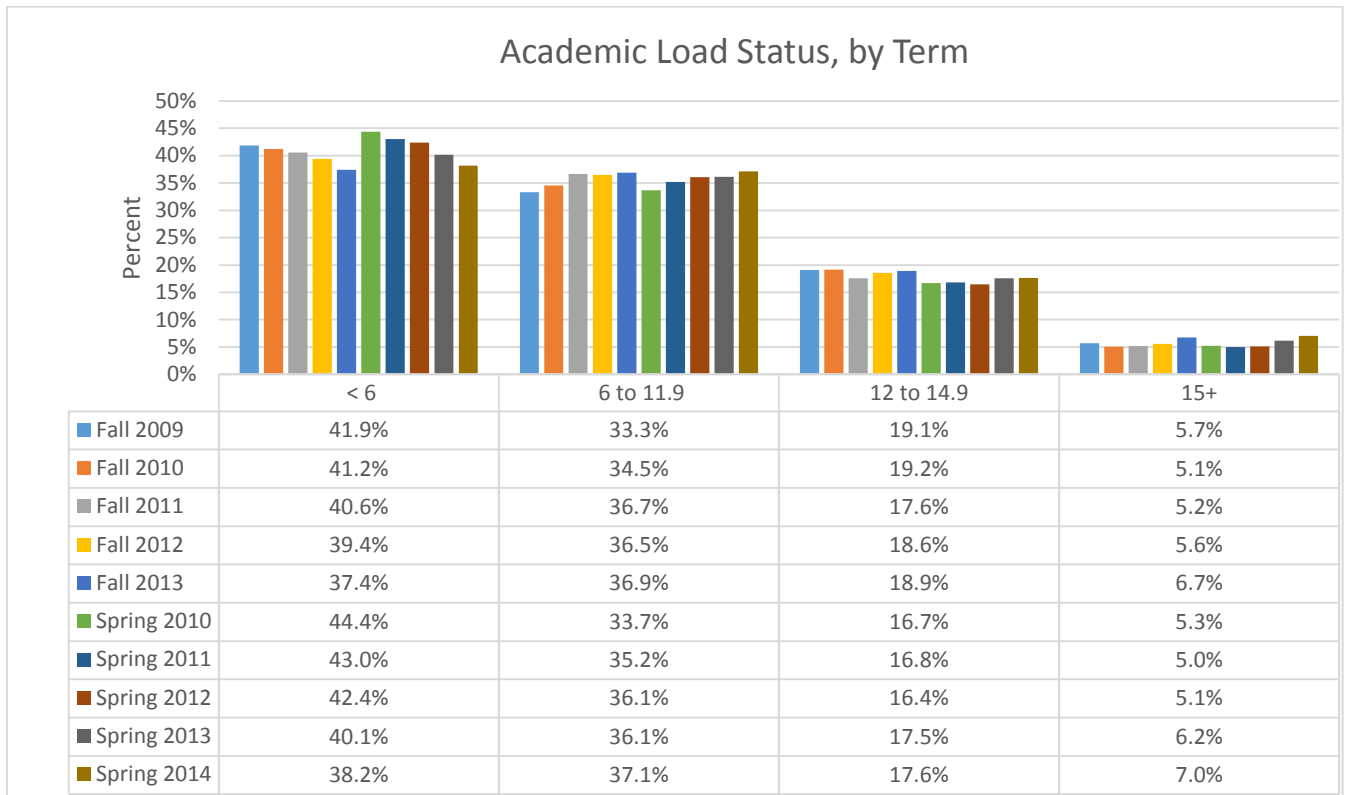


The graph above reflects the percentage of underrepresented minorities who selected Transfer, Degree, Certificate, Other Goal or Undeclared as a primary educational goal. For 2013-14, 83% of all educational goals for these students are either Transfer, Degree, or Certificate, which exceeds the overall college average (see previous page) by nearly 5 percentage points. “Underrepresented minorities” are defined here as Native American, African American and Hispanic groups.

Informed Ed Goal	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Certificate	1,006	938	862	828	875	-7.9%
Degree	2,455	2,597	2,569	2,730	2,769	10.6%
Other Goal	3,090	2,569	1,992	1,960	1,833	-40.6%
Transfer	6,815	7,029	7,097	7,624	7,745	11.2%
Undeclared	1,238	886	695	704	513	-60.9%
<b>Grand Total</b>	<b>14,604</b>	<b>14,019</b>	<b>13,215</b>	<b>13,846</b>	<b>13,735</b>	<b>-6.0%</b>



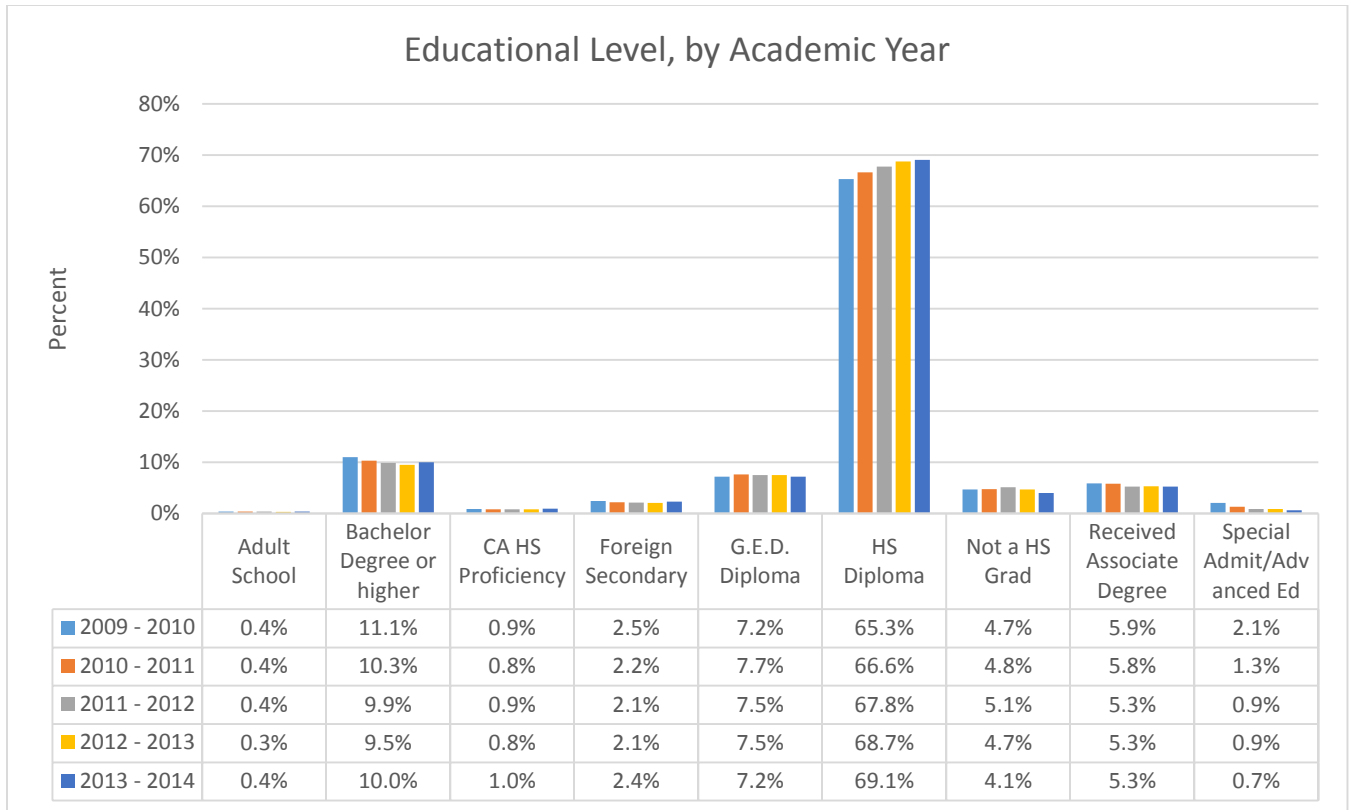
## Academic Load Status by Term



The graph and table shown here 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 fairly unchanged over the five years shown here at approximately 24% and 76%, respectively. Over these five years, the percentage of students enrolled in less than 6 units has declined by approximately 4 percentage points with a nearly commensurate increase in the percentage of students enrolled in 6 to 11.9 units, and smaller increases in both 12 to 14.9 and 15+ unit groupings. This shift is most likely the result of the class section cuts of recent years, resulting in increased competition for classes and students' greater sense of urgency to maintain enrollment priorities.

Academic Load Status	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Pct Chg	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Pct Chg
< 6	14,735	13,836	12,906	12,617	11,392	-22.7%	16,968	15,801	14,582	13,354	12,060	-23.7%
6 to 11.9	11,732	11,585	11,660	11,675	11,228	-4.3%	12,876	12,932	12,406	12,021	11,727	-8.9%
12 to 14.9	6,730	6,434	5,588	5,943	5,759	-14.4%	6,383	6,176	5,654	5,837	5,575	-12.7%
15+	2,003	1,700	1,639	1,786	2,052	2.4%	2,009	1,833	1,759	2,051	2,225	10.7%
<b>Grand Total</b>	<b>35,200</b>	<b>33,555</b>	<b>31,793</b>	<b>32,021</b>	<b>30,431</b>	<b>-13.5%</b>	<b>38,236</b>	<b>36,742</b>	<b>34,401</b>	<b>33,263</b>	<b>31,587</b>	<b>-17.4%</b>

## Educational Level by Academic Year



The graph above reflects the highest education level attained prior to enrolling at ARC, expressed as a percentage of overall headcount. The table below reflects the student counts over the five years for each educational level category.

Educational Level	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Percent Change
Adult School	219	216	205	155	178	-18.7%
Bachelor Degree or higher	6,120	5,404	4,757	4,447	4,393	-28.2%
CA HS Proficiency	502	443	416	396	428	-14.7%
Foreign Secondary	1,366	1,147	1,029	966	1,036	-24.2%
G.E.D. Diploma	3,983	4,013	3,611	3,514	3,174	-20.3%
HS Diploma	36,153	34,880	32,513	32,066	30,341	-16.1%
Not a HS Grad	2,595	2,502	2,466	2,200	1,782	-31.3%
Received Associate Degree	3,275	3,047	2,546	2,479	2,310	-29.5%
Special Admit/Advanced Ed	1,142	686	422	431	292	-74.4%
No Data	319	353	129	302	608	90.6%
Unknown	1,442	1,470	1,445	1,238	1,066	-26.1%
<b>Grand Total</b>	<b>57,116</b>	<b>54,161</b>	<b>49,539</b>	<b>48,194</b>	<b>45,608</b>	<b>-20.1%</b>

## Top Thirty Feeder High Schools by Academic Year

High school	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Pct Chg
Del Campo High	180	126	131	130	157	-12.8%
El Camino Fundamental High	154	157	122	127	153	-.6%
Mira Loma High	151	138	132	128	128	-15.2%
Inderkum High School	118	150	157	126	127	7.6%
Rio Linda High	167	143	119	150	120	-28.1%
Visions In Education	153	122	140	130	110	-28.1%
Rio Americano High	123	107	90	108	103	-16.3%
Grant Union High	116	99	95	95	101	-12.9%
Center High School	126	119	91	86	83	-34.1%
Bella Vista High	93	88	72	98	81	-12.9%
Natomas High	64	81	90	78	74	15.6%
Foothill High	137	91	83	111	69	-49.6%
Cordova High	106	97	55	79	67	-36.8%
Mesa Verde High	91	60	61	63	65	-28.6%
Independent Home School	77	61	67	65	59	-23.4%
Options for Youth-San Juan Cha	64	50	59	67	57	-10.9%
Highlands High	83	55	57	42	50	-39.8%
Encina High	60	29	50	62	47	-21.7%
San Juan High	68	53	49	53	42	-38.2%
Rosemont High School	66	51	60	51	38	-42.4%
Keema (Elwood J.) High (Alt.)	44	45	79	52	38	-13.6%
Casa Roble Fundamental High	43	43	46	52	34	-20.9%
Oakmont High	80	79	25	26	33	-58.8%
Natomas Charter #19	35	39	29	32	33	-5.7%
River City Senior High	18	19	18	33	32	77.8%
Woodcreek High	55	36	30	22	29	-47.3%
El Sereno Alternative Educ. (A	41	40	22	31	26	-36.6%
Folsom High	41	21	30	37	25	-39.0%
Discovery High (Cont.)	31	21	17	25	21	-32.3%
Roseville High	33	38	29	38	19	-42.4%
<b>Grand Total</b>	<b>2,618</b>	<b>2,258</b>	<b>2,105</b>	<b>2,197</b>	<b>2,021</b>	<b>-22.8%</b>

**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.

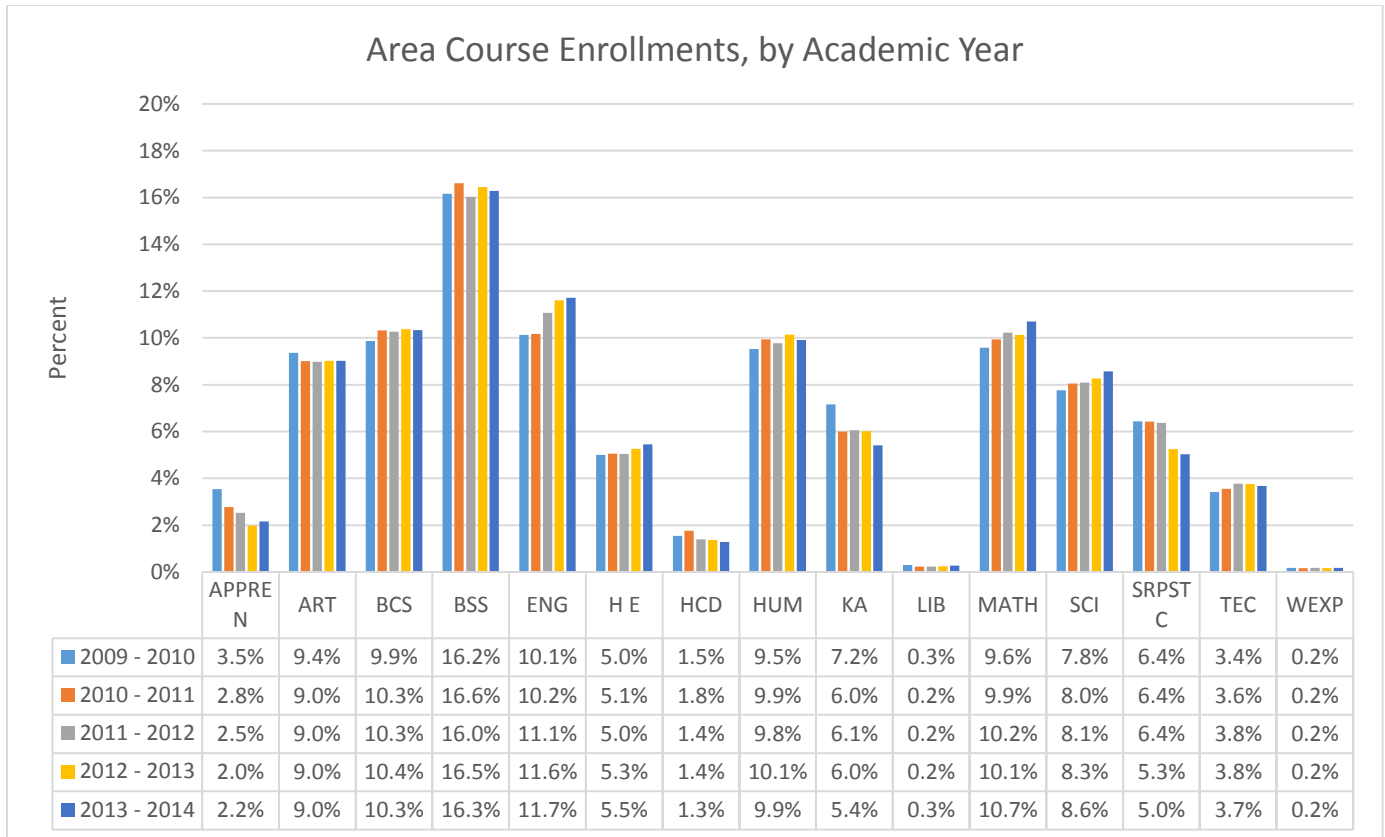
The above table shows the number of recent high school graduates attending ARC as new, first time college students. The 30 schools listed are those that transitioned the largest number of students in 2013-14 to ARC, ranked here in descending order on 2013-14 counts. For only the schools shown above, 597 fewer students transitioned to ARC between 2009-10 and 2013-14, a decline of 22.8%. (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	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Pct Chg
Visions In Education	90	49	39	36	33	-63.3%
Mira Loma High	66	30	10	18	18	-72.7%
Rio Americano High	50	18	6	11	12	-76%
Inderkum High School	42	54	17	21	11	-73.8%
Del Campo High	20	11	11	10	8	-60%
Natomas Charter #19	23	25	10	9	8	-65.2%
Natomas High	84	51	13	13	7	-91.7%
Independent Home School	28	21	15	10	7	-75.0%
El Camino Fundamental High	26	13	2	10	6	-76.9%
Antelope View Home Charter	16	2		3	5	-68.8%
Center High School	43	14	11	9	5	-88.4%
Futures High School	25	15	7	4	4	-84.0%
Bella Vista High	14	6	8	5	3	-78.6%
Oakmont High	8	7	3	4	3	-62.5%
Rio Linda High	13	6	2	3	3	-76.9%
Foothill High	38	12	4	5	3	-92.1%
San Juan Choices Center	11	4	3	5	3	-72.7%
Horizon Instructional Systems	13	11	9	7	2	-84.6%
San Juan High	7	4	6	3	2	-71.4%
Options for Youth-San Juan Cha	8	5	2	4	2	-75.0%
Keema (Elwood J.) High (Alt.)	6	3	1	1	2	-66.7%
Granite Bay High School	2	4	25	10	1	-50.0%
Grant Union High	10	1	3	3	1	-90.0%
Rosemont High School	5	9	9	5	1	-80.0%
Highlands High	16	2	1		1	-93.8%
Davis Senior High	1	4	25	3	1	0.0%
Encina High	41	30	2	3	1	-97.6%
Mesa Verde High	16	7	3	3	1	-93.8%
Cordova High	10	2	4	11	1	-90.0%
Sheldon High School	65	31	2	1	0	-100.0%
<b>Grand Total</b>	<b>797</b>	<b>451</b>	<b>253</b>	<b>230</b>	<b>155</b>	<b>-80.6%</b>

The above table shows the number of high school students for a specific fall semester who were concurrently enrolled at ARC. The 30 schools listed are those with the largest number of concurrent enrollments in 2013-14. The decline seen in concurrent enrollment between 2009-10 and 2010-11 are at least in part due to the Los Rios District's decision to limit this type of enrollment. The number of concurrently enrolled students at ARC has decreased by 80.6% (642 students) between 2009-10 and 2013-14.

## 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 growth over the five years shown, while others show declines. The table below reflects the actual enrollments for each instructional area.

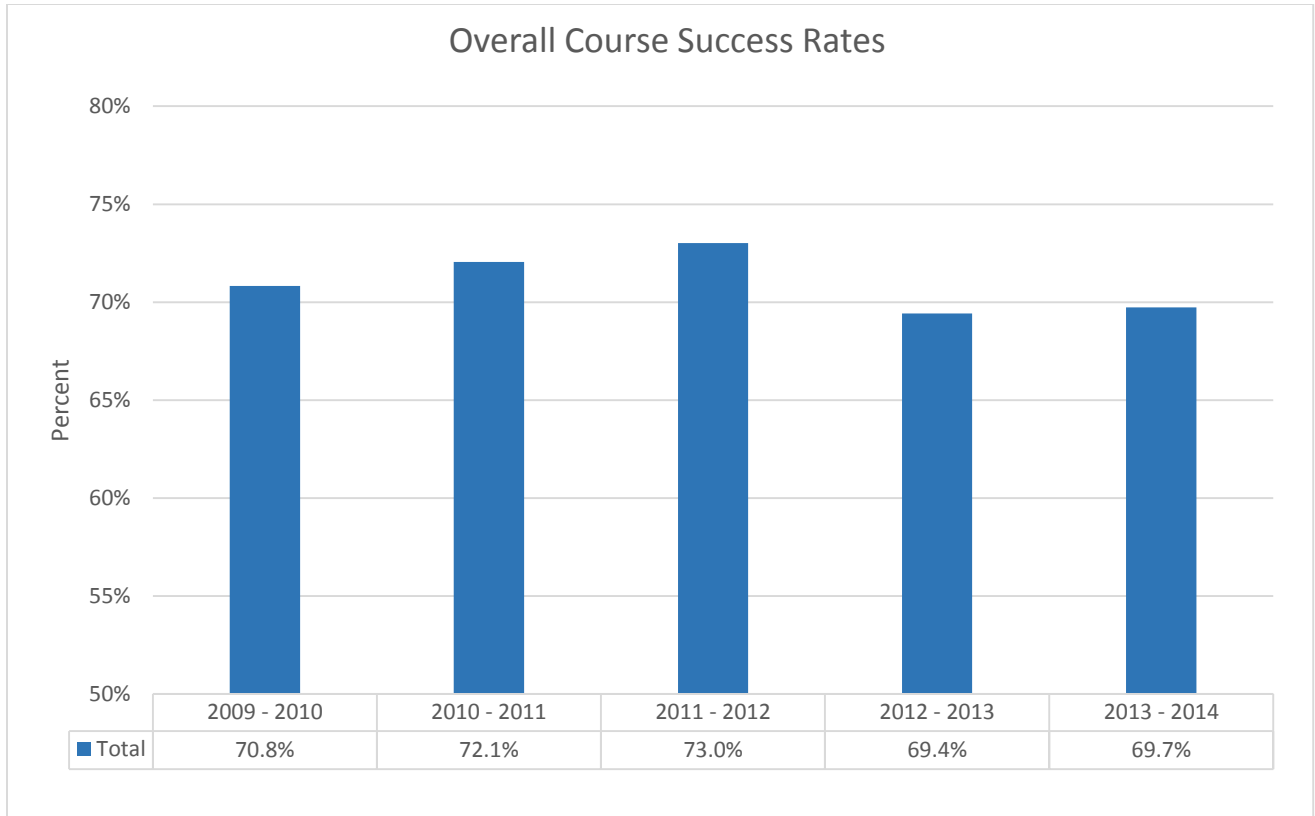
Area	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	Pct Chg
APPREN	7,355	5,397	4,503	3,511	3,663	-50.2%
ART	19,429	17,552	15,962	16,008	15,323	-21.1%
BCS	20,488	20,111	18,246	18,413	17,573	-14.2%
BSS	33,531	32,366	28,480	29,209	27,663	-17.5%
ENG	21,018	19,822	19,673	20,604	19,900	-5.3%
H E	10,389	9,855	8,960	9,331	9,262	-10.8%
HCD	3,202	3,439	2,485	2,427	2,178	-32.0%
HUM	19,773	19,351	17,383	18,000	16,844	-14.8%
KA	14,873	11,680	10,771	10,683	9,202	-38.1%
LIB	627	456	401	422	465	-25.8%
MATH	19,892	19,355	18,178	17,976	18,191	-8.5%
SCI	16,114	15,678	14,377	14,682	14,573	-9.6%
SRPSTC	13,359	12,513	11,320	9,329	8,547	-36.0%
TEC	7,076	6,934	6,699	6,676	6,255	-11.6%
WEXP	359	305	301	287	293	-18.4%
Unknown	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

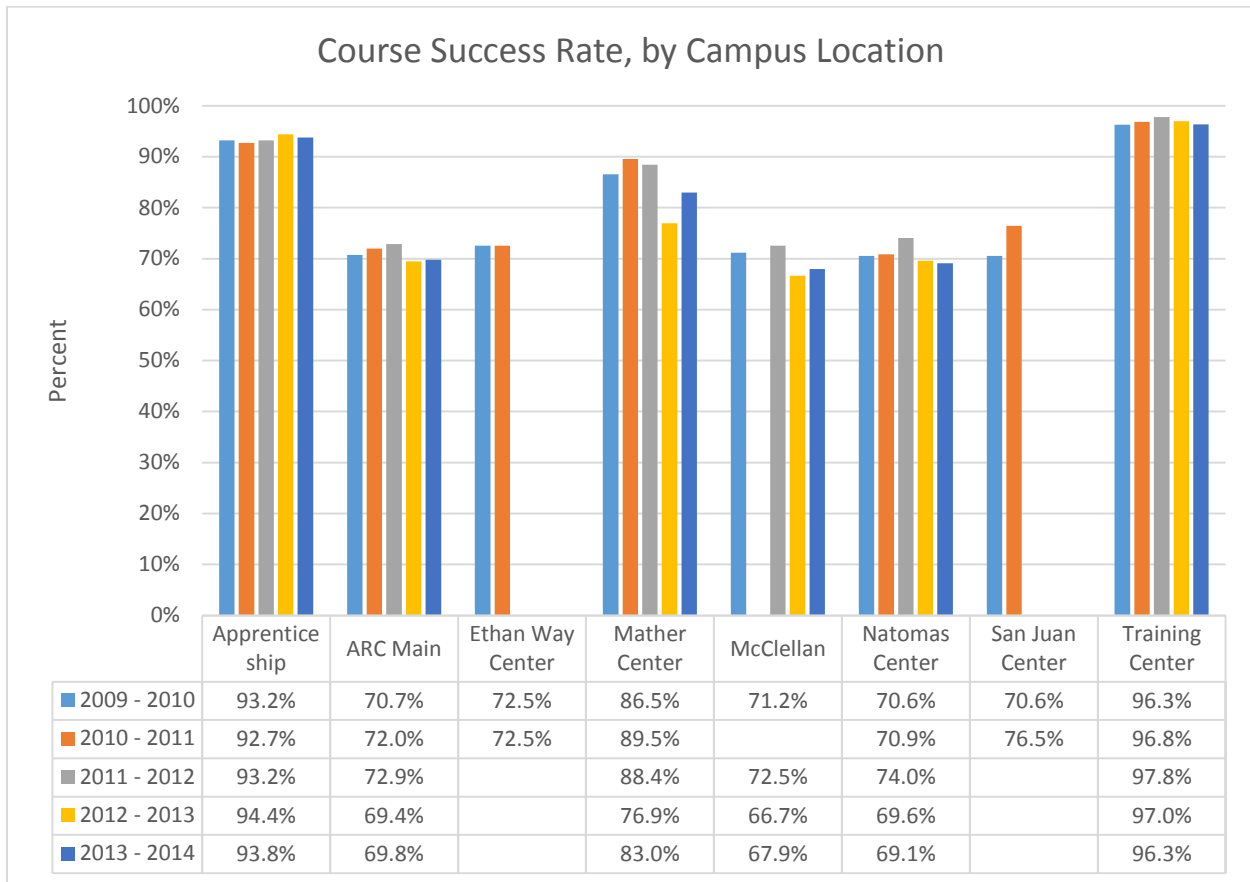


While ARC’s overall course success rate increased between 2009-2010 and 2011-2012, rates for 2012-13 and 2013-14 reflect a decline of just under 4 percentage points from the peak in 2011-12 of 74.9%. This decline is to some degree due to an increase in student drops (W notation) which resulted from the “Drop without W notation” date occurring one week earlier in the semester.

As noted in the introduction to this section, ARC’s Training Center and Apprenticeship program have been excluded from this and all other student performance reports, with the exception of those reports broken out by campus location (e.g., Course Success Rate by Campus Location).

Academic Year	Enrollments	Successful Enrollments
2009 - 2010	188,615	133,604
2010 - 2011	179,286	129,195
2011 - 2012	163,339	119,264
2012 - 2013	166,349	115,478
2013 - 2014	159,479	111,219

## Campus Location: Course Success Rates

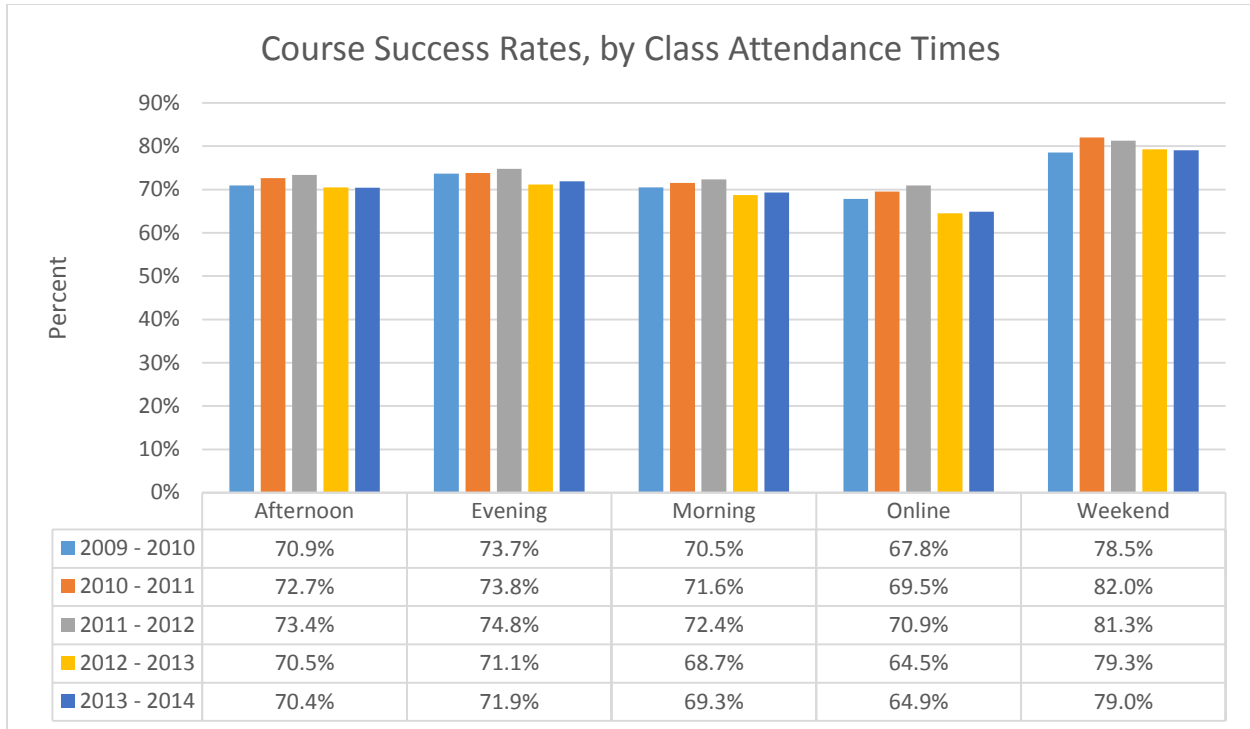


The course success rates for each ARC campus location over the last five years are shown above. Over this time frame, the greatest decline has occurred at the Mather Center. Given their specialized curriculum, Training Ctr and Apprenticeship program course success rates average 96% and 93%, respectively, which is why they have been excluded from all other student performance reports in this section of the KEIs (see intro on page 25). Course success rates for 2011-12 to present are not available for Ethan Way and San Juan Centers as both centers were merged with the McClellan Center in fall 2011.

Location	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Apprenticeship	7,355	6,855	5,397	5,004	4,503	4,197	3,511	3,313	3,663	3,435
ARC Main	169,927	120,187	161,173	116,045	146,147	106,490	148,316	102,997	142,661	99,513
Ethan Way Center	3,427	2,486	3,601	2,612						
Mather Center	668	578	754	675	735	650	672	517	629	522
McClellan	104	74			4,633	3,361	5,578	3,718	4,660	3,166
Natomas Center	13,110	9,250	12,556	8,899	11,669	8,638	11,536	8,031	11,294	7,802
San Juan Center	1,046	738	947	724						
Training Center	12,356	11,895	11,025	10,675	9,897	9,676	7,698	7,464	6,790	6,539
Unknown	333	291	255	240	155	125	247	215	235	216



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

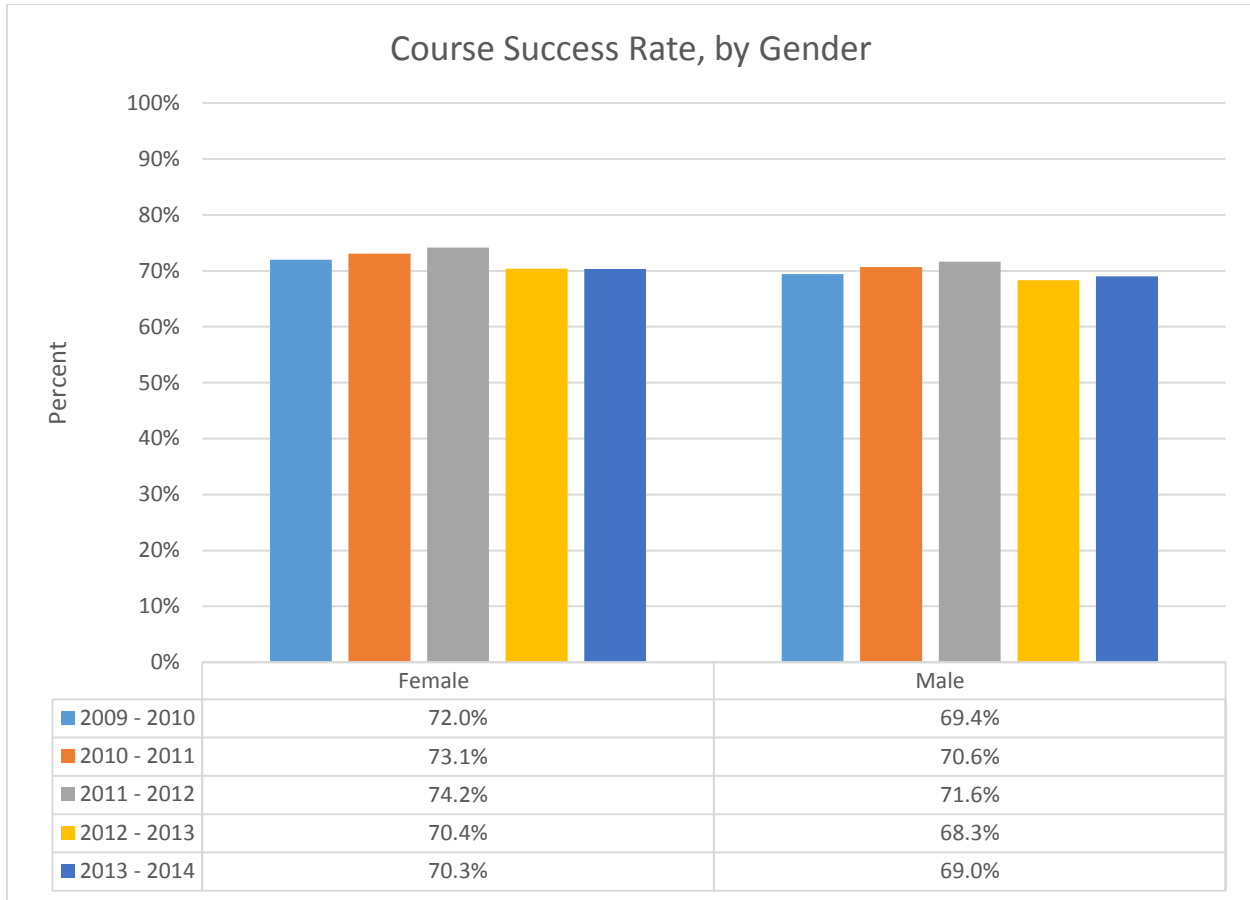


The graph above reflects the course success rate of enrollment attempts in courses offered at various times of day, as well as during the weekend and via distance education. The rates tend to be lower for online courses and higher for weekend courses. Note that the greatest decline seen here is for online courses which has fallen 6 percentage points between 2011-12 and 2013-14. Definitions for each of these categories can be found in the enrollment section of the report (page 5).

Class Attendance Time	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Afternoon	46,372	32,896	46,513	33,797	43,662	32,047	46,046	32,448	46,267	32,570
Evening	45,456	33,493	41,644	30,750	36,984	27,647	36,874	26,235	33,628	24,191
Morning	66,957	47,220	64,990	46,510	59,050	42,728	59,007	40,561	57,679	40,000
Online	22,760	15,433	25,082	17,441	23,182	16,438	25,451	16,428	26,503	17,195
Weekend	4,746	3,727	3,675	3,014	2,134	1,734	1,901	1,508	1,885	1,490

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

## Gender: Course Success Rates

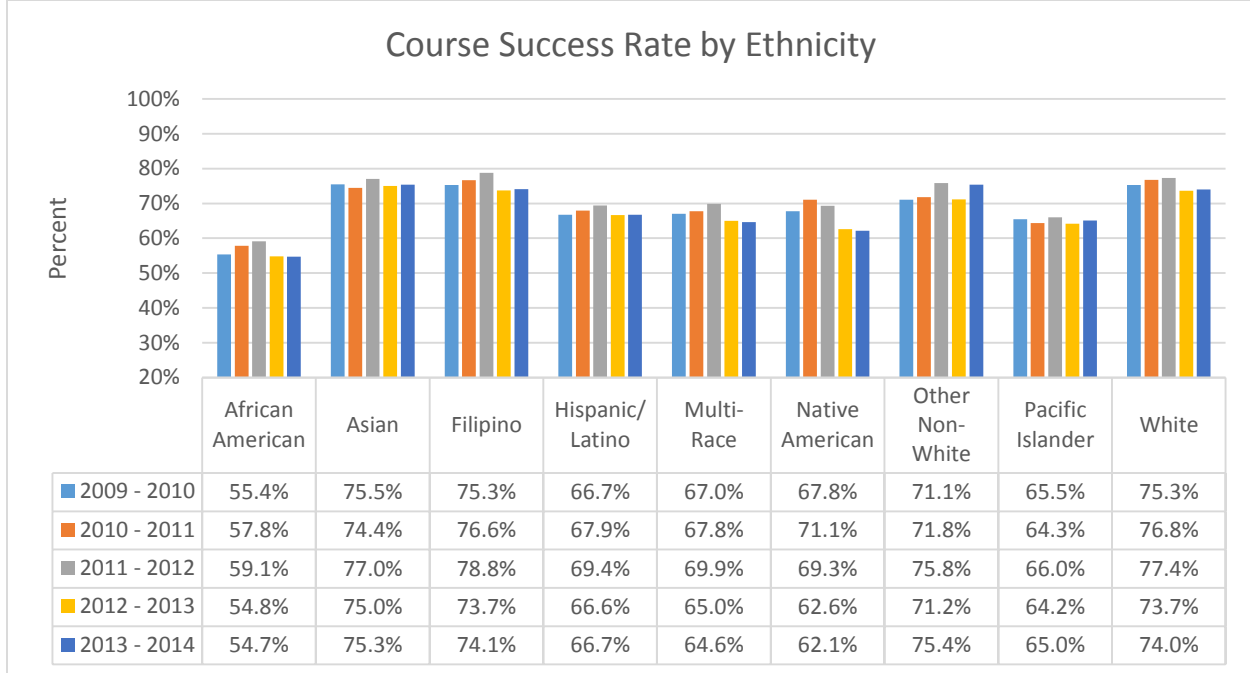


The graph above and table below compare course success rates by gender. As noted on page 27, the decline in course success rates since 2012-13 is to some degree due to an increase in student drops (W notation) resulting from the “Drop without W notation” deadline occurring one week earlier in the semester. 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	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls
Female	76,857	106,815	74,499	101,930	67,788	91,419	64,603	91,824	61,469	87,450
Male	55,109	79,418	53,208	75,326	50,147	70,009	49,335	72,214	47,820	69,307
No Record	88	88	16	17	2	2	181	181	325	325
Unknown	1,550	2,294	1,472	2,013	1,327	1,909	1,359	2,130	1,605	2,397

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

## Ethnicity: Course Success Rates

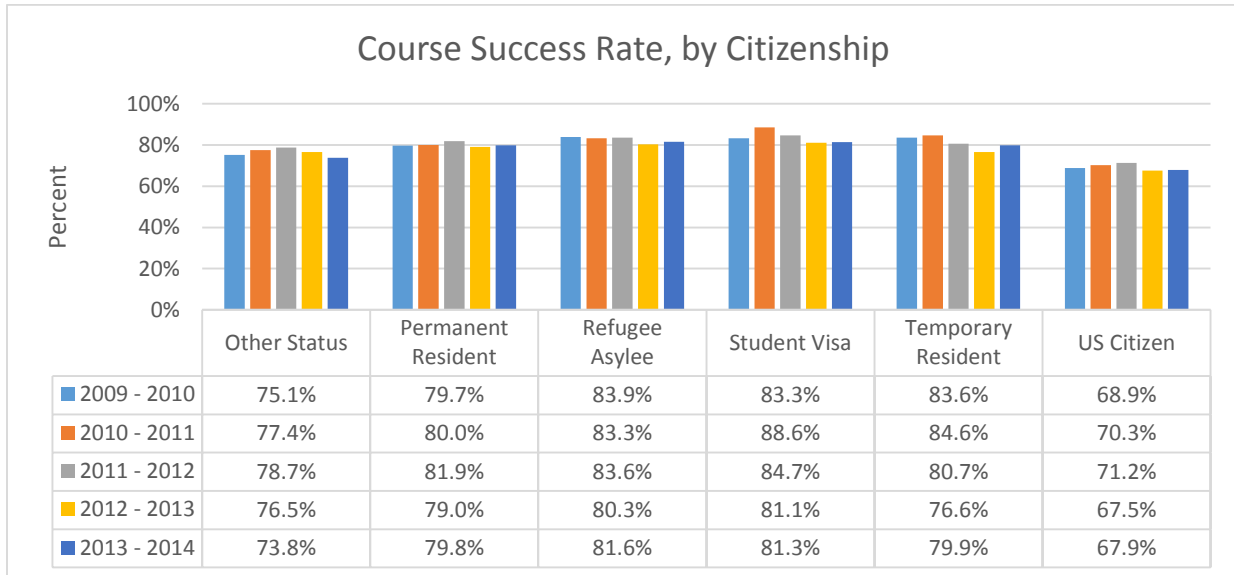


The graph above compares course success rates by ethnicities. For 2013-14, the course success rate of African American students lags behind the ethnic group with the next lowest course success rate (Nat Amer) by 7.4 percentage points and behind the ethnic group with the highest course success rate (Asian) by 20.6 percentage points. See notation on the previous page concerning the impact of moving the “Drop without W notation” deadline on course success rates. 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	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
African American	19,339	10,706	18,017	10,413	16,836	9,947	18,625	10,213	18,535	10,145
Asian	15,467	11,673	13,750	10,235	12,372	9,528	14,761	11,068	14,408	10,856
Filipino	3,593	2,704	3,126	2,396	2,847	2,243	3,227	2,379	3,023	2,239
Hispanic/Latino	29,528	19,708	28,852	19,599	27,557	19,122	30,536	20,340	31,074	20,730
Multi-Race	8,180	5,479	8,629	5,850	8,835	6,173	10,820	7,035	10,076	6,513
Native American	1,810	1,227	1,569	1,115	1,352	937	1,296	811	1,172	728
Other Non-White	3,448	2,450	2,867	2,058	2,413	1,829	2,119	1,508	1,616	1,218
Pacific Islander	1,922	1,258	1,786	1,149	1,473	972	1,639	1,052	1,442	938
White	88,558	66,693	82,236	63,122	72,031	55,720	79,199	58,331	74,974	55,451
No Record	88	88	17	16	2	2	181	181	325	325
Unknown	16,682	11,618	18,437	13,242	17,621	12,791	3,946	2,560	2,834	2,076

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

## Citizenship: Course Success Rates

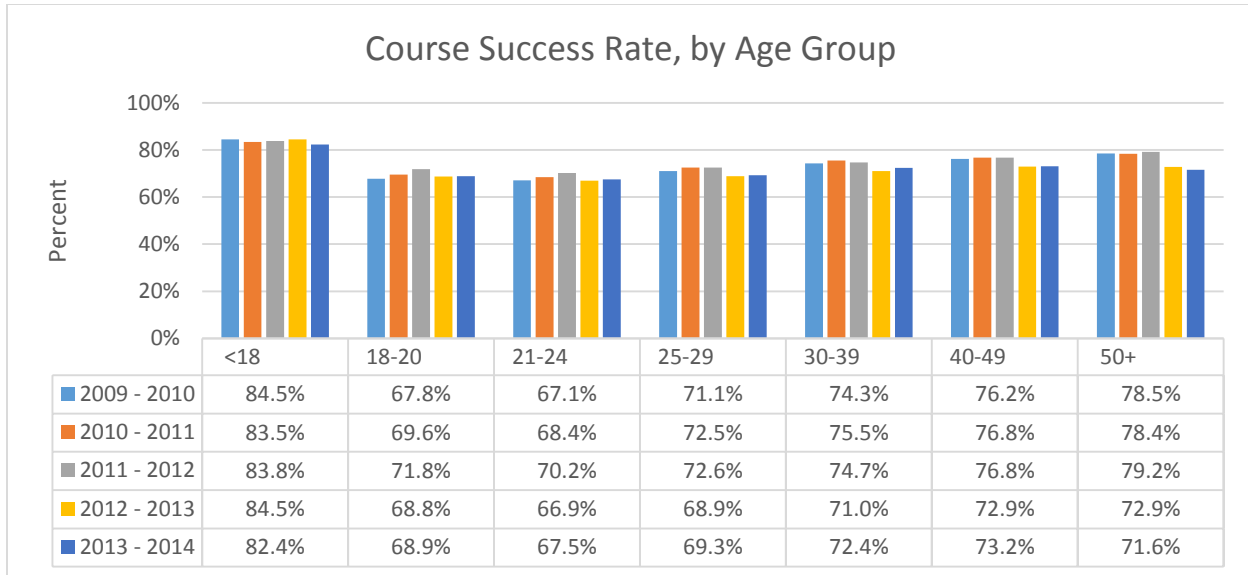


The graph above compares the course success rates of the various citizenship groups enrolled at ARC. The U.S Citizen group has the lowest course success rates of all groups shown here. The non U.S. Citizen group represented 16.2% of the total student population in 2013-14, an increase from 14.9% in 2009-10.

Citizenship	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Other Status	2,950	2,216	3,014	2,334	2,851	2,244	3,109	2,379	3,374	2,491
Permanent Resident	21,951	17,487	21,017	16,810	18,173	14,888	18,215	14,389	16,398	13,087
Refugee Asylee	5,090	4,273	4,904	4,085	3,839	3,208	3,572	2,870	3,119	2,545
Student Visa	515	429	367	325	209	177	127	103	91	74
Temporary Resident	780	652	741	627	600	484	700	536	671	536
US Citizen	155,372	106,975	147,621	103,724	136,237	97,057	139,029	93,884	134,102	91,018
No Record	1,519	1,235	1,102	899	988	851	1,226	1,050	1,440	1,268
Unknown	438	337	520	391	442	355	371	267	284	200

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

## Age Group: Course Success Rates

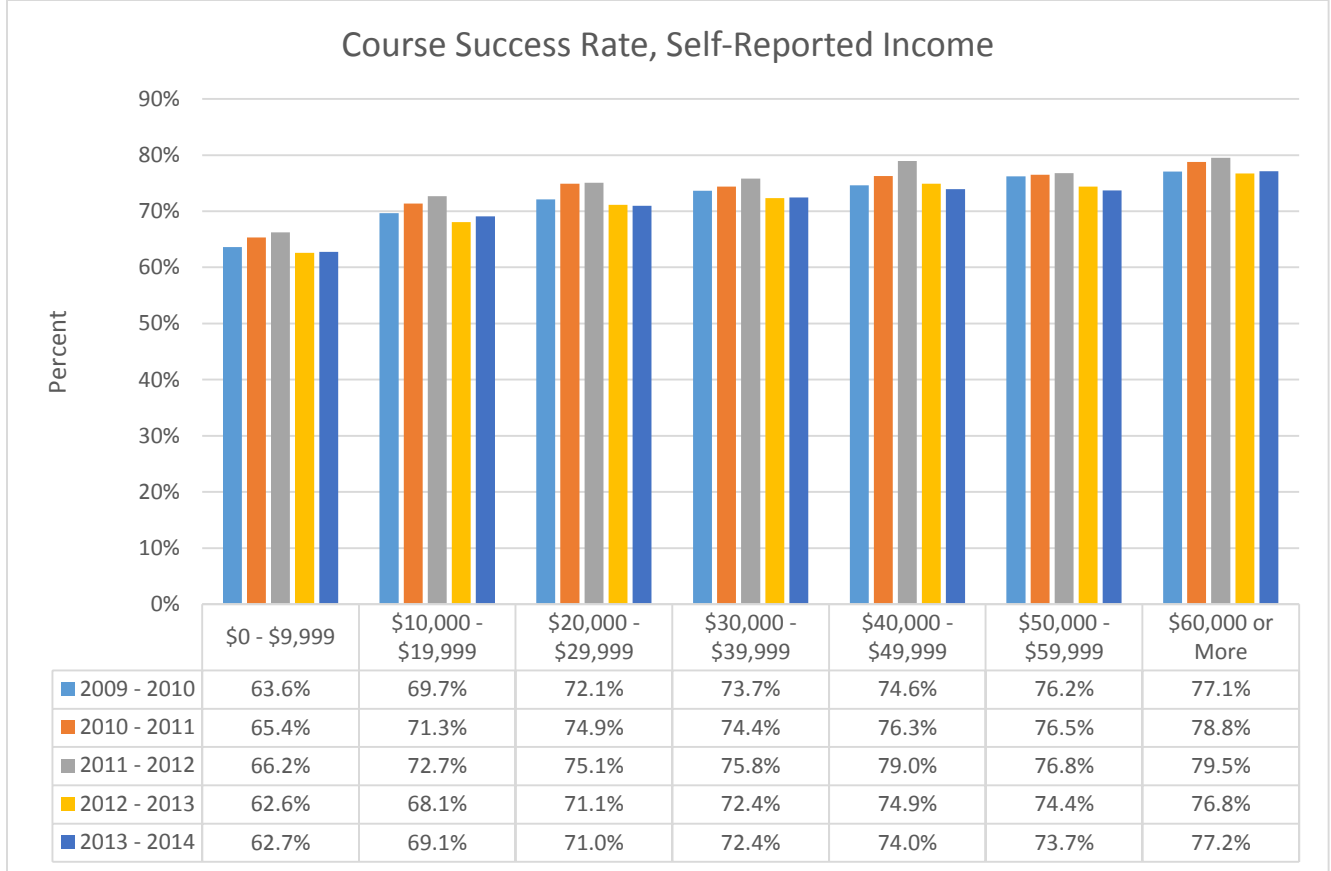


The graph above compares course success rates by age group. Course success rate declines during the last three years are similar for most age groups, but somewhat more pronounced for the 50+ age group. It should be noted that students in the under 18 year old group are typically high school students concurrently enrolled in no more than two ARC courses (Advanced Ed program). Historically, these students have very high course success rates which over the last five years have averaged about 84%, or approximately 13 percentage points greater than the overall college average.

Age Group	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<18	2,822	2,386	1,816	1,516	1,355	1,136	1,300	1,099	1,034	852
18-20	57,491	39,006	53,028	36,909	48,343	34,730	48,464	33,335	46,896	32,324
21-24	42,468	28,503	41,055	28,087	38,697	27,176	42,081	28,165	41,955	28,319
25-29	29,251	20,806	28,033	20,325	25,263	18,340	25,751	17,747	24,703	17,114
30-39	27,371	20,348	26,653	20,130	25,084	18,737	24,458	17,368	22,542	16,325
40-49	17,323	13,205	16,766	12,869	14,238	10,938	13,514	9,858	12,205	8,928
50+	11,801	9,262	11,918	9,343	10,357	8,205	10,600	7,725	9,819	7,032
No Record	88	88	17	16	2	2	181	181	325	325

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

## Self-Reported Income: Course Success Rates



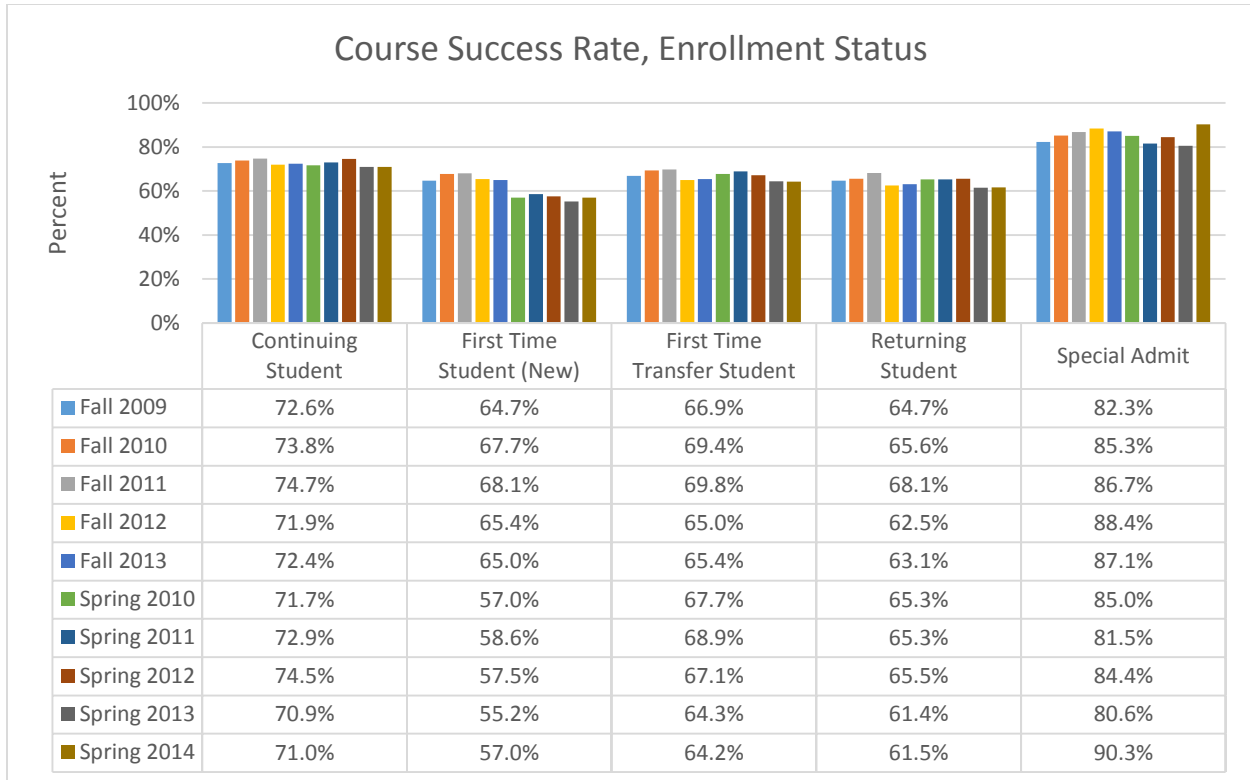
The graph above compares the course success rates by self-reported income group (irrespective of household size), and reflects a strong positive correlation between the two. For 2013-14, the average course success rate of students with family incomes of less than \$30k is 66.3%, versus 75.0% for students with family incomes of \$30k or more, a differential of 8.7 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.

Self-Reported Income	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
\$0 - \$9,999	47,937	30,506	50,652	33,103	48,504	32,122	50,184	31,415	46,644	29,264
\$10,000 - \$19,999	34,106	23,762	32,753	23,368	29,438	21,390	29,895	20,351	28,347	19,579
\$20,000 - \$29,999	22,057	15,910	21,835	16,360	19,931	14,959	20,000	14,227	19,419	13,783
\$30,000 - \$39,999	15,958	11,757	14,724	10,954	13,420	10,175	13,751	9,949	13,414	9,718
\$40,000 - \$49,999	6,197	4,625	5,803	4,427	5,005	3,952	5,306	3,974	5,349	3,956
\$50,000 - \$59,999	7,532	5,740	6,781	5,186	6,179	4,743	6,429	4,784	6,284	4,632
\$60,000 or More	28,095	21,659	24,855	19,577	22,548	17,929	22,775	17,481	22,427	17,303
No Record	134	127	26	24	42	40	181	181	325	325
Not Indicated	26,599	19,518	21,857	16,196	18,272	13,954	17,828	13,116	17,270	12,659

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

## Enrollment Status: Course Success Rates

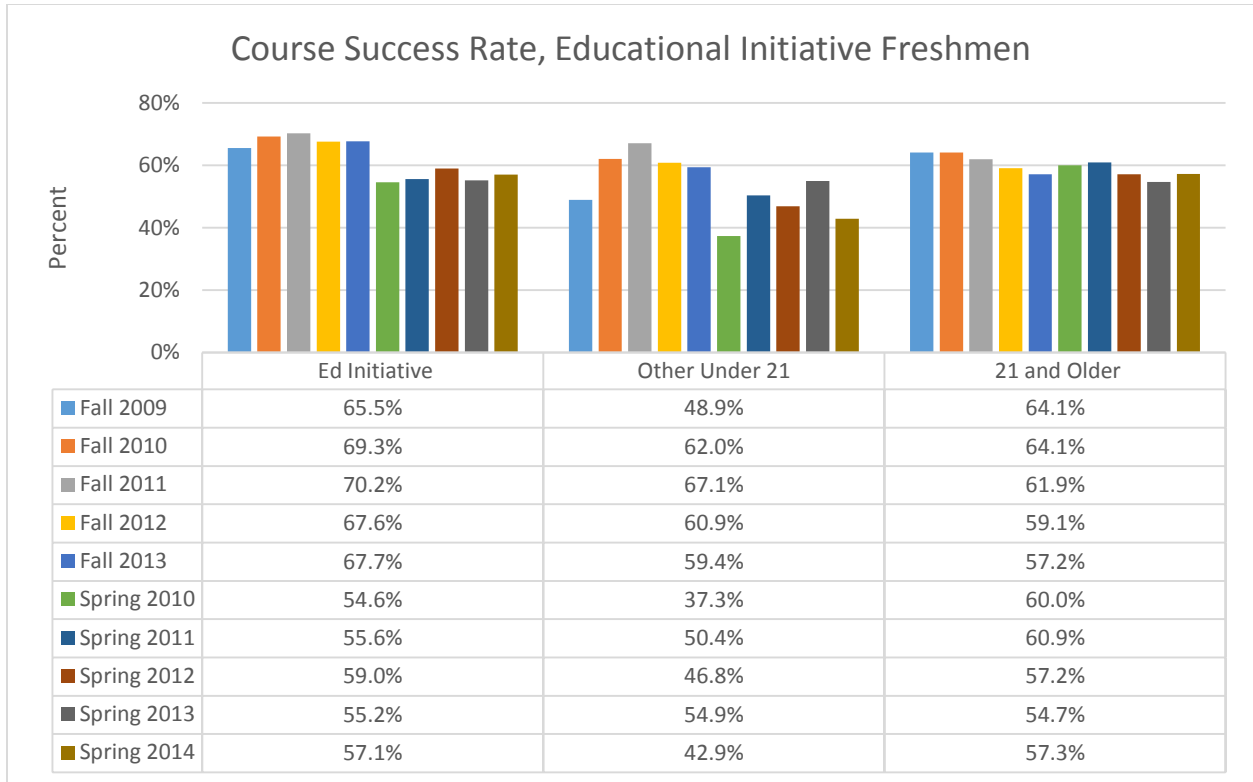


The success rates shown above illustrate differences across different enrollment status groups. See page 13 of this report for definitions of these five groupings. Note the large differential between fall and spring semesters for new, 1<sup>st</sup> time students (8 percentage points between Fall 2013 and Spring 2014).

Enrollment Status	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Continuing Student	46,966	34,117	46,714	34,488	45,919	34,312	46,920	33,724	44,818	32,433
First Time Student (New)	15,814	10,226	13,340	9,029	11,628	7,916	12,042	7,877	12,096	7,861
First Time Transfer Student	10,016	6,702	8,726	6,054	7,028	4,907	7,704	5,009	7,789	5,091
Returning Student	11,453	7,410	9,768	6,403	8,602	5,859	9,496	5,936	8,492	5,355
Special Admit	575	473	373	318	181	157	216	191	201	175
No Record	37	33	8	8	1	1	16	16	2	2
<b>Grand Total</b>	<b>84,861</b>	<b>58,961</b>	<b>78,929</b>	<b>56,300</b>	<b>73,359</b>	<b>53,152</b>	<b>76,394</b>	<b>52,753</b>	<b>73,398</b>	<b>50,917</b>

Enrollment Status	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Continuing Student	61,369	43,985	60,472	44,085	55,679	41,498	58,003	41,123	55,534	39,406
First Time Student (New)	5,609	3,198	5,264	3,084	5,204	2,992	4,956	2,735	4,535	2,586
First Time Transfer Student	7,324	4,961	6,297	4,337	6,110	4,101	6,397	4,114	5,795	3,719
Returning Student	8,894	5,804	8,634	5,636	8,145	5,338	8,180	5,026	8,031	4,943
Special Admit	533	453	314	256	167	141	216	174	145	131
No Record	74	73	5	4			156	156	321	321
	<b>83,803</b>	<b>58,474</b>	<b>80,986</b>	<b>57,402</b>	<b>75,305</b>	<b>54,070</b>	<b>77,908</b>	<b>53,328</b>	<b>74,361</b>	<b>51,106</b>

## Educational Initiative Freshmen Groups: Course Success Rates

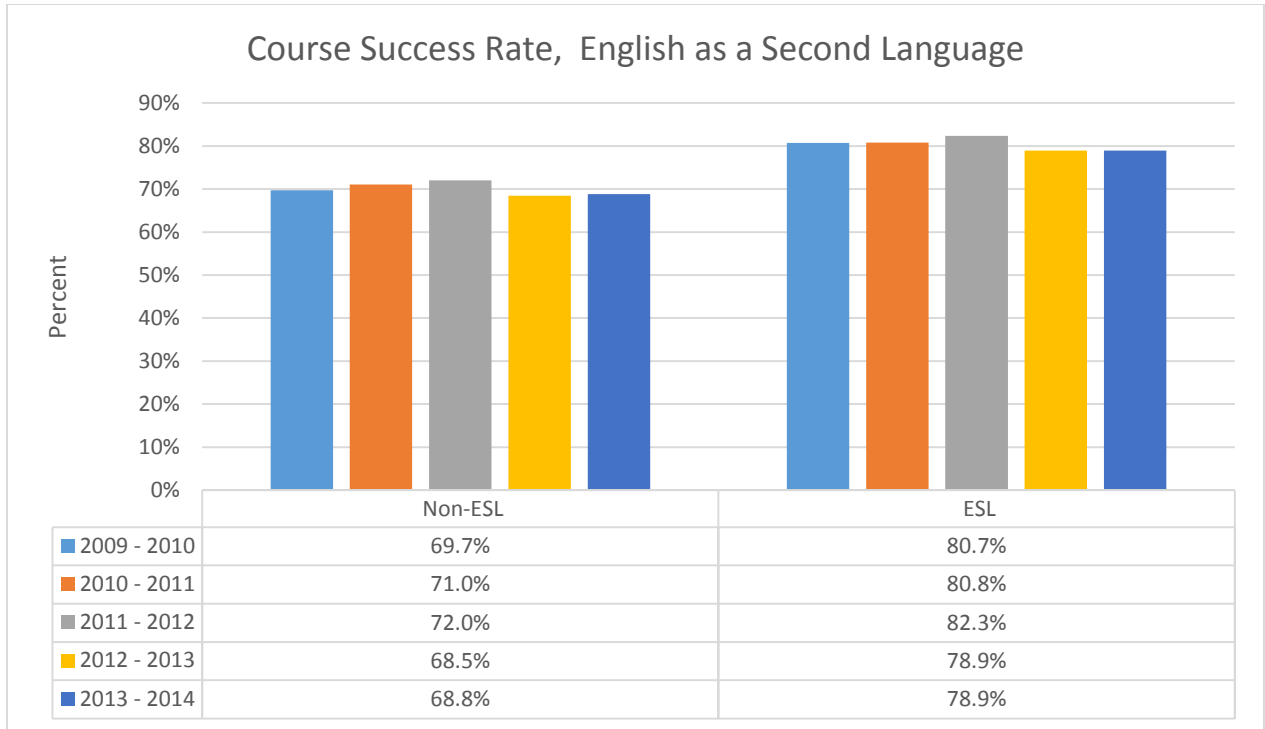


The graph above and the table below show the success rates and counts for three cohorts of freshmen. The Educational Initiative is a district wide effort implemented in Fall 2005 to improve the success and persistence of first-time freshmen under the age of 21 years that have achieved a high school degree or equivalency. In response, 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 13 for definitions of these freshmen groupings.

Semester	Ed Initiative Freshmen		Other Under 21 Freshmen		Over 21 Freshmen	
	Enrolls	Success	Enrolls	Success	Enrolls	Success
Fall 2009	10,142	6,644	810	396	4,483	2,873
Fall 2010	8,186	5,672	993	616	3,774	2,418
Fall 2011	7,396	5,194	981	658	3,028	1,875
Fall 2012	8,359	5,648	465	283	3,058	1,808
Fall 2013	8,574	5,802	429	255	2,964	1,694
Spring 2010	2,312	1,262	303	113	2,881	1,728
Spring 2011	2,080	1,157	268	135	2,854	1,738
Spring 2012	2,345	1,383	284	133	2,555	1,461
Spring 2013	2,262	1,249	162	89	2,483	1,357
Spring 2014	2,117	1,208	112	48	2,274	1,302
<b>Grand Total</b>	<b>53,773</b>	<b>35,219</b>	<b>4,807</b>	<b>2726</b>	<b>30,354</b>	<b>18,254</b>



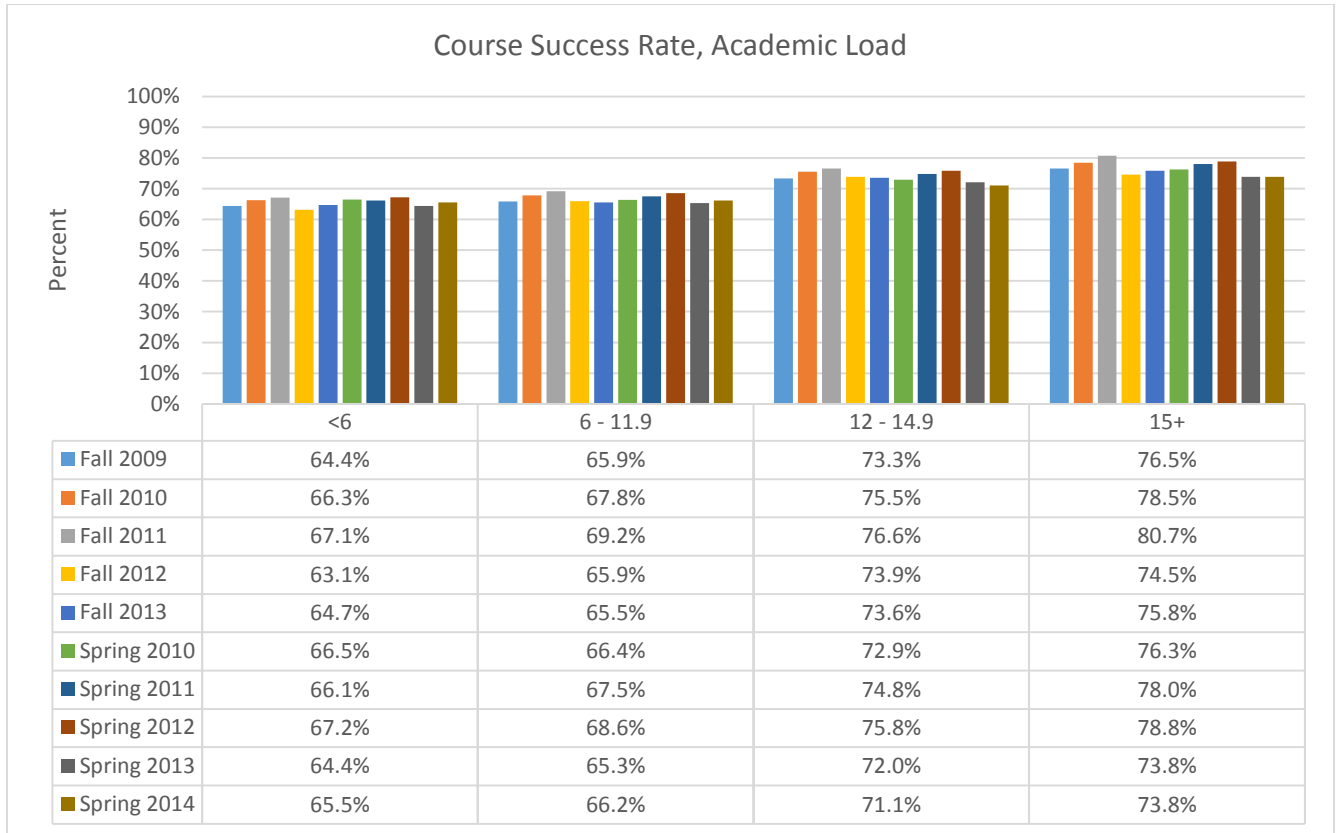
## English as a Second Language (ESL): Course Success Rates



The graph above and the table below show the success rates and enrollments for ESL and non-ESL students. Over the past five years, ESL students (English as a Second Language) have demonstrated higher course success rates than students not taking ESL courses. For this report, ESL students are defined as having completed at least one ESL course at ARC.

Category	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Non-ESL Enrollments	168,976	160,264	147,477	150,928	145,268
Non-ESL Success	117,750	113,831	106,207	103,311	100,000
ESL Enrollments	19,639	19,022	15,862	15,421	14,211
ESL Success	15,854	15,364	13,057	12,167	11,219

## Academic Load: Course Success Rates

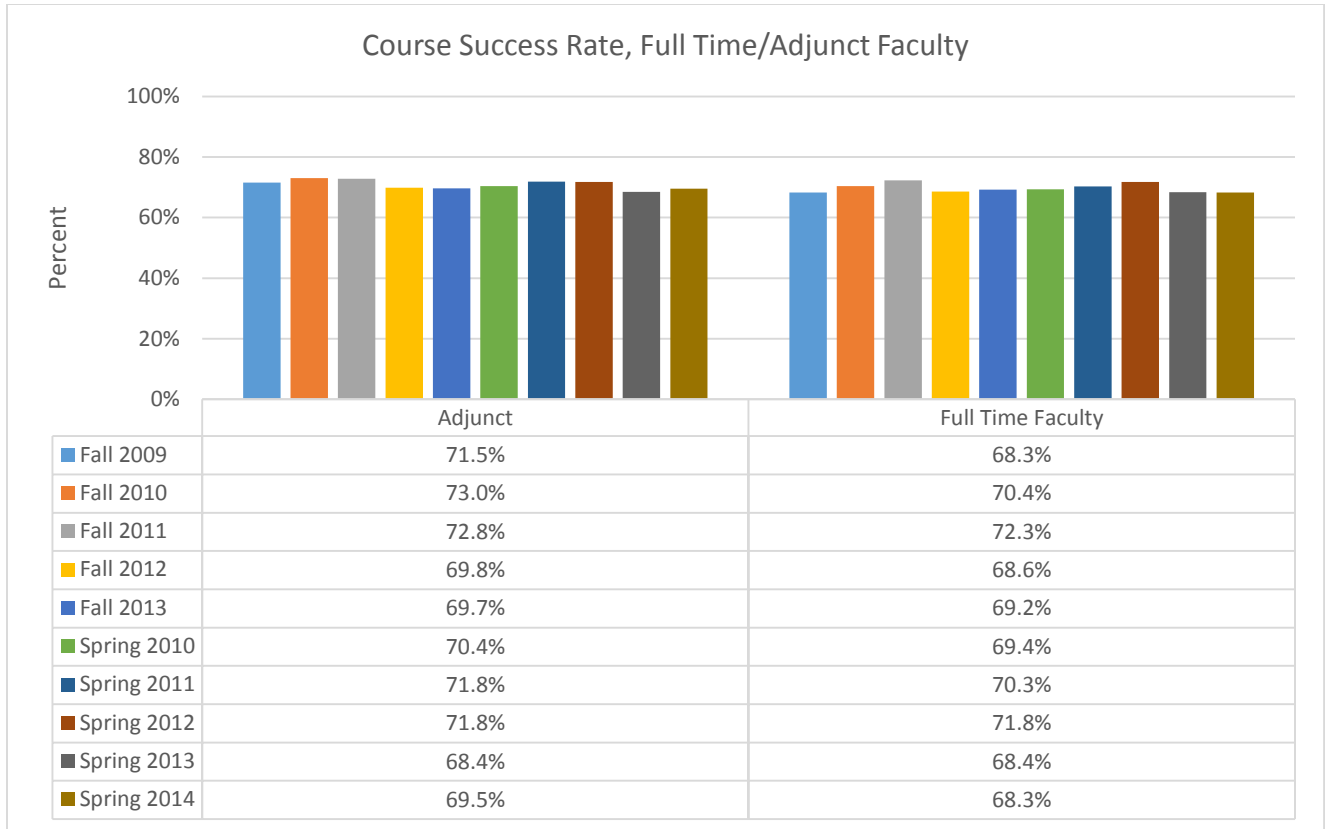


The graph above compares course success rates by unit load (number of units attempted, rather than completed). The rates shown here reflect a generally positive correlation between units attempted and course success rate. That is, the more units attempted, the higher the course success rate, in general.

Unit Loads	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<6	13,724	8,840	12,677	8,404	11,417	7,662	11,903	7,516	10,605	6,862
6 - 11.9	31,710	20,892	31,051	21,066	30,582	21,153	30,974	20,418	29,236	19,146
12 - 14.9	29,186	21,393	27,108	20,478	23,428	17,937	24,794	18,317	23,939	17,618
15+	10,241	7,836	8,093	6,352	7,932	6,400	8,723	6,502	9,618	7,291
<b>Grand Total</b>	<b>84,861</b>	<b>58,961</b>	<b>78,929</b>	<b>56,300</b>	<b>73,359</b>	<b>53,152</b>	<b>76,394</b>	<b>52,753</b>	<b>73,398</b>	<b>50,917</b>

Unit Loads	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
<6	14,051	9,344	12,495	8,263	11,854	7,964	11,806	7,606	10,604	6,944
6 - 11.9	31,913	21,183	32,848	22,177	31,174	21,374	30,953	20,213	29,749	19,695
12 - 14.9	27,167	19,807	26,191	19,587	23,507	17,819	24,638	17,750	23,187	16,477
15+	10,672	8,140	9,452	7,375	8,770	6,913	10,511	7,759	10,821	7,990
<b>Grand Total</b>	<b>83,803</b>	<b>58,474</b>	<b>80,986</b>	<b>57,402</b>	<b>75,305</b>	<b>54,070</b>	<b>77,908</b>	<b>53,328</b>	<b>74,361</b>	<b>51,106</b>

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

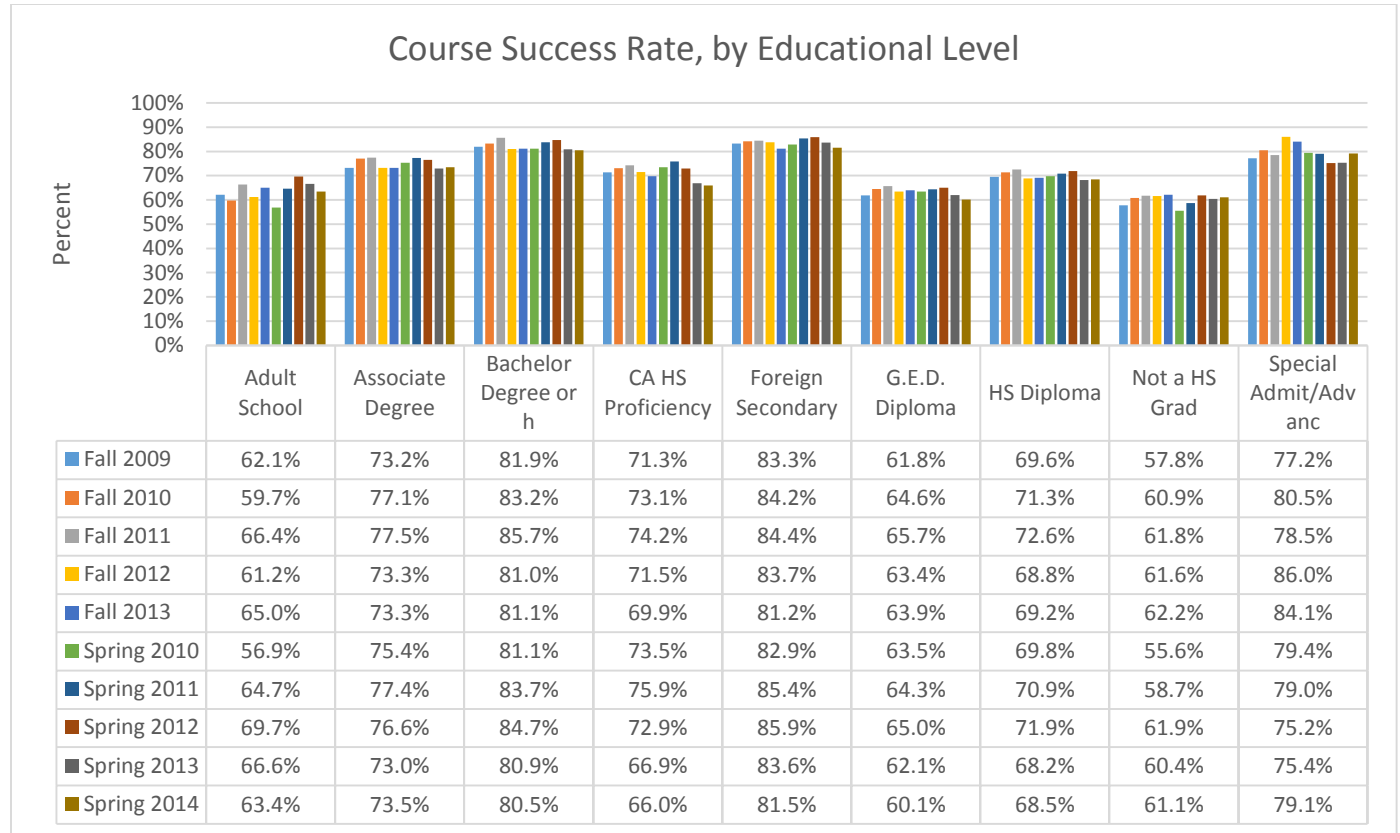


The graph above and the table below show the success rates and counts for classes taught by full time versus adjunct faculty. No appreciable differences are apparent in this analysis.

Faculty	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adjunct	30,651	21,924	27,503	20,076	23,988	17,471	26,066	18,202	23,921	16,666
Full Time Faculty	54,151	36,989	51,382	36,184	49,292	35,618	50,315	34,538	49,475	34,249
Unknown	59	48	44	40	79	63	13	13	2	2
<b>Grand Total</b>	<b>84,861</b>	<b>58,961</b>	<b>78,929</b>	<b>56,300</b>	<b>73,359</b>	<b>53,152</b>	<b>76,394</b>	<b>52,753</b>	<b>73,398</b>	<b>50,917</b>

Faculty	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	Enrls	Sucess	Enrls	Sucess	Enrls	Sucess	Enrls	Sucess	Enrls	Sucess
Adjunct	29,910	21,052	29,245	21,005	25,036	17,971	26,618	18,218	26,016	18,080
Full Time Faculty	53,753	37,290	51,653	36,311	50,211	36,051	51,263	35,083	48,277	32,958
Unknown	140	132	88	86	58	48	27	27	68	68
<b>Grand Total</b>	<b>83,803</b>	<b>58,474</b>	<b>80,986</b>	<b>57,402</b>	<b>75,305</b>	<b>54,070</b>	<b>77,908</b>	<b>53,328</b>	<b>74,361</b>	<b>51,106</b>

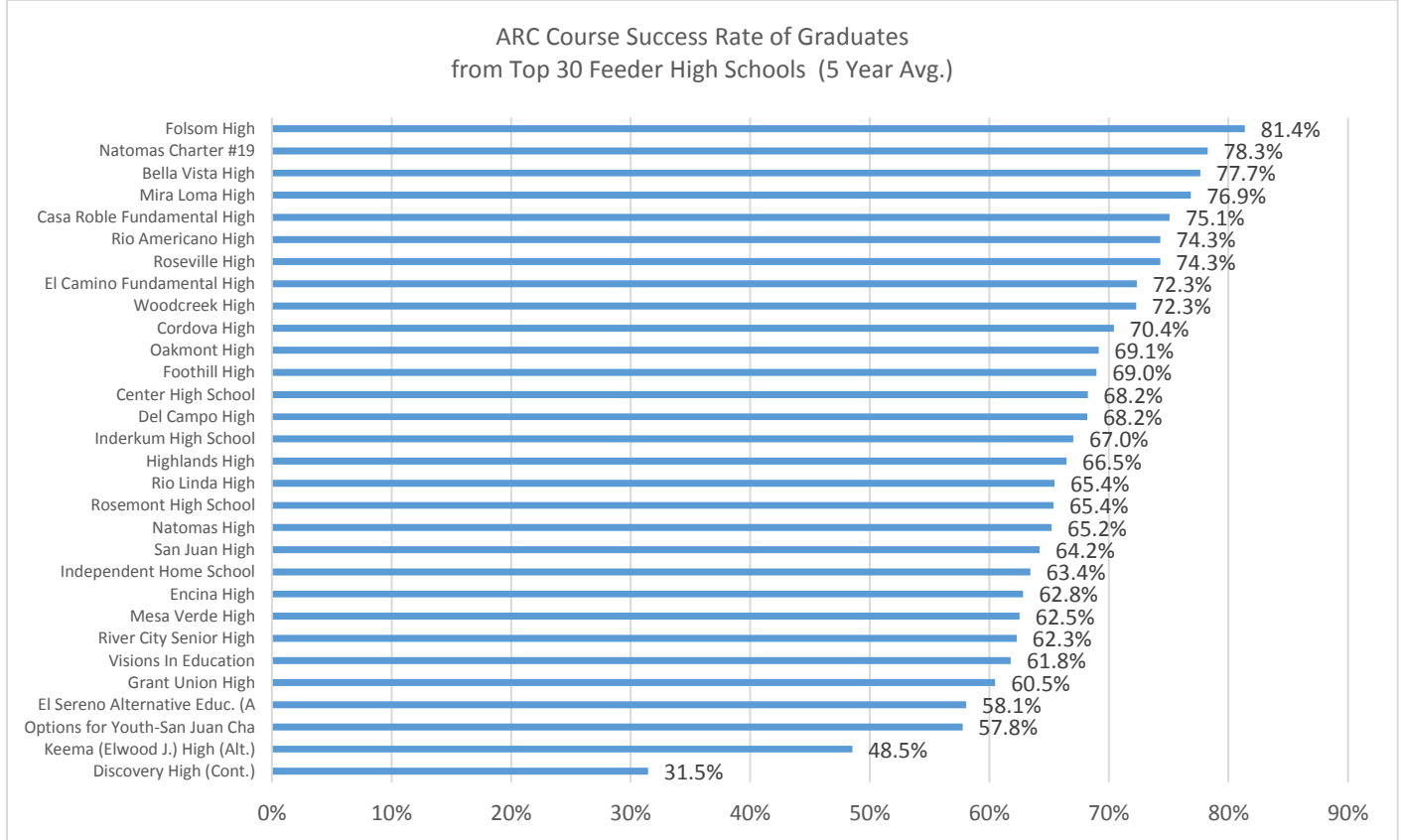
## Educational Level: Course Success Rates



Distinct differences in course success rates exist for the various Educational Level categories shown here. Of note are the “Bachelor Degree or Higher” and “Foreign Secondary” groups which have course success rates over 80% for all semesters listed. The “Not a HS Grad” group has the lowest average course success rate over the last five years, followed closely by the “Adult School” group.

Ed Level	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Enrls	Succes	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adult School	536	333	417	249	393	261	366	224	306	199
Associate Degree	2,866	2,099	2,635	2,031	2,241	1,736	2,279	1,670	2,016	1,477
Bachelor Degree	4,286	3,511	3,673	3,056	3,285	2,815	3,241	2,626	2,967	2,406
CA HS Proficiency	893	637	729	533	671	498	757	541	607	424
Foreign Secondary	2,332	1,943	1,921	1,617	1,636	1,381	1,660	1,390	1,500	1,218
G.E.D. Diploma	6,399	3,957	6,018	3,886	5,766	3,790	5,877	3,728	5,289	3,382
HS Diploma	62,000	43,126	58,679	41,861	54,693	39,716	57,692	39,706	57,019	39,450
Not a HS Grad	4,747	2,743	4,237	2,579	4,249	2,624	4,040	2,489	3,271	2,034
Special	684	528	487	392	298	234	314	270	276	232
Unknown	118	84	133	96	127	97	168	109	147	95
Ed Level	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	Enrls	Succes	Enrls	Success	Enrls	Success	Enrls	Success	Enrls	Success
Adult School	489	278	456	295	386	269	347	231	388	246
Associate Degree	2,823	2,128	2,632	2,036	2,203	1,687	2,256	1,646	2,208	1,623
Bachelor Degree	4,384	3,557	3,729	3,122	3,424	2,901	3,295	2,667	3,380	2,721
CA HS Proficiency	920	676	816	619	761	555	732	490	765	505
Foreign Secondary	2,341	1,941	1,993	1,702	1,705	1,465	1,765	1,476	1,886	1,538
G.E.D. Diploma	6,318	4,010	6,603	4,247	6,062	3,941	6,069	3,766	5,499	3,305
HS Diploma	61,262	42,766	59,697	42,303	56,042	40,273	59,012	40,247	56,381	38,634
Not a HS Grad	4,462	2,480	4,493	2,639	4,287	2,653	3,799	2,296	3,071	1,876
Special	637	506	438	346	278	209	317	239	254	201
Unknown	167	132	129	93	157	117	316	270	529	457

## Top 30 Feeder High Schools: Course Success Rates

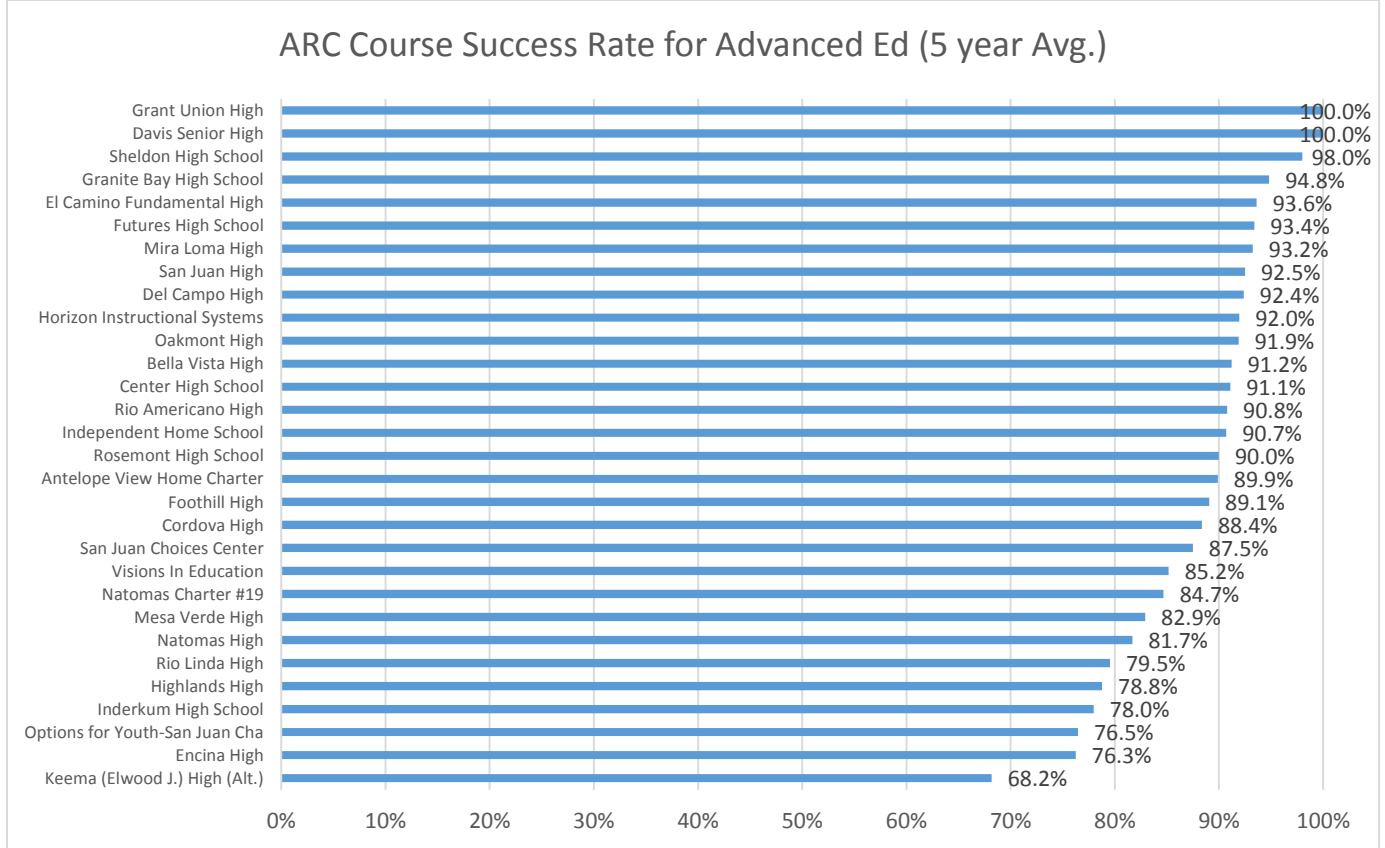


The graph above shows the top 30 high schools ranked by course success rate. Rates reflect the 5 year average course success rate of students that transitioned to ARC at any point during the last five years from a given high school. The table below is sorted in descending order on the total number of enrollments generated by students having transitioned from each high school at any point during the last five years.

High School	5 yr Enrls	5 yr Success
Mira Loma High	2,437	1,873
El Camino Fundamental High	2,440	1,765
Del Campo High	2,442	1,665
Rio Linda High	2,237	1,464
Rio Americano High	1,931	1,435
Inderkum High School	2,123	1,423
Visions In Education	2,047	1,265
Center High School	1,763	1,203
Bella Vista High	1,446	1,123
Foothill High	1,566	1,080
Grant Union High	1,620	980
Cordova High	1,369	964
Natomas High	1,173	765
Independent Home School	1,020	647
Mesa Verde High	1,014	634

Highlands High	936	622
Oakmont High	849	587
San Juan High	883	567
Rosemont High School	846	553
Options for Youth-San Juan Cha	895	517
Casa Roble Fundamental High	678	509
Encina High	753	473
Natomas Charter #19	589	461
Woodcreek High	624	451
Roseville High	568	422
Folsom High	462	376
Keema (Elwood J.) High (Alt.)	719	349
El Sereno Alternative Educ. (A	415	241
River City Senior High	342	213
Discovery High (Cont.)	286	90

## 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 5 year average course success rate of Advanced Ed (concurrently enrolled high school) students from the various high schools during the last five years. The table below is sorted in descending order on the total number of enrollments generated by students enrolling as Advanced Ed from a given high school during the last five years.

High School	5yr Enrolls	5yr Success
Visions In Education	506	431
Natomas High	284	232
Mira Loma High	237	221
Inderkum High School	209	163
Independent Home Sch	172	156
Rio Americano High	152	138
Center High School	146	133
Encina High	139	106
Foothill High	128	114
Futures High School	121	113
Natomas Charter #19	111	94
Sheldon High School	100	98
El Camino Fundamentals	94	88
Del Campo High	92	85

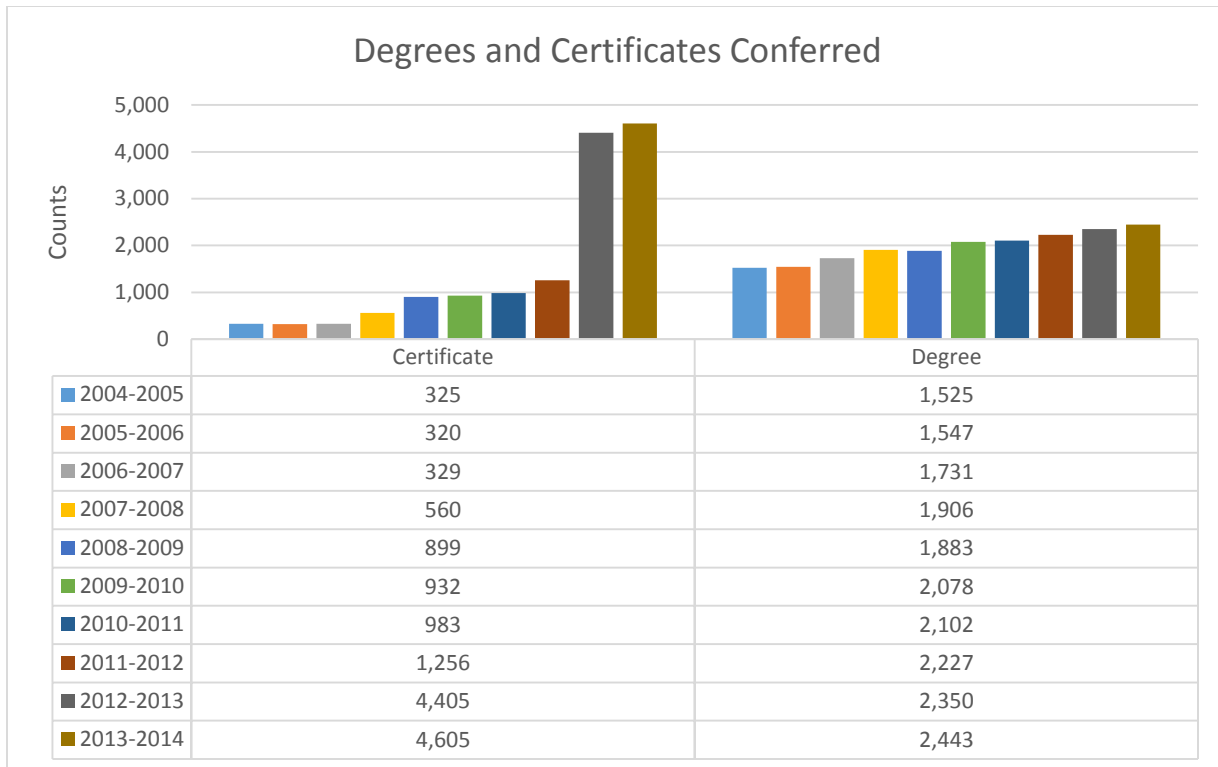
Antelope View Home Charter	89	80
Horizon Instructional Systems	87	80
Granite Bay High School	58	55
Bella Vista High	57	52
San Juan Choices Center	48	42
Rio Linda High	44	35
Cordova High	43	38
Mesa Verde High	41	34
San Juan High	40	37
Rosemont High School	40	36
Davis Senior High	39	39
Oakmont High	37	34
Grant Union High	36	36
Options for Youth-San Juan C	34	26
Highlands High	33	26
Keema (Elwood J.) High (Alt.)	22	15

## **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. Note that other than on page 43, certificate counts shown in this section of the KEI report exclude non CC Chancellor's Office approved certificates.

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 positively impact ARC's Scorecard performance statistics.

## 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 60%, and 17.5% over just the last five years, despite consistent enrollment declines since 2008-09. The number of certificates awarded during the last 10 years increased by 1316%, most of which is the result of a large increase in the number of less than 18 unit non-Chancellor's Office approved certificates awarded in 2011-12 and subsequent years. 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.)

Area	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate in Arts	1,133	1,126	1,277	1,390	1,373	1,497	1,514	1,514	1,609	1,524
Associate in Science	392	421	454	516	510	581	588	713	741	919
Cert 6-17.99 Units (No Apprv)	71	53	66	48	225	381	331	310	395	540
Cert 12-18 Units (Chanc Apprv)					129	91	93	245	325	295
Certificate 18 - 29.99 Units	122	127	82	79	94	95	123	265	295	195
Certificate 30 - 59.99 Units	127	133	169	419	432	337	413	405	903	865
Certificate 60 or More Units	5	7	12	14	5	9	4	5	18	14
Other Credit Award, Under 6					14	19	19	26	2,469	2,696

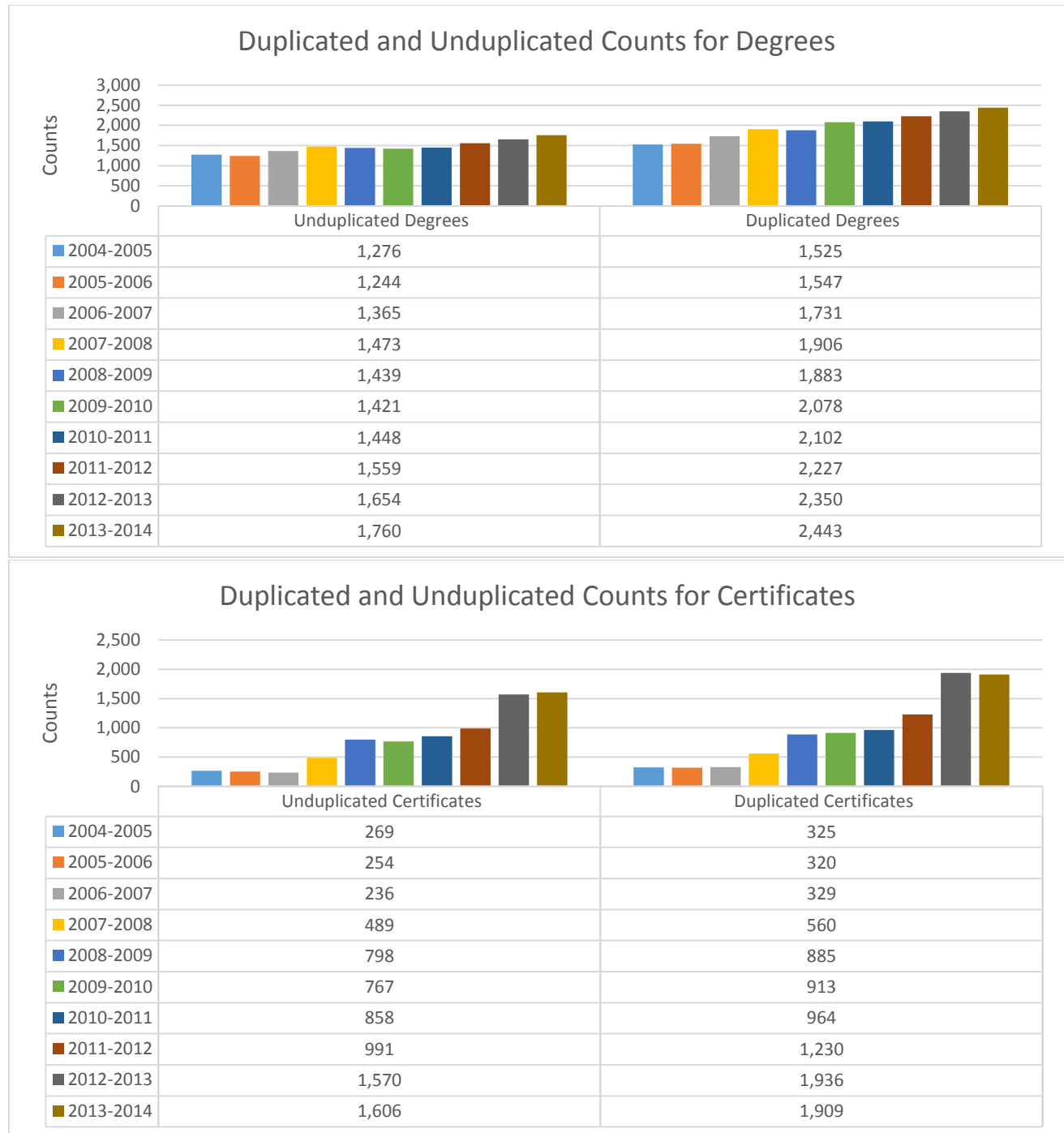


## Degrees and Certificates Awarded Over 10 Years, by Instructional Area

Area AA/AS Degree	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Apprenticeship	1		1	2	3	12	7		3	7
Behavioral & Social Science	175	175	196	221	256	414	518	668	848	838
Business & Computer Science	134	131	129	144	164	175	177	232	225	266
English	13	10	18	12	6	13	20	26	39	32
Fine & Applied Arts	54	67	75	80	78	97	94	114	110	108
Health & Education	190	199	177	193	198	196	195	159	155	160
Humanities	13	21	19	14	22	36	64	64	111	142
Interdisciplinary - Gen Ed	145	145	142	171	155	133	112	91	47	48
Kinesiology and Athletics		1	1				1	5	7	12
Mathematics	5	6	20	10	12	12	19	20	26	31
Sac Reg Pub Safety Training Center	7	19	23	15	14	21	18	21	49	57
Science & Engineering	739	740	885	993	916	913	810	756	662	661
Technical Education	49	33	45	51	59	56	67	71	68	81
Area Certificates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Apprenticeship	27	11	4	235	307	222	333	157	234	198
Behavioral & Social Science	41	55	54	41	57	79	91	112	55	83
Business & Computer Science	58	66	45	50	136	125	122	133	117	134
English	1	2	2	3	1	3	1		1	9
Fine & Applied Arts	33	36	43	48	55	62	71	122	89	81
Health & Education	105	79	60	57	141	236	130	147	295	214
Honors Transfer								1	5	10
Humanities	5	8	9	13	9	5	6	7	15	44
Interdisciplinary - Gen Ed					1	8	8	57	363	473
Kinesiology and Athletics					4	8	7	8	16	9
Sac Reg Pub Safety Training Center	2	4	8	9	10	7	34	33	2,628	2,800
Science & Engineering	19	16	13	27	24	16	17	32	22	20
Technical Education	34	43	91	77	154	161	163	447	565	530

The table above shows the duplicated number of degrees and certificates awarded by each Area over the past 10 years. “Duplicated” means that a student awarded two degrees, or a degree and a certificate, the same year will be counted twice.

## Unduplicated Counts for Student Degrees and Certificates



Over the past 10 years, the number of unduplicated degrees (unique students receiving one or more degrees) increased almost 38%. 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 497%, primarily due to the large increase in less-than-6-unit certificates conferred by ARC’s Sacramento Regional Public Safety Training Center.

## Transfer Degrees and Certificates

### Degrees

Degree Count	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-transfer Award	1,525	1,547	1,731	1,906	1,883	2,078	2,102	2,211	2,259	2,251
Transfer CSU GE								12	81	168
Transfer IGETC CSU								4	10	24

Degree Percent	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-transfer Award	100.0%	100.0%	99.3%	96.1%	92.1%
Transfer CSU GE	0.0%	0.0%	0.5%	3.4%	6.9%
Transfer IGETC CSU	0.0%	0.0%	0.2%	0.4%	1.0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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 2013-2014, Transfer Degrees represented almost 8% of the total degrees awarded.

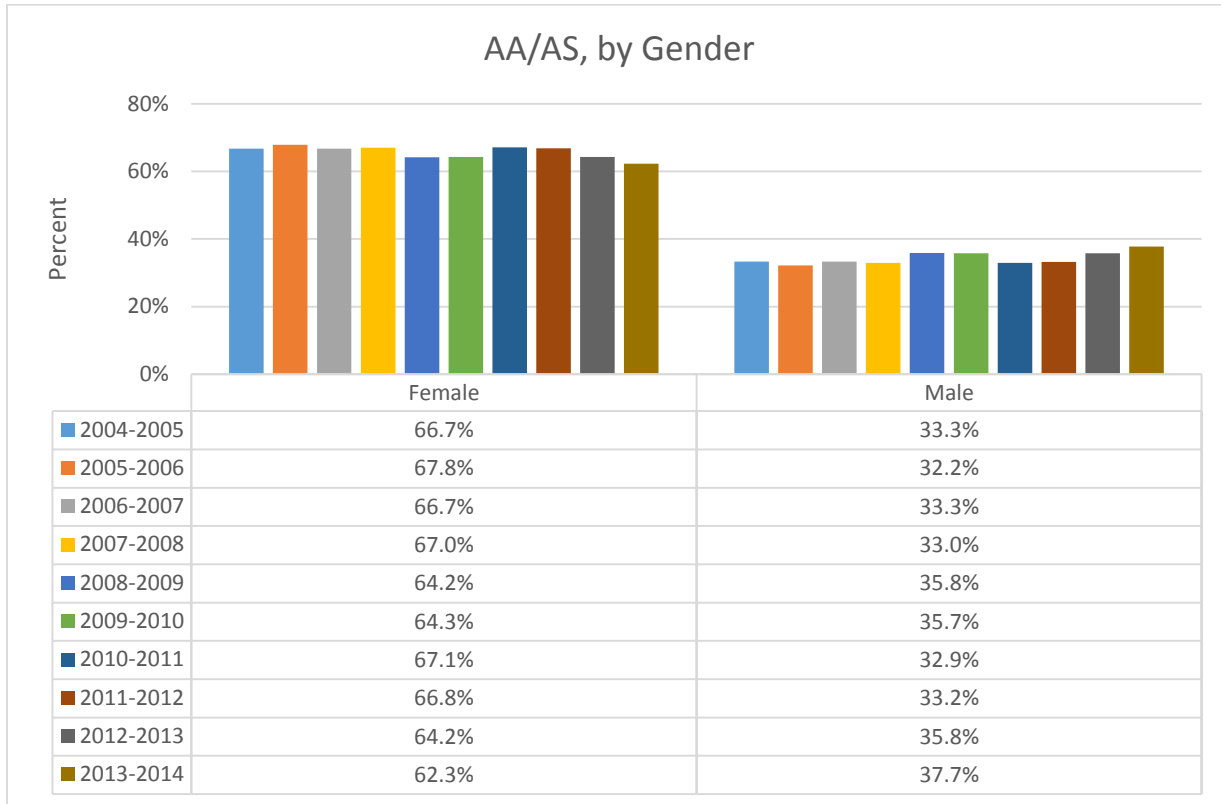
### Certificates

Certificate Count	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-transfer Award	325	320	329	560	884	905	956	1173	1573	1436
Transfer CSU GE						5	6	31	174	243
Transfer IGETC CSU					1	3	1	6	19	50
Transfer IGETC UC							1	20	170	180
<b>Grand Total</b>	<b>325</b>	<b>320</b>	<b>329</b>	<b>560</b>	<b>885</b>	<b>913</b>	<b>964</b>	<b>1230</b>	<b>1936</b>	<b>1909</b>

Certificate Percent	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-transfer Award	99.1%	99.2%	95.4%	81.3%	75.2%
Transfer CSU GE	0.5%	0.6%	2.5%	9.0%	12.7%
Transfer IGETC CSU	0.3%	0.1%	0.5%	1.0%	2.6%
Transfer IGETC UC	0.0%	0.1%	1.6%	8.8%	9.4%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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 2013-2014, Transfer Certificates represented nearly 25% 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

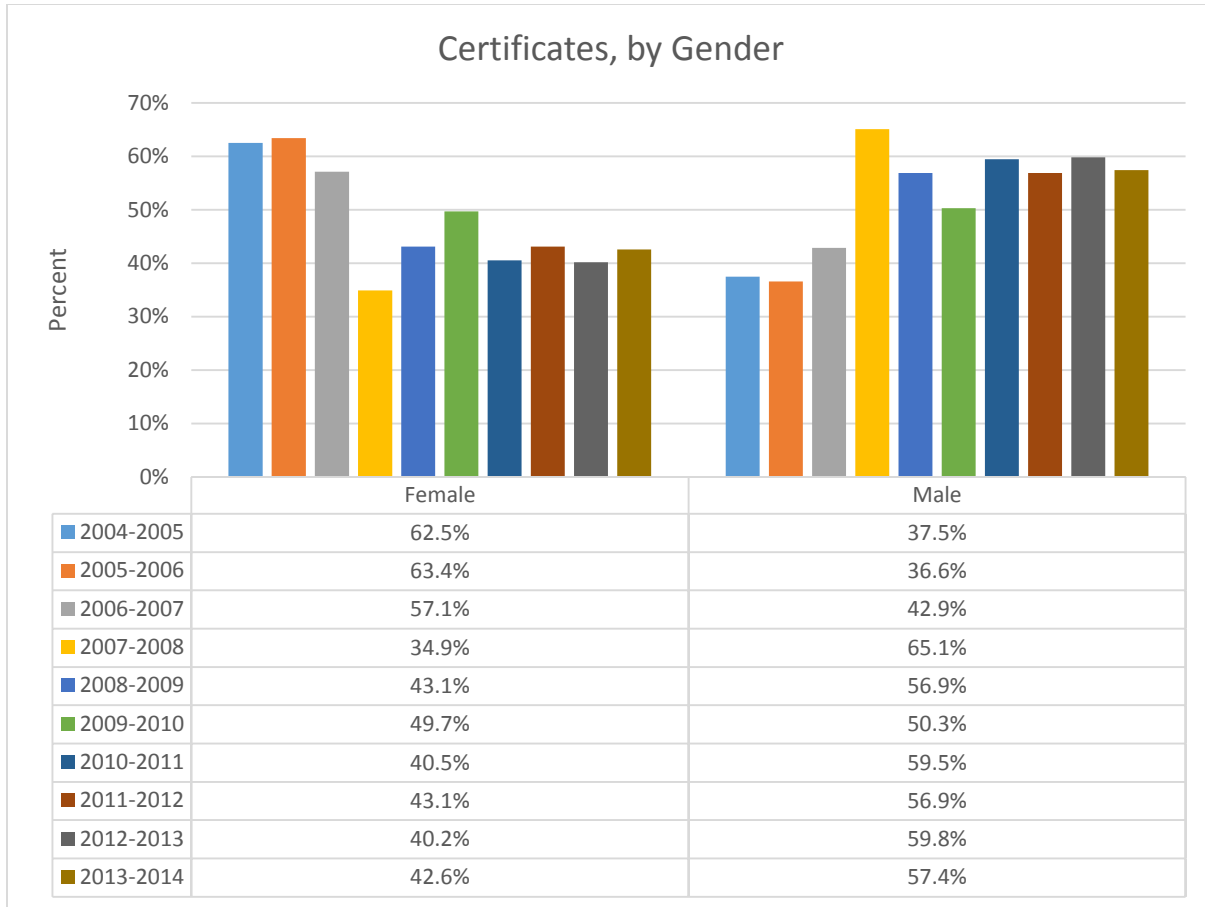


The graph above shows the percentage of degrees earned by female versus male students. This long term trend stands in stark contrast to the gender ratio of the student body which has remained very close to 50:50 over this same time period. Counts of degrees earned, by gender, are shown below.

Gender	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Female	1,014	1,043	1,147	1,272	1,200	1,329	1,399	1,471	1,491	1,508
Male	507	495	572	626	670	739	687	732	831	914
Unknown	4	9	12	8	13	10	16	24	28	21
<b>Grand Total</b>	<b>1,525</b>	<b>1,547</b>	<b>1,731</b>	<b>1,906</b>	<b>1,883</b>	<b>2,078</b>	<b>2,102</b>	<b>2,227</b>	<b>2,350</b>	<b>2,443</b>

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

## Certificates by Gender

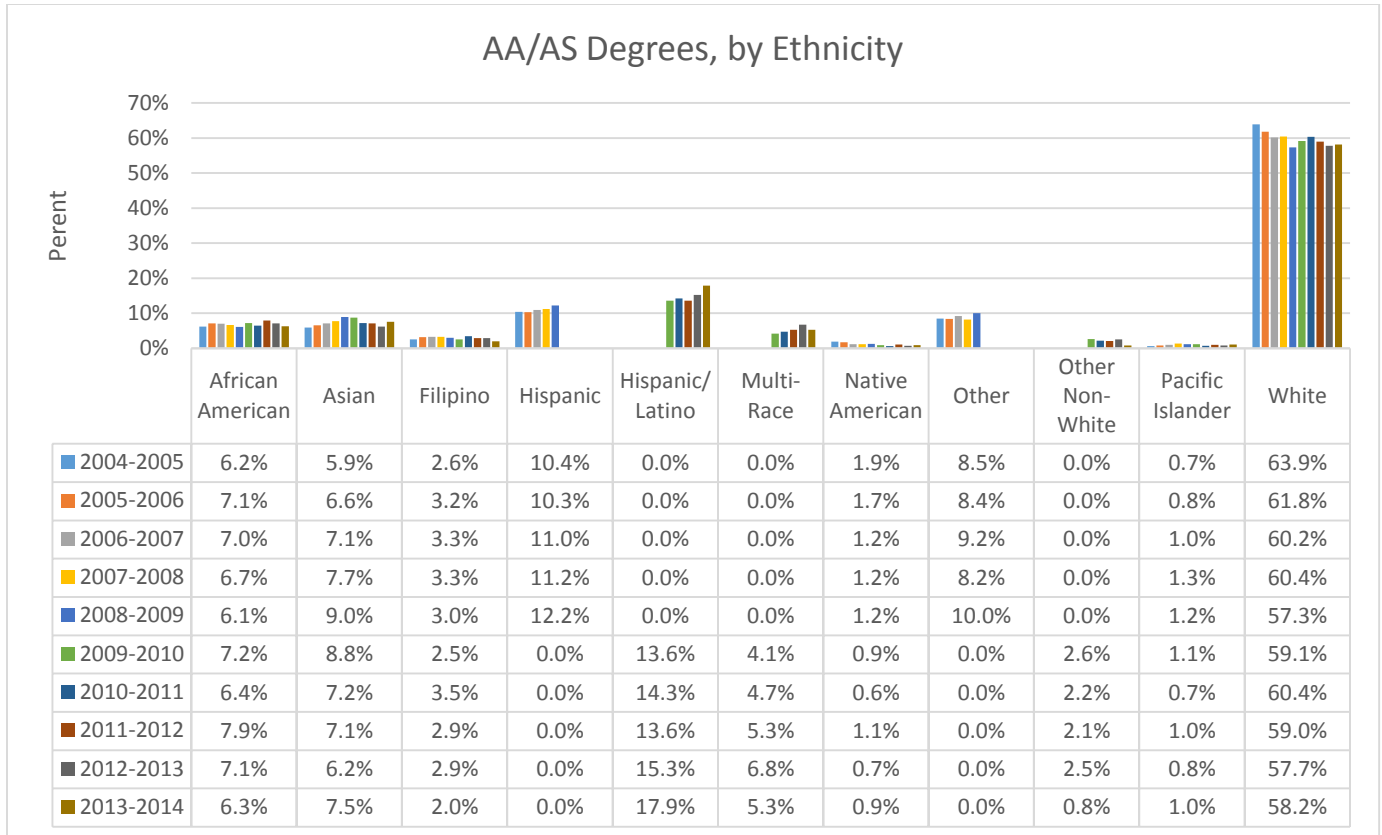


The graph above shows an interesting reversal in the proportion of certificates awarded to one gender over the other. Note that beginning in 2007-08, the majority of certificates earned were awarded to males. Counts of certificates earned, by gender, are shown below.

Gender	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Female	202	201	188	194	378	449	386	524	771	803
Male	121	116	141	362	499	454	566	691	1,149	1,082
Unknown	2	3		4	8	10	12	15	16	24
<b>Grand Total</b>	<b>325</b>	<b>320</b>	<b>329</b>	<b>560</b>	<b>885</b>	<b>913</b>	<b>964</b>	<b>1,230</b>	<b>1,936</b>	<b>1,909</b>

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

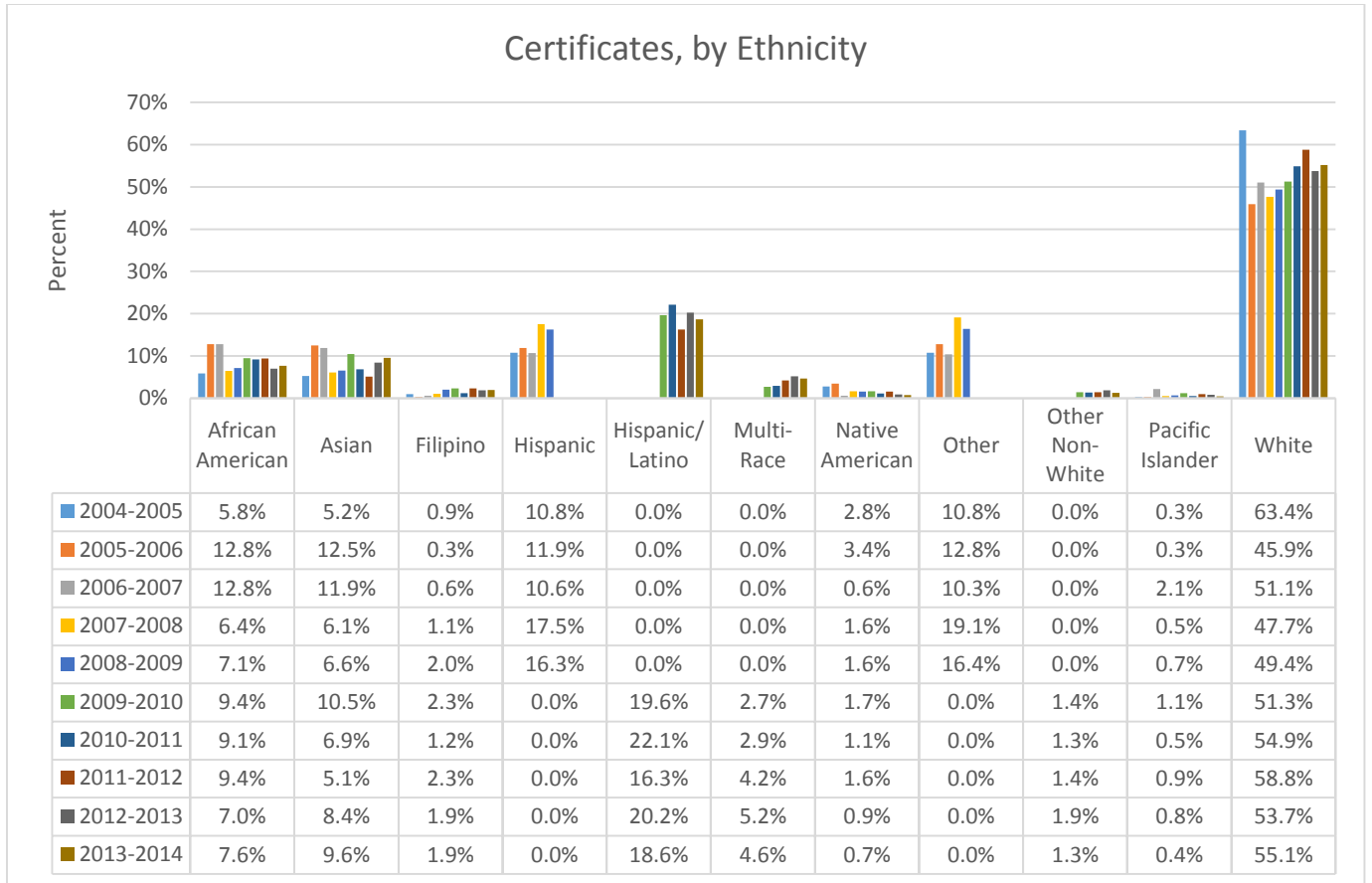
## AA/AS Degrees by Ethnicity



The graph above shows that over the last 10 years, a larger percentage of degrees have been awarded to African American, Hispanic/Latino and Multi-race students, which is especially the case for Hispanic/Latino students where the percentage has nearly 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. Note that the discontinuity of some ethnic groups (e.g., Hispanic) is the result of the implementation in Fall 2009 of the Federal race/ethnicity question on the Admissions Application.

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African American	94	110	122	127	115	141	127	165	163	151
Asian	90	102	123	147	169	171	143	149	143	180
Filipino	39	49	57	63	56	49	69	61	66	48
Hispanic	159	160	190	213	230					
Hispanic/Latino						266	282	283	352	428
Multi-Race						81	93	111	156	126
Native American	29	27	21	23	23	17	12	23	17	22
Other	129	130	159	157	189					
Other Non-White						51	43	44	58	20
Pacific Islander	10	13	17	25	22	22	14	20	19	25
White	975	956	1,042	1,151	1,079	1,154	1,193	1,231	1,331	1,391
Unknown						126	126	140	45	52

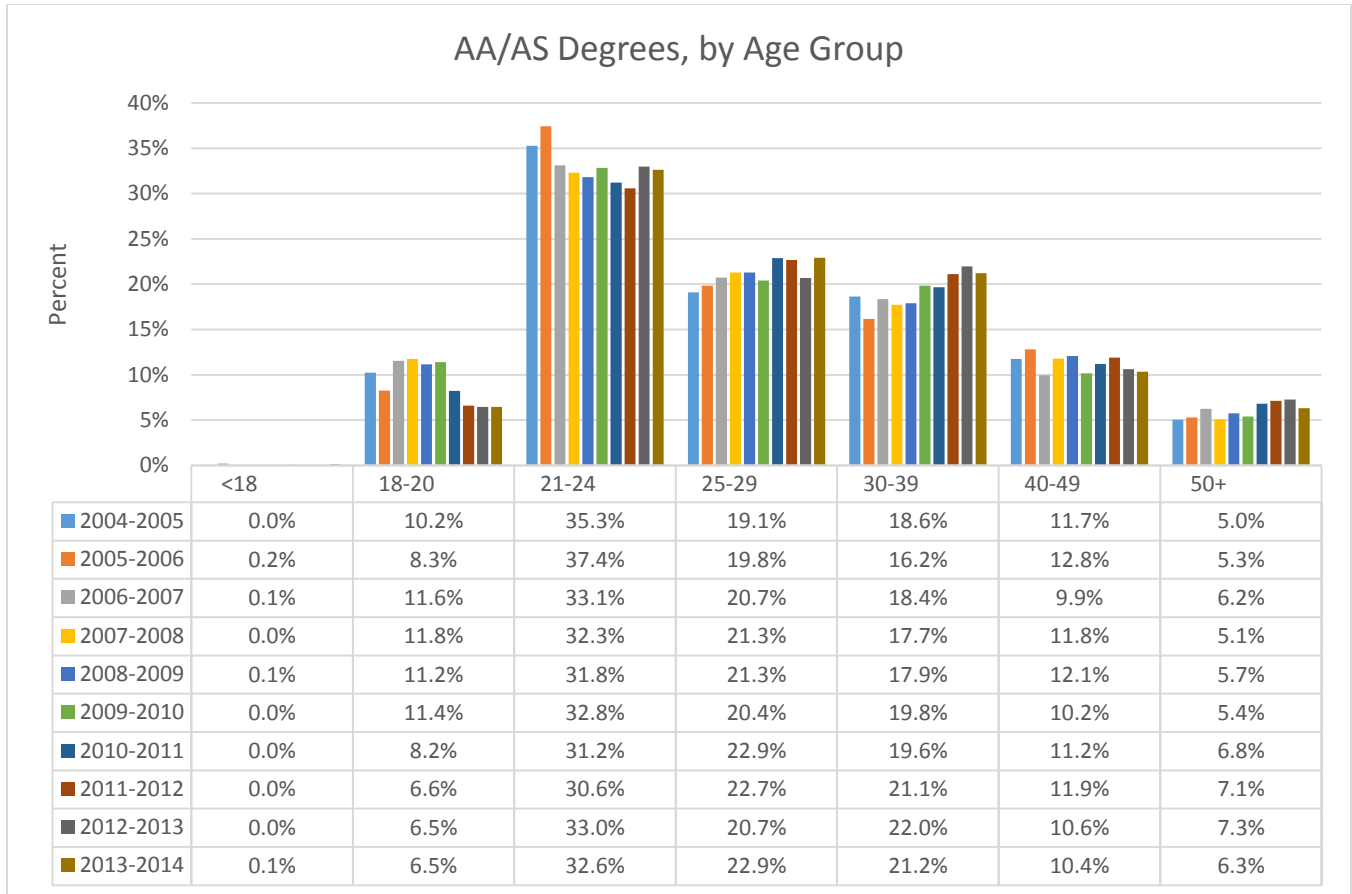
## Certificates by Ethnicity



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

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African American	19	41	42	36	63	74	76	101	127	138
Asian	17	40	39	34	58	82	57	55	152	173
Filipino	3	1	2	6	18	18	10	25	34	35
Hispanic	35	38	35	98	144					
Hispanic/Latino						154	184	175	366	337
Multi-Race						21	24	45	94	84
Native American	9	11	2	9	14	13	9	17	16	13
Other	35	41	34	107	145					
Other Non-White						11	11	15	34	23
Pacific Islander	1	1	7	3	6	9	4	10	15	8
Unknown						129	133	154	125	101
White	206	147	168	267	437	402	456	633	973	997
<b>Grand Total</b>	<b>325</b>	<b>320</b>	<b>329</b>	<b>560</b>	<b>885</b>	<b>913</b>	<b>964</b>	<b>1,230</b>	<b>1,936</b>	<b>1,909</b>

## AA/AS Degrees by Age Group

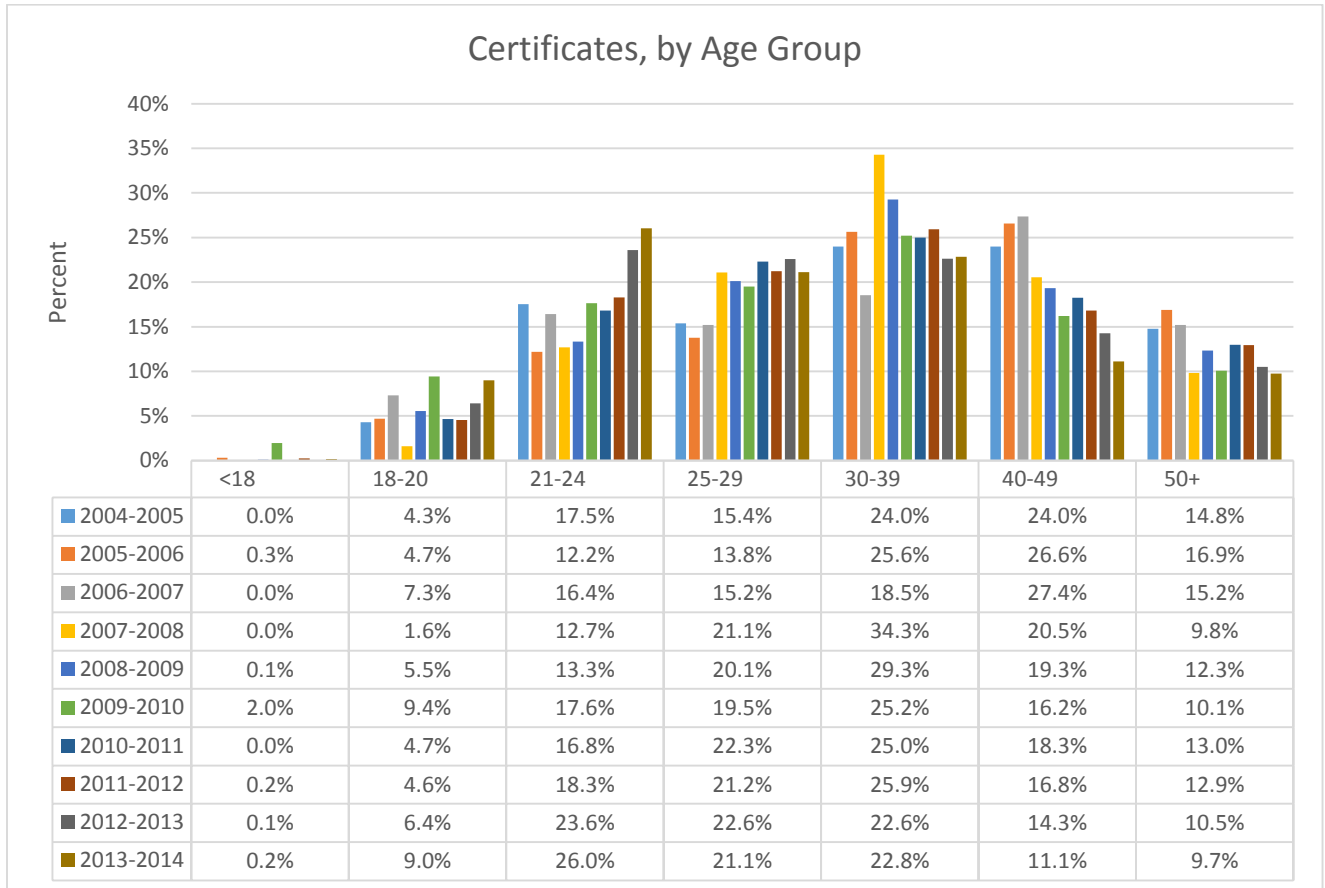


The graph above shows the percentage of AA/AS degrees awarded to students in seven different age groups over the last 10 years. The greatest growth has been for students in the 25-29 age group with the proportion increasing by nearly 4 percentage points over this time period. The average age for degrees 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 Group	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<18		3	1		1		1			3
18-20	156	128	200	224	210	237	173	147	152	158
21-24	538	579	573	616	599	682	656	681	775	797
25-29	291	307	359	406	401	424	481	505	486	560
30-39	284	250	318	338	337	412	413	470	516	518
40-49	179	198	172	225	227	211	235	265	250	253
50+	77	82	108	97	108	112	143	159	171	154



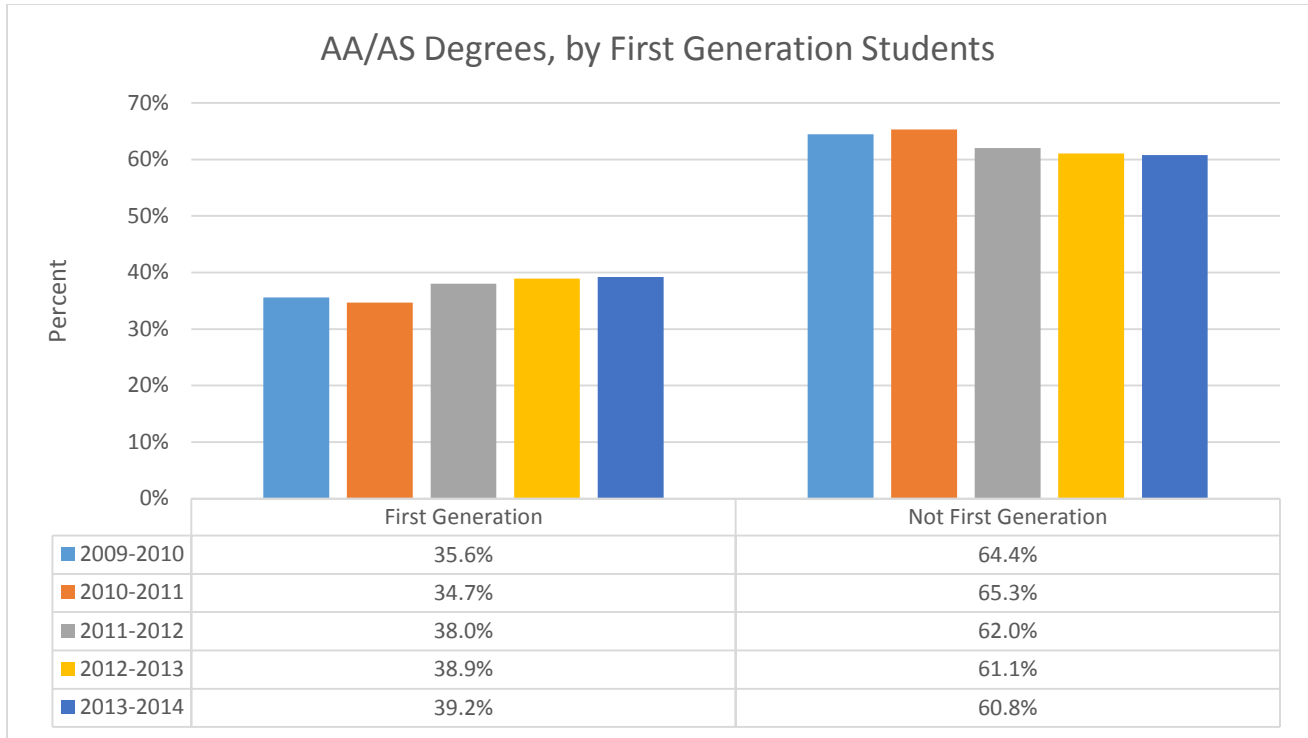
## Certificates by Age Group



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 percentage increasing 8.5 percentage points over this time period, with a commensurate decline in the percentage of certificates earned by students in the 40-49 age group. The number of certificates awarded is shown in the table below.

Age Group	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<18		1			1	18		3	1	3
18-20	14	15	24	9	49	86	45	56	124	172
21-24	57	39	54	71	118	161	162	225	457	497
25-29	50	44	50	118	178	178	215	261	437	403
30-39	78	82	61	192	259	230	241	319	438	436
40-49	78	85	90	115	171	148	176	207	276	212
50+	48	54	50	55	109	92	125	159	203	186

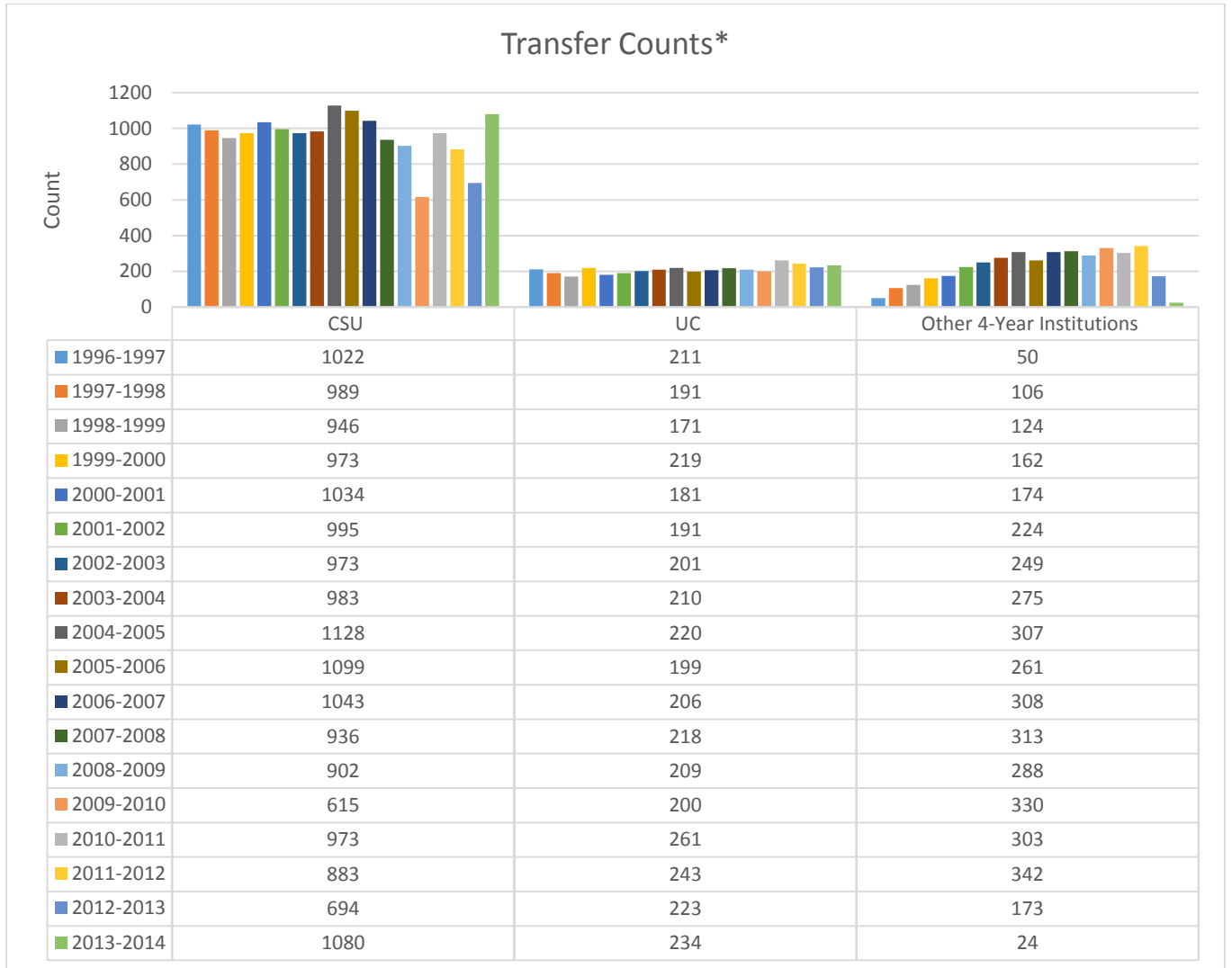
## AA/AS Degrees by First Generation Students



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 percentage 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.)

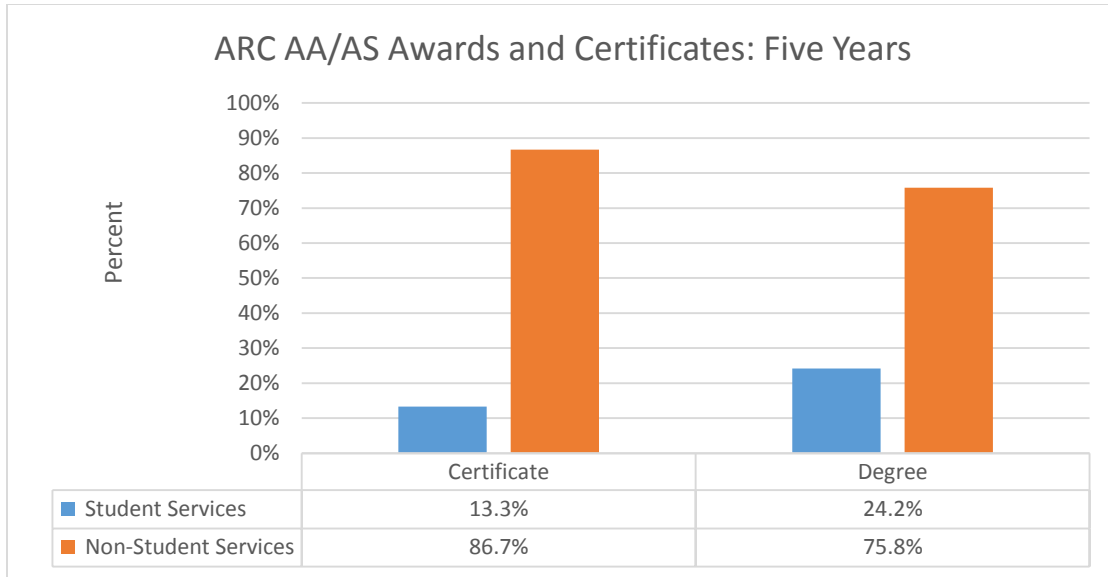
Category	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
First Generation	568	551	630	688	724
Not First Generation	1,029	1,037	1,028	1,080	1,123
Unknown	481	514	569	582	596
<b>Grand Total</b>	<b>2,078</b>	<b>2,102</b>	<b>2,227</b>	<b>2,350</b>	<b>2,443</b>

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



The graph above reflects the number of transfers reported by UC and CSU Systems (source: CCCCCO Datamart), as well as to in-state private (ISP), and out-of-state private (OOP) four year institutions (source: CCCCCO Transfer Velocity via the National Student Loan Clearinghouse). Note that there is a reporting lag for ISP and OOP institutions, which affects the most recent two years' statistics in this report. Peak transfers for UC, CSU, and ISP-OOP universities occurred in 2010-11 (261 from UC), 2004-05 (1128 from CSU), and 2011-12 (342 from 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**

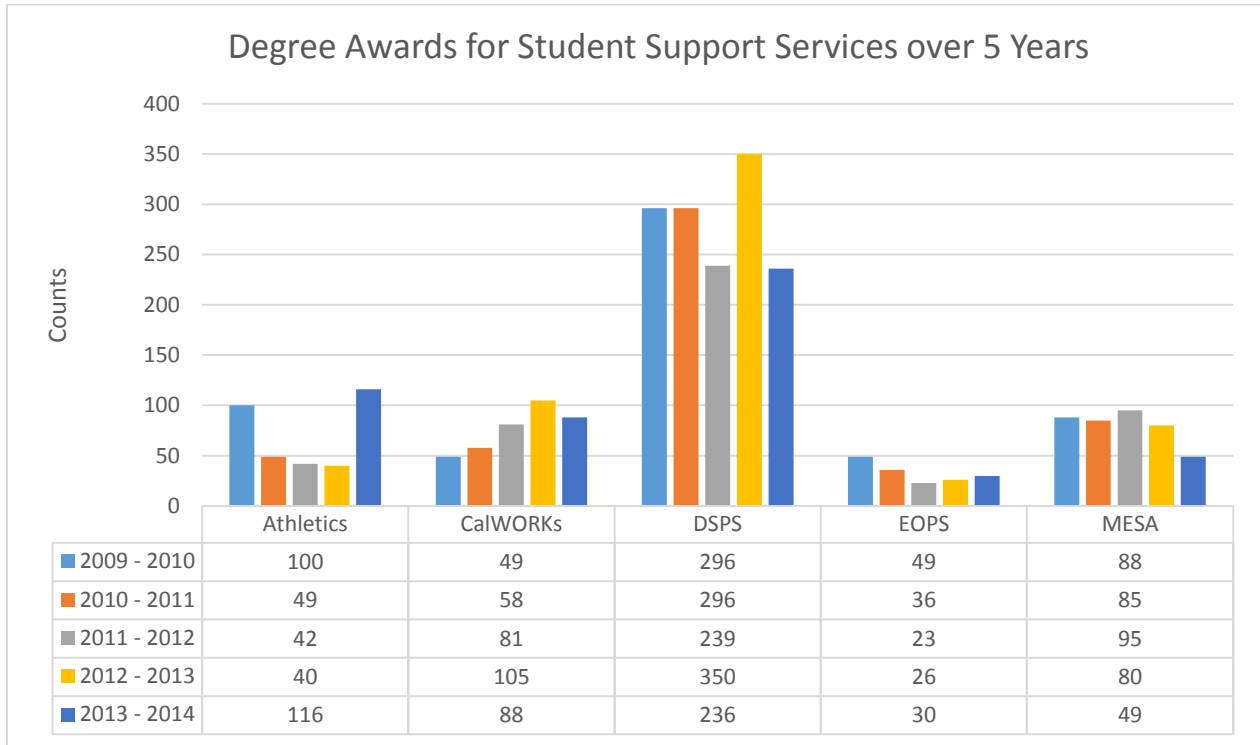


The graph above compares the percentage of AA/AS degrees and certificates awarded to students affiliated with selected Student Service Programs (EOPS, DSPS, MESA, CalWORKs, and Athletics) to the percentage awarded to students not affiliated with these groups. Because student access to selected Student Services Programs is restricted by the funding levels they receive, these units are not easily scalable to serve significantly larger numbers of students.

Historically, students affiliated with one or more of these service units has represented about 11% of ARC’s overall headcount. Of the degrees awarded at ARC over the last five years, over 24% were awarded to students affiliated with one or more of these student service programs at some point during the last five years. Of the certificates awarded over the last five years, over 13% were awarded to students affiliated with one or more of these student service programs at some point during the last five years.

Award	Student Services Award (5 years)	Non-Student Services Award (5 years)
Certificate	1,625	10,556
Degree	2,706	8,494

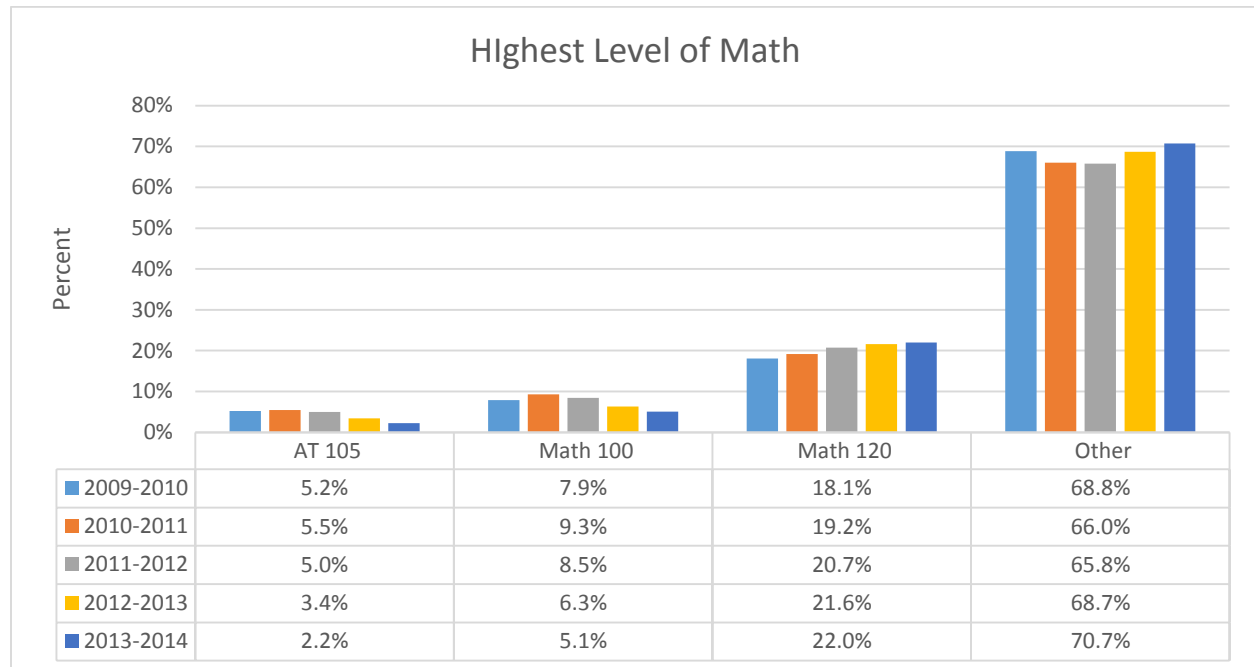
## Degree Awards for Individual Student Support Services over Five Academic Years



The graph above illustrates the AA/AS degree counts earned over the last five years by students associated at any point during the five years with the student service units shown. It should be noted that since students can participate in more than one service unit, there will likely be some duplication in the degree counts shown across the student service units.

## Impact of 2009 Graduation Standards on Math and English

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



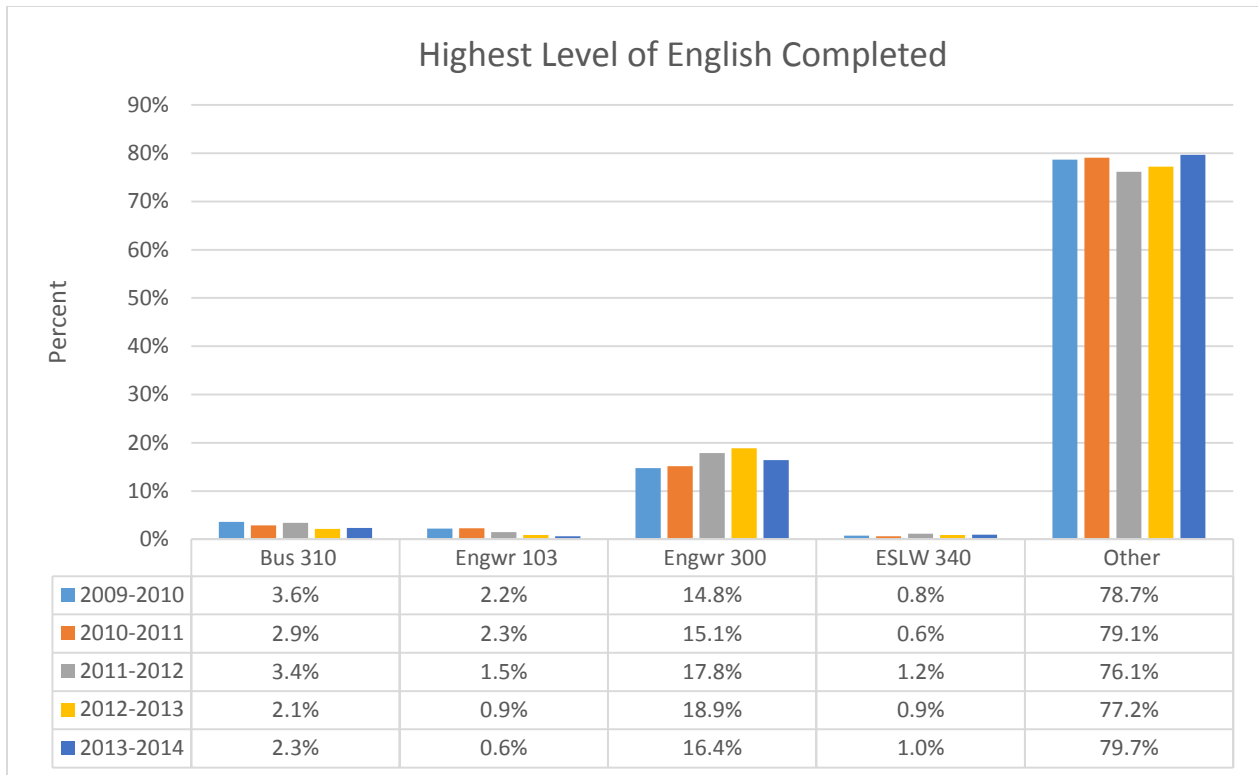
The graph above shows the percentage of ARC students earning an AA/AS degree over the last five years that completed no higher than AT 105, or Math 100, or Math 120. Note that these statistics do not reflect the highest math level of all students earning a degree during the last five years as many graduates were found to have not taken a math course at ARC that satisfied 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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AT 105	74	79	78	57	39
Math 100	112	135	132	104	89
Math 120	257	278	323	357	387
Other	978	956	1,026	1,136	1,245

#### **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 2013-2014 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 shows the percentage of ARC students earning an AA/AS degree over the last five years that completed no higher than BUS 310, or ENGWR 103, or ENGWR 300, or ESLW 340. Note that these statistics do not reflect the highest English level of all students earning a degree during the last five years as many graduates were found to have not taken an English course at ARC that satisfied the English requirement. As in the case of Math (previous page), it must be assumed that the requirement was met through enrollment at another college or an equivalency of some sort.

Course	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
BUS 310	51	42	53	35	41
ENGWR 103	31	33	23	15	11
ENGWR 300	210	219	278	312	289
ESLW 340	11	9	18	15	17
Other	1,118	1,145	1,187	1,277	1,402

### **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 2013-2014 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.

Student Cohort	Average Age
First Time Student (New)	21.7
First Time Transfer Student	27.5
Returning Student	31.0

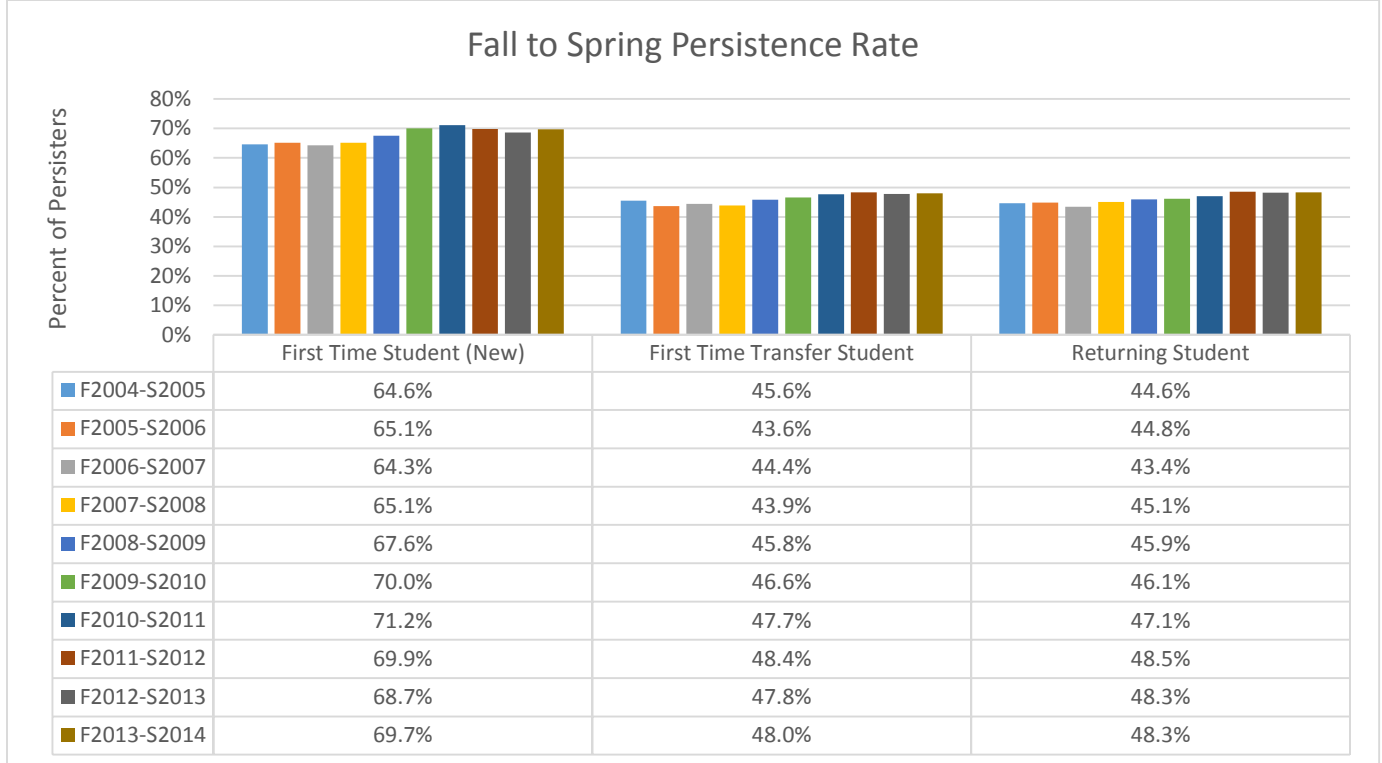
### Academic Milestones & Outcomes

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 F2013-S2014 row in the graph above reflects the percentage of F13 students that returned and reenrolled in at least one S14 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, F13 in the case of the example. The graph above displays the persistence rates for each the previously defined groups. All three of these enrollment status groups show some persistence gains over the last five years with the most notable increase being posted by the new, first-time group (approx. 5 percentage points). The table below shows the numerators and denominators of the above rates. Note that the number of 2013-14 new, first time students is down nearly 1,000 (20%) from its peak in 2008-09.

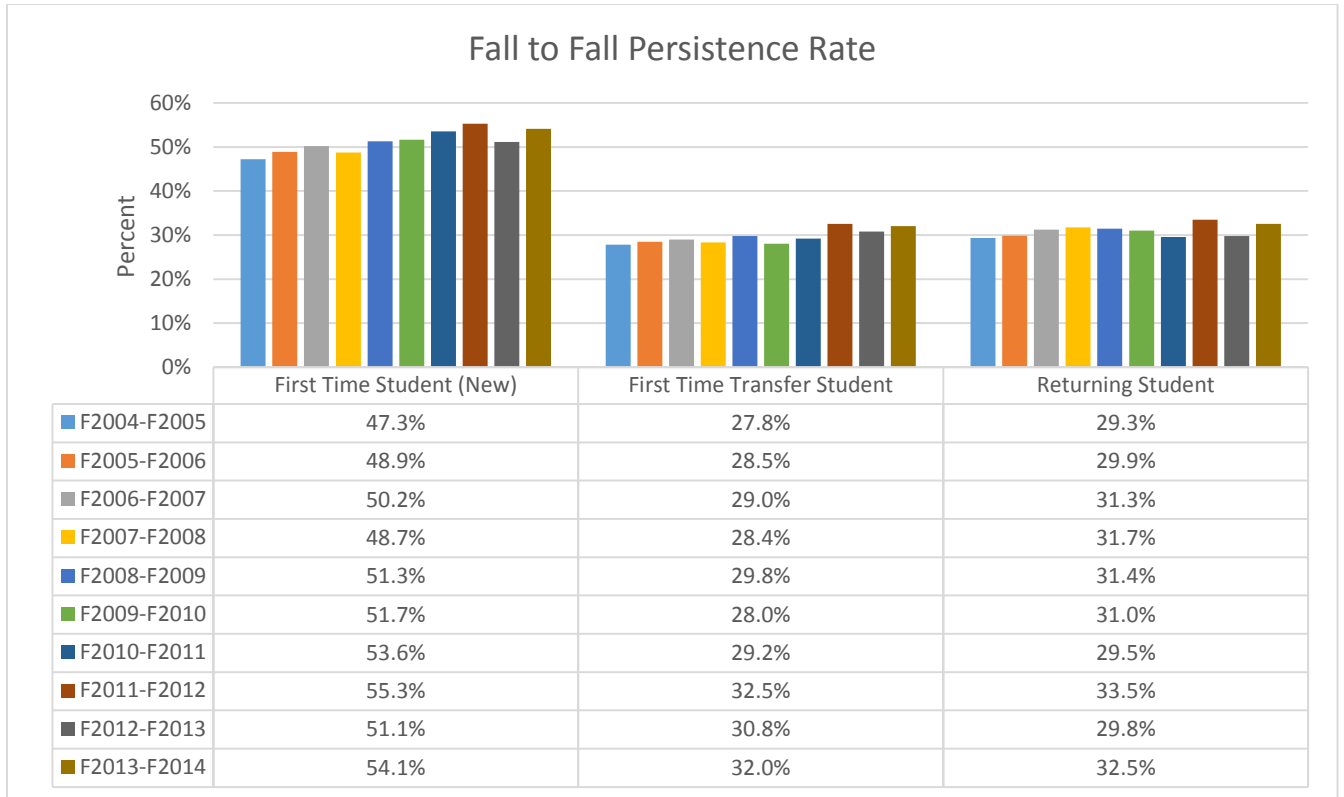
Year	First Time Student (New)		First Time Transfer Student		Returning Student	
	Enrls	Persisters	Enrls	Persisters	Enrls	Persisters
F2004-S2005	3,983	2,573	3,765	1,715	4,348	1,941
F2005-S2006	3,879	2,526	3,633	1,585	4,273	1,915
F2006-S2007	3,992	2,568	3,978	1,768	4,647	2,017
F2007-S2008	4,185	2,726	4,341	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
F2013-S2014	3,857	2,687	3,649	1,750	4,424	2,136
<b>Grand Total</b>	<b>41,747</b>	<b>28,251</b>	<b>39,570</b>	<b>18,259</b>	<b>48,907</b>	<b>22,607</b>

**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

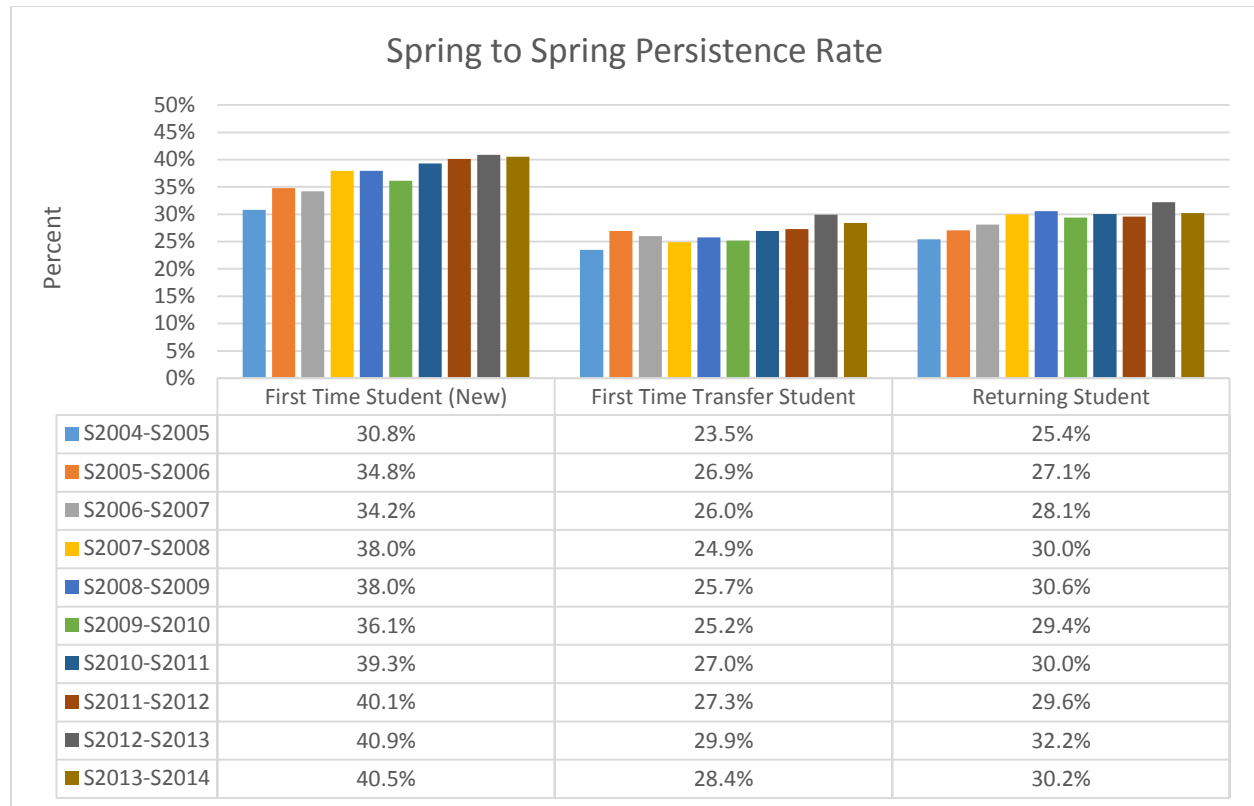


Fall to fall persistence is defined as the proportion of students who begin at the college during a fall term and subsequently enroll in one or more courses in the subsequent fall term. For example, the F2013-F2014 row in the graph above reflects the percentage of F13 students that returned and reenrolled in at least one F14 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, F13 in the case of the example. Most notable gains are those of new, first time students, increasing approximately 7 percentage points since 2004-05.

Semester	First Time Student (New)		First Time Transfer Student		Returning Student	
	Total	Persisters	Total	Persisters	Total	Persisters
F2004-F2005	3,983	1,882	3,765	1,047	4,348	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	4,185	2,039	4,341	1,231	5,259	1,669
F2008-F2009	4,805	2,466	4,329	1,289	5,786	1,819
F2009-F2010	4,774	2,466	4,519	1,266	5,524	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
F2013-F2014	3,857	2,087	3,649	1,168	4,424	1,439

## First-time Student Spring to Spring Persistence Rate

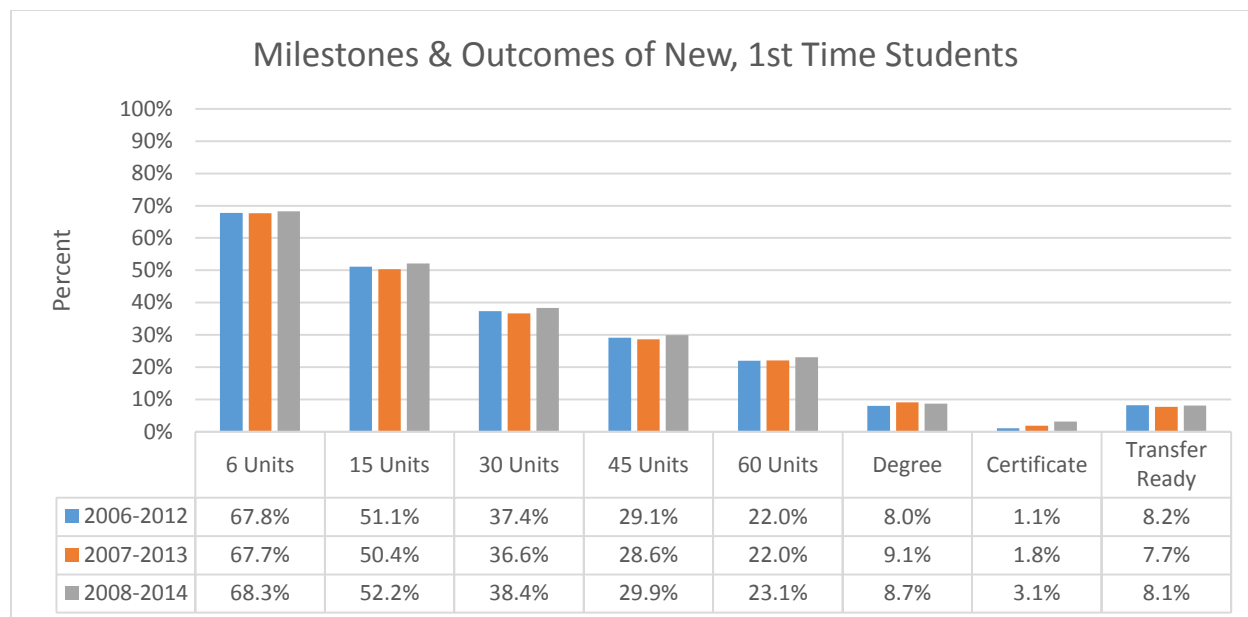


While persistence rates are typically reported for fall and spring, or fall and fall terms, a considerable number of first-time freshmen, first-time transfers, and returning students begin at ARC during the spring term. In fact, about half as many new, first time to college students first enroll in the spring (approx. 1900) as first enroll in the fall (approx. 3800).

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 S14 class. Here again, the rate for new, first time students has increased considerably over this time frame, increasing by nearly 10 percentage points.

Semester	First Time Student (New)		First Time Transfer Student		Returning Student	
	Total	Persisters	Total	Persisters	Total	Persisters
S2004-S2005	1,896	584	3,593	844	4,126	1,048
S2005-S2006	1,756	611	3,114	839	3,800	1,029
S2006-S2007	1,723	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	4,544	1,343
S2012-S2013	2,096	857	3,169	949	4,480	1,443
S2013-S2014	1,928	781	3,209	912	4,296	1,297

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



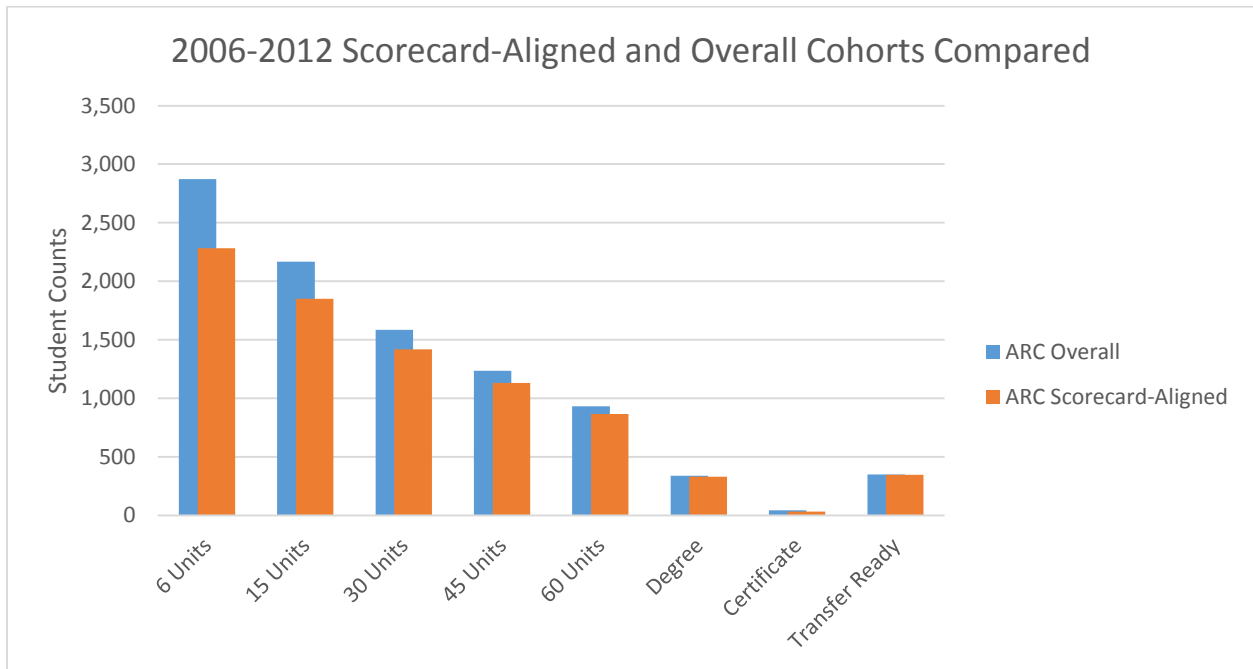
The above graph and the table below compare the proportion of each of three cohorts of new, first time students' achievement of various milestones and outcomes during a six year tracking period. The three columns shown for each milestone and outcome compares the percentage of each initial cohort's entering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

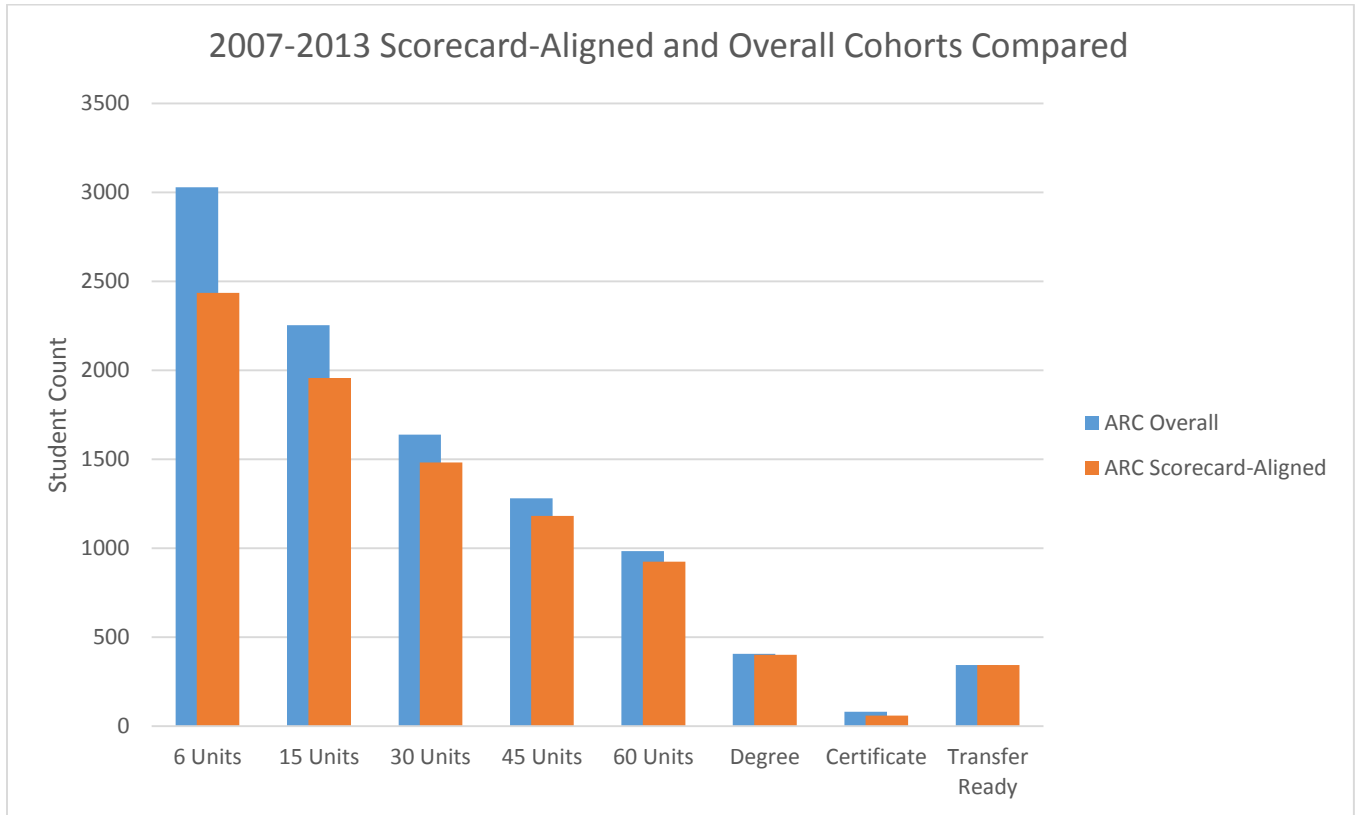


The above graph and the table below compare the overall cohort described on page 63 with the more restrictive Scorecard oriented cohort that aligns to the greatest extent possible with the State’s Scorecard reporting methodology. This analysis compares the progression of all new, first time to college students at ARC with new, first time to college students that pass (A, B, C, D, P) a minimum of 6 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 units milestone, while the difference visibly lessens for the other milestones and outcomes.

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

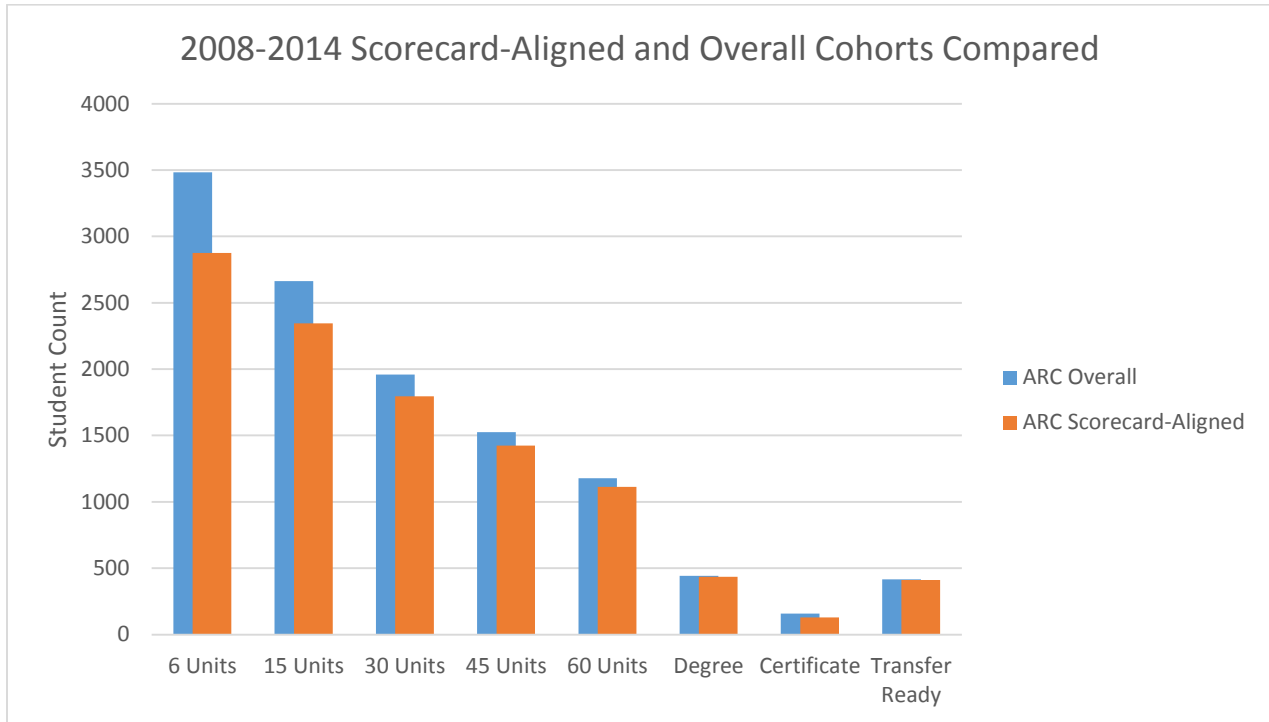
## Milestones & Outcomes: Scorecard-Aligned and Overall Cohorts, 2007-2013



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 milestone. 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 milestone. 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