

Key Effectiveness Indicators (KEI Report)

American River College
Five-Year Profile
1999-2004



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September 2004

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EDEN to PeopleSoft Data Conversion

The Los Rios Community College District implemented a data system conversion in summer of 2002 from EDEN (the LRCCD legacy data system) to a new relational database structure built by PeopleSoft. This transition was much more difficult than originally envisioned and resulted in a number of unforeseen data validation issues which continue to plague the system. While many of these issues have been addressed, others continue to make it difficult to use these data for our traditional reporting and research purposes.

The ARC Research Office has sufficiently validated recent data to allow of the publication of the fall 2004 Key Effectiveness Indicator (KEI) report. Certain data issues proved too intractable to correct at this point. Where such issues exist, they are noted in the appropriate sections of the KEIs to alert the reader that care should be taken when interpreting these data.

Focus of the Fall 2004 KEI Report

This KEI report examines American River College enrollments over the past five academic years. The data for the first three academic years (1999-2000, 2000-2001, 2001-2002), were derived from the older EDEN legacy data system while the last two academic years (2002-2003 and 2003-2004) were generated from the new PeopleSoft system. Creating the five year data set from two distinct data cultures has been an arduous undertaking, requiring a great deal of programming and data validation. Although confidence may be placed in the enrollment and student performance data found in this report, more time and validation are needed before readers may depend on these data with the same level of confidence that was possible based on EDEN data.

Instruction Area Reorganization

During academic year 2001-2002, several of American River College's instructional areas underwent a substantial reorganization. As an example Engineering was moved from being a part of the Math division to residing under the Science division. As a result of such organizational changes, it was necessary to completely re-generate ARC's five-year data to ensure that these changes were applied to all previous years. Therefore, all charts in this year's KEI reflect how an area would look *had each of its current disciplines been under its current umbrella the entire time*. This was necessary in order to ensure that an area does not appear to have either significant growth or decline in enrollments simply because it gained or lost a particular discipline.

Enrollment Patterns

The pages that follow present enrollment data covering the past five years at American River College. While simple *head counts* of ARC's students tell one story, duplicated counts relate to the unit loads that students carry. Thus two headings for tables or figures are used: *Unduplicated Enrollments* simply count every student once regardless of their course loads. *Course Enrollments* factor in the student enrollments in all courses and are therefore duplicated counts. For example, if a student enrolls in 4 classes, the unduplicated count would be "1" while the duplicated course enrollments would be "4". Five-year trends on course enrollments will then show if students are taking heavier or lighter course loads.

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.

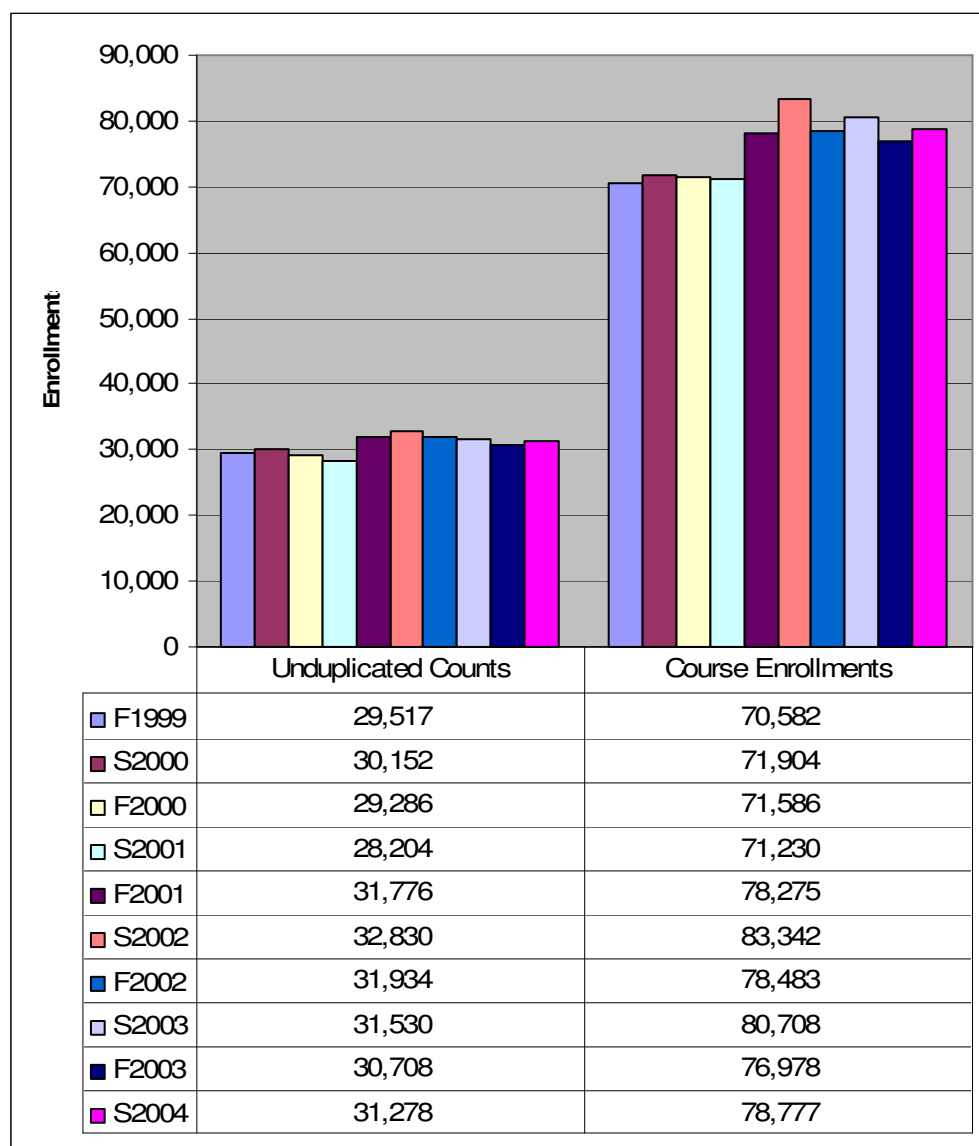
Course Enrollments

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".

Some of the figures shown (graphs) will present detailed enrollment numbers for fall, spring, and summer. In other figures, it makes more sense to collapse these terms into one full academic year.

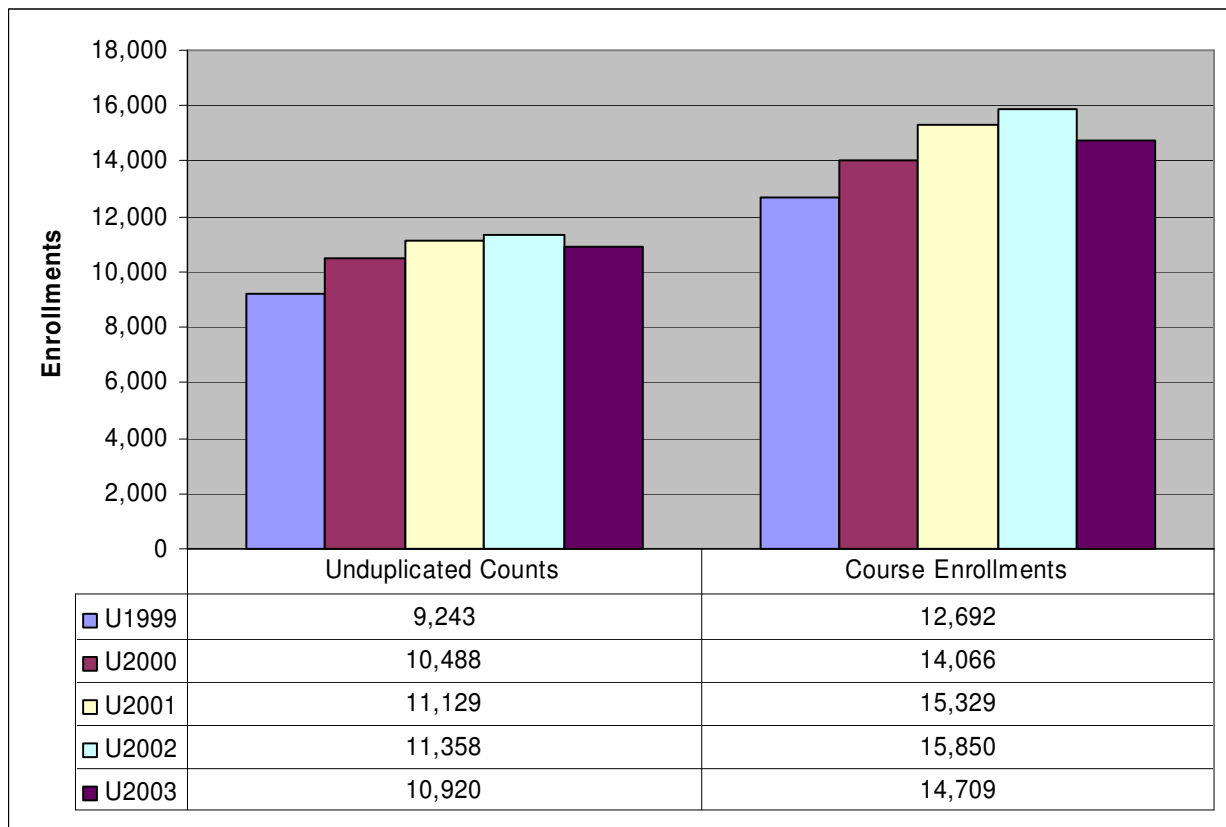
Dramatic enrollment gains were made during 1998 with the addition of the Sacramento Regional Public Safety Training Center (SRPSTC), an acronym, English speakers cannot pronounce. In past Key Effectiveness Indicators reports, enrollments in this specialized program were removed from most enrollment evaluations in order to capture a truer snapshot of the main college community. Within this current report, SRPSTC data have been included to better capture the entire student population that ARC serves.

Fall/Spring Course Enrollments by Term



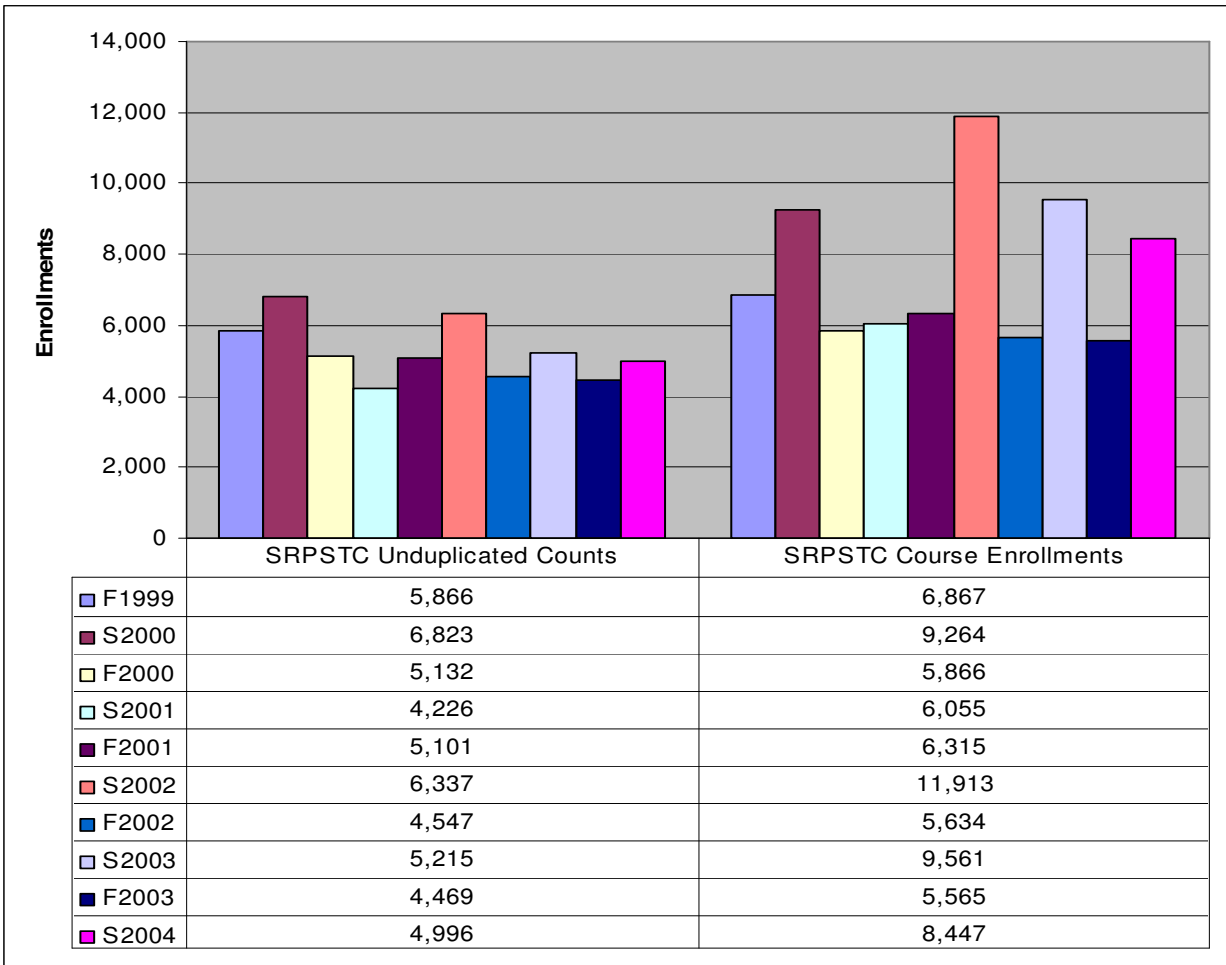
Unduplicated enrollments (student counts) and course enrollments (duplicated counts) are shown for fall and spring terms over the past five years. Between academic years 99-00 and 03-04, ARC has experienced a growth rate in *Unduplicated Enrollments* of 5.9%. For the same period, *Course Enrollments* have grown for the same period by 9.9%. Both unduplicated counts and course enrollments peaked in spring 2002 and then began a slow decline over the remaining 3 terms. The reduction of both unduplicated and course enrollments following spring 2002 are thought to largely reflect the economic conditions and concomitant course section cuts made during this period. When the economy improves, these measures should be carefully evaluated to determine whether they are simply a matter of student economics or if some larger trend is involved.

Summer Enrollments by Term



Summer sessions, which include 3, 6, and 8-week courses, show a steady increase over the first four years. This is a similar pattern to that seen for fall and spring terms. Over the past five years, summer session unduplicated enrollments have grown 18.1% while course enrollments have increased 15.9%. The drop seen for summer 2003 reflects the course sections reductions made during economic downturn for this period.

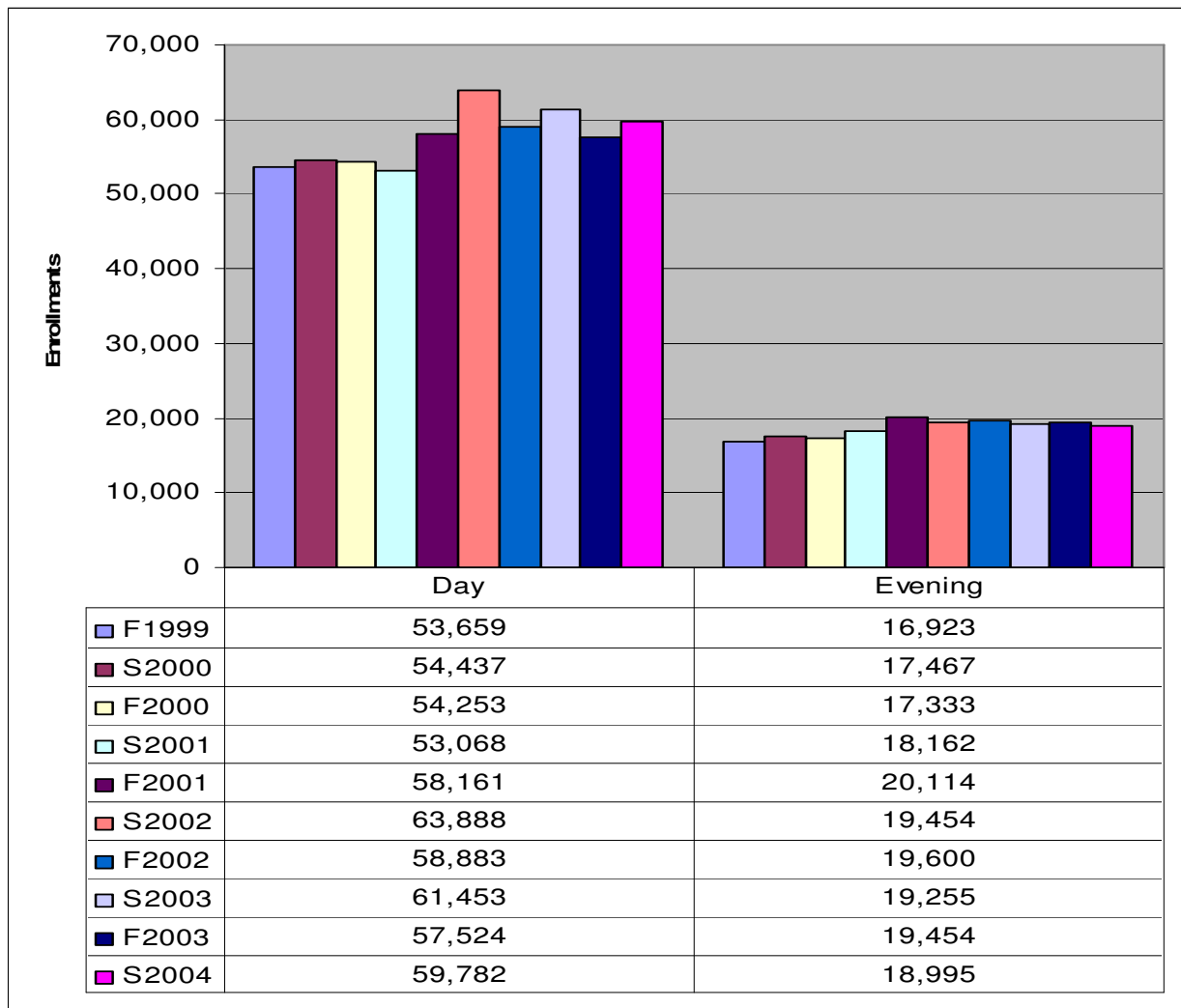
Sacramento Regional Public Safety Training Center Enrollments by Term



The Sacramento Regional Public Safety Training Center experienced rapid growth until reaching a peak during spring 2000, and then dropped 39% by spring 2001 largely due to issues associated with reorganization efforts. Similar to the ARC main campus, both unduplicated and course enrollments at SRPSTC peaked in spring 2002.

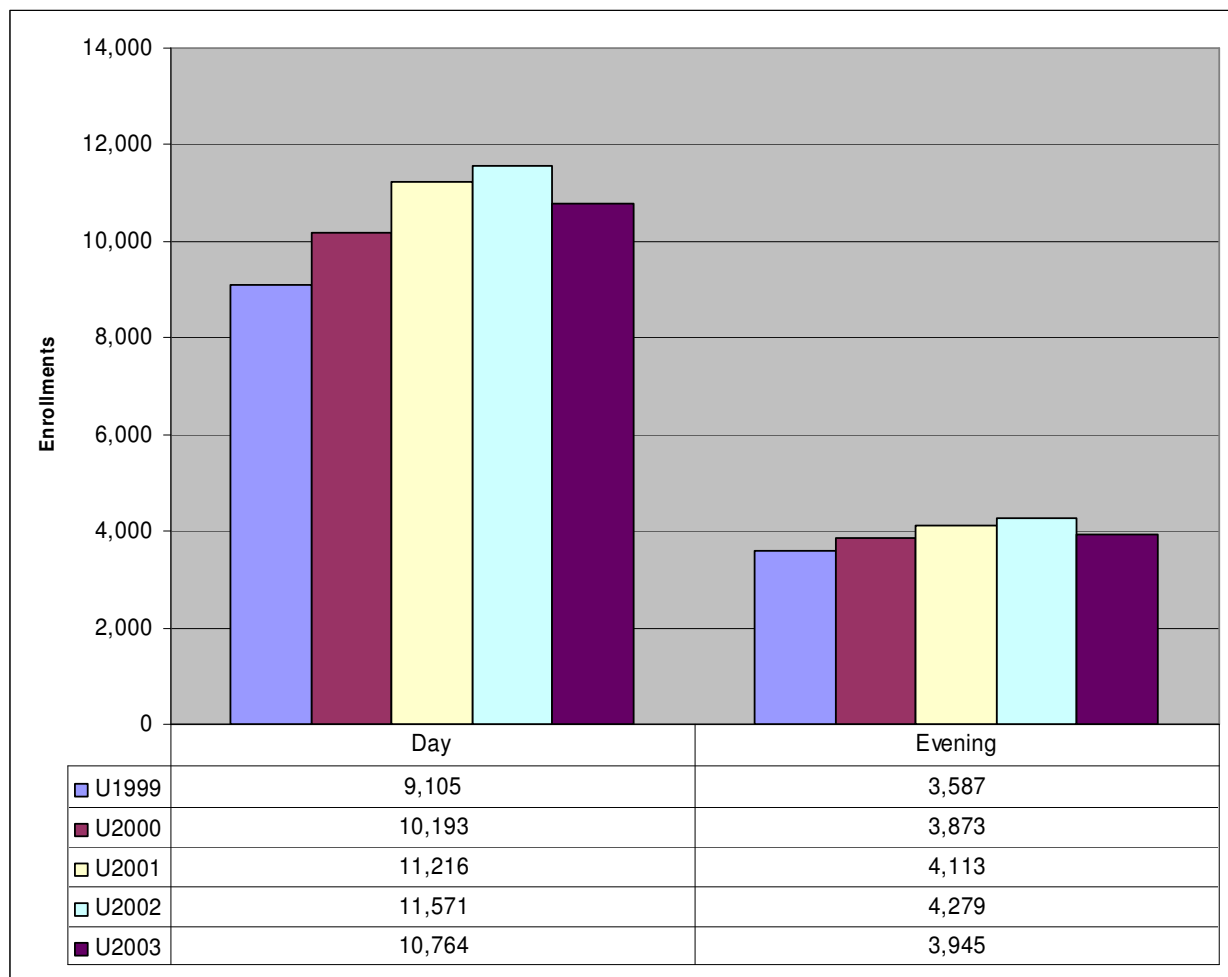
Decreases for both indicators since spring 2002 can be largely explained by the fact that SRPSTC has decreased the number of sections they offer while increasing the number of units each of those sections is worth. Also, the differences between fall and spring numbers are due to the seasonal nature of some large contracts, such as USDA (United States Department of Agriculture) and fire training courses which occurs in the spring and account for the increased spring counts. Aside from budget issues associated with the college, SRPSTC also must contend with outside agency budget issues from whom contracts are secured, and the recent enrollment numbers do reflect the uncertainties at this level as well.

Fall/Spring Day and Evening Course Enrollments by Term



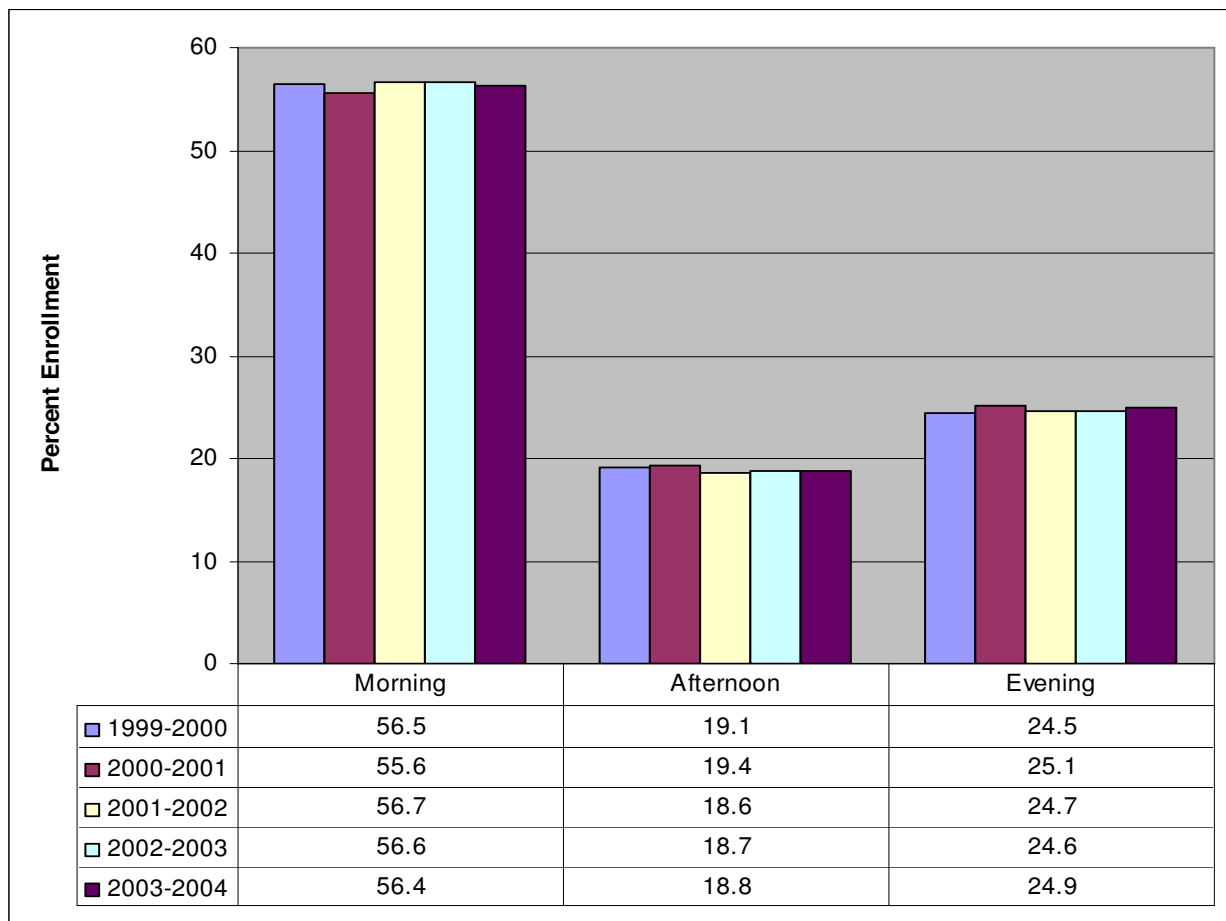
For the five-year period beginning in fall 1999, day course enrollments (courses offered prior to 4:30 pm) have exhibited growth. From fall 1999 to spring 2004 ARC experienced a growth of 6,123 course enrollments or an 11.4% gain. Since spring, 2002, day enrollments have declined somewhat. As stated earlier, it is believed that this is related to the current state of the economy. The number of enrollments for both day and evening sections has not returned to spring 2002 levels and this is attributed largely to the economic conditions and course section reductions during this period. Evening course enrollments also grew over the five years at a rate (12.2%) although growth since fall 2001 has been relatively flat.

Summer Day and Evening Course Enrollments by Term



Summer day-student duplicated enrollments (courses offered prior to 4:30 pm) over the past five years have grown 18.2% though summer 2003 reflects the section cuts made during the economic downturn. Although not as dramatic, the evening course enrollments show nearly 9.2% growth over 1999 summer enrollments.

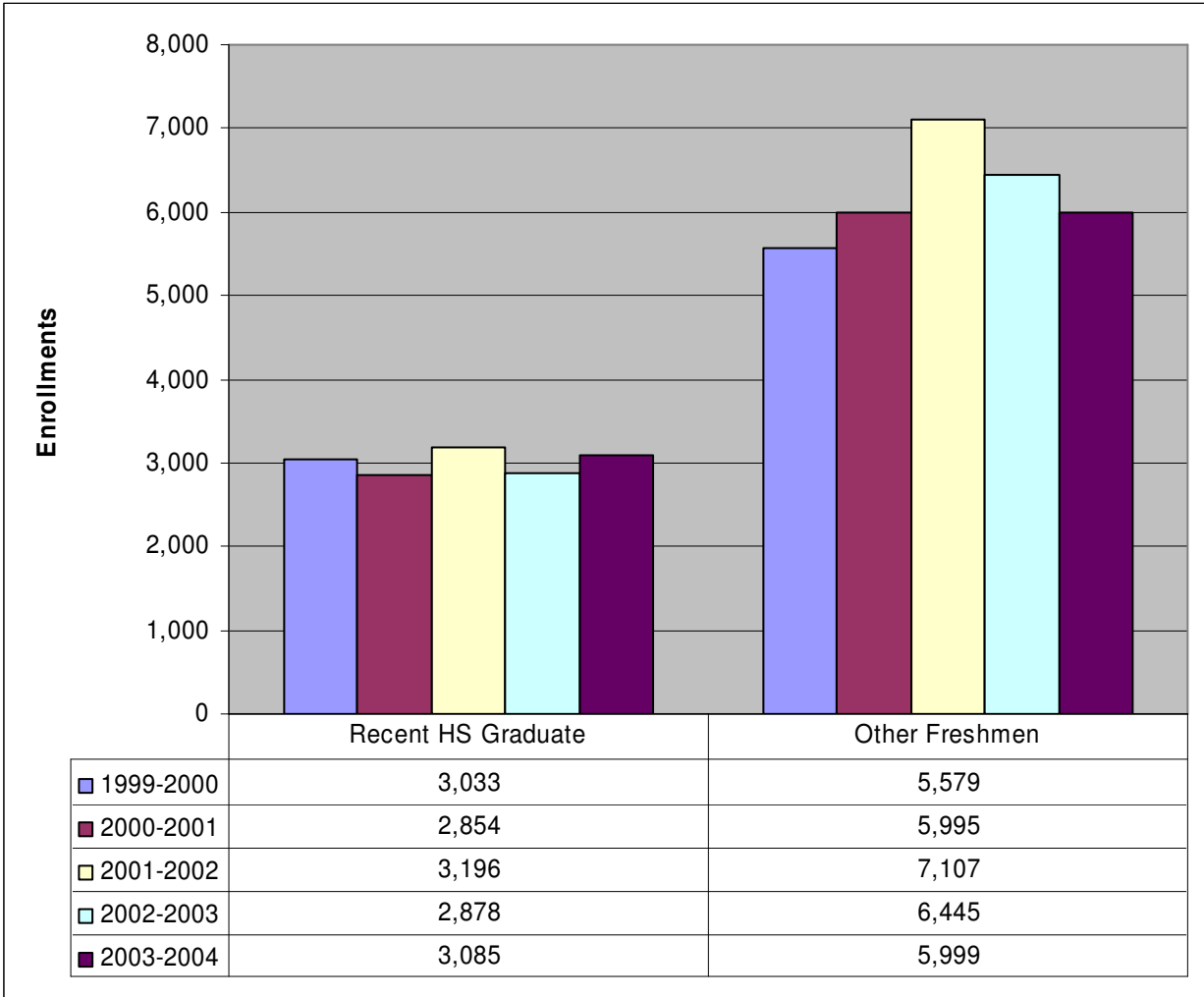
Proportional Representation for Afternoon and Evening Course Enrollments by Academic Year (course enrollments)



If ARC were to request additional buildings for classrooms, the likely question to be asked by authorizing personnel would be, “Have you reached physical capacity with your present facilities?” The answer would have to be “Only at certain times of the day.” Consider the full academic year 2003-2004. Although not shown, there were 99,145 course enrollments during the morning hours (56.6%), 32,762 course enrollments in the afternoon (18.7%), and 43,134 course enrollments during the evening (24.7%). Each yearly percentage total is 100. Another way of looking at this issue is to point out that afternoon enrollments are only 36% of day enrollments. Although the graph gives the appearance of low afternoon utilization, it may be that some courses that start before 12:00 am (labs) may extend well into the afternoon. Evening enrollments are about 30% of the day figures. Obviously, to accommodate an expanding student body, more sections will have to be added in the afternoons and evenings as morning classroom space is exhausted.

A further factor that should be considered is the fact that a number of courses are offered on a Monday/Wednesday basis. If, for example, those courses offered in Davies Hall were converted from Monday/Wednesday to Monday/Wednesday/Friday courses, the result would be an increase in the number of courses that could be offered from 3 to 5 per room during prime time (8AM to 12PM).

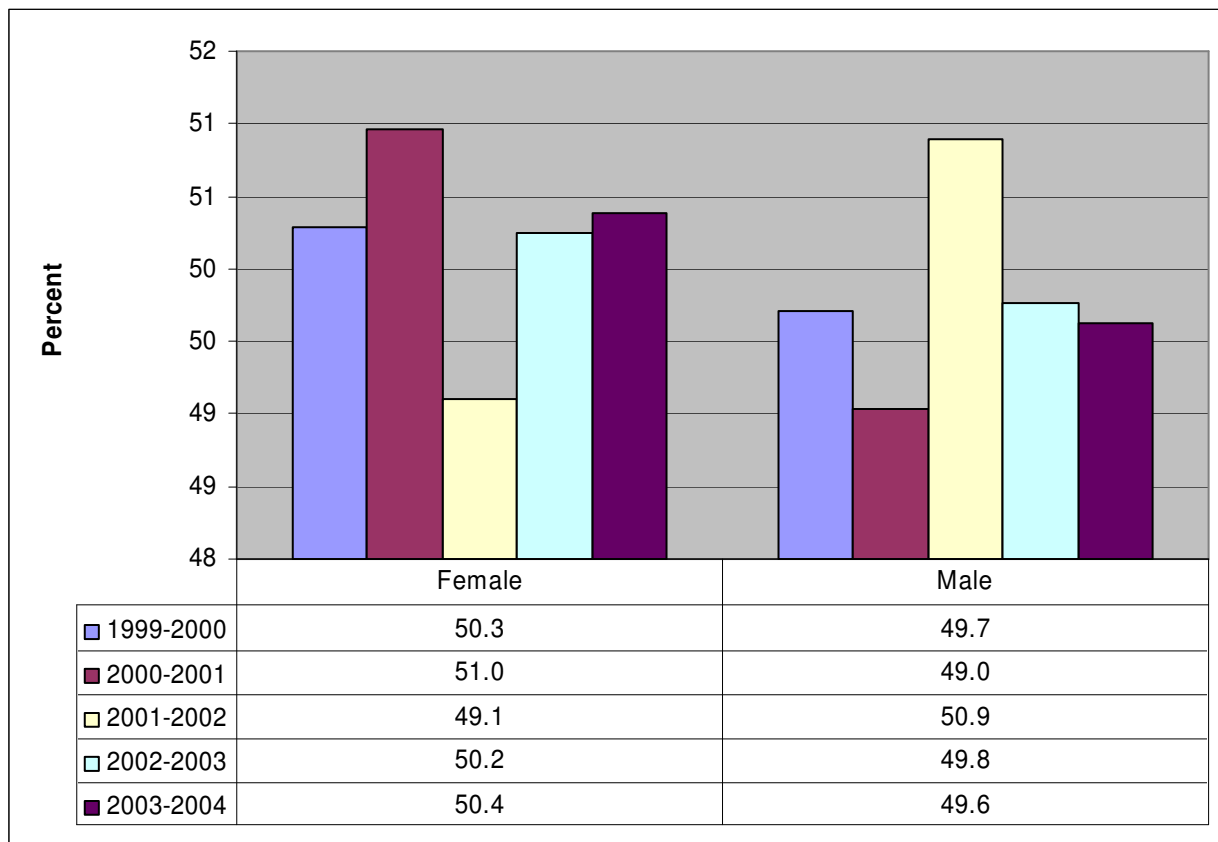
Unduplicated Enrollments for Freshmen Groups by Academic Year



For the purposes of this report, the cohort of *Recent High School Graduates* is defined as: First-time freshman status, a high school graduate, less than 20 years of age, and no record of college units earned prior to entry at ARC. Conversely, the cohort called “other freshmen” still has the first-time freshman status but fails to meet one or more of the conditions specified for the recent high school graduate.

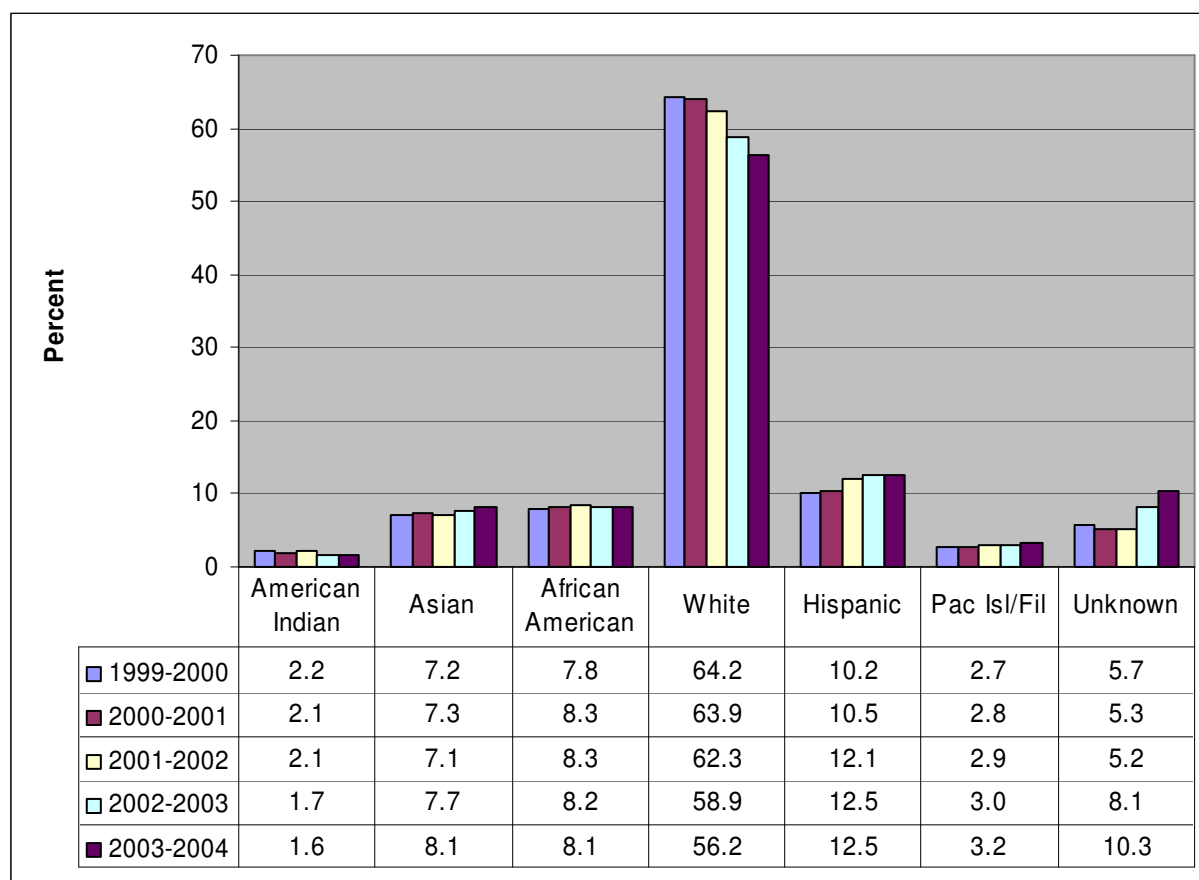
Therefore, the cohort “other freshmen” is a residual after removing all recent high school graduates. As the bar chart above illustrates, this still represents a sizeable group of students. In five years, the recent high school graduate category has shown a net gain of 52 students or a growth factor of 1.7%. The other freshmen group shows a net gain of 420 students that represents a growth rate of 7.5%. As with other enrollment indicators, the numbers have not returned to the 2002-2003 counts. Traditionally, recent high school graduates represent the majority of students at ARC who complete degrees and transfer requirements. Any increase in this population generally translates to an increase in both categories down the line, and the 2003-2004 numbers may represent a positive sign. Given the current economic downturn, it will be interesting to see if the other freshmen group will also show a proportional increase in degrees and transfer as well.

Proportional Representation for Gender by Academic Year (unduplicated count)



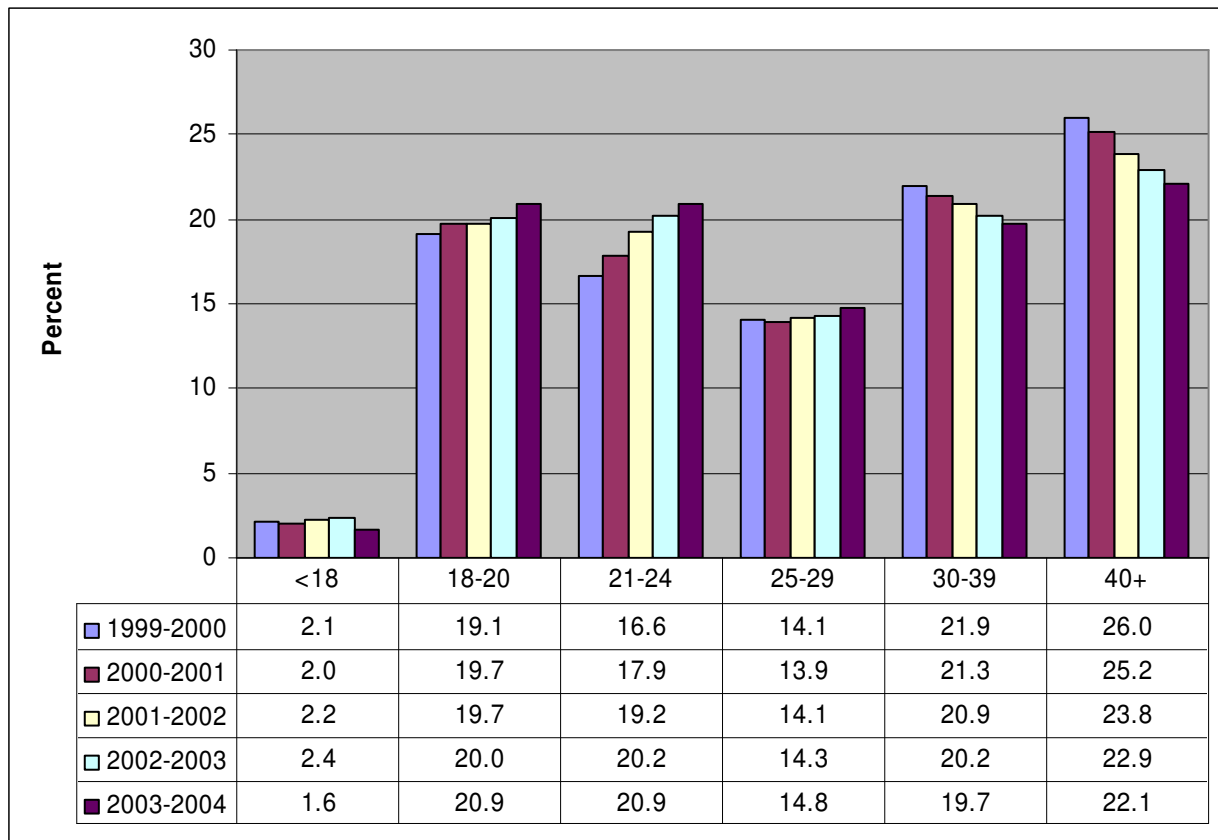
Although in academic year 2001-2002 the number of male unduplicated enrollments surpassed female enrollments at ARC for the first time in a decade, 2002-2003 data indicated a rebounding in female unduplicated enrollments so that they surpass the number of males. This may suggest that 2001-2002 was an outlier rather than the beginning of a trend. A partial explanation for the spike in male students is likely related to the fact that the Sacramento Regional Public Safety Training Center was initiated in the 1998-1999 academic year. This program has served an average of 12,318 students each academic year for the past 5 years, where approximately 77.0% of these students are male. Removing this group of students from the analysis would result in a ratio of approximately 54% females to 46% males at ARC, which is more in line with numbers for community colleges across the state.

Proportional Representation for Ethnicity by Academic Year (unduplicated count)



The bar chart above reflects the proportions of ethnic groups at ARC where all the groups' percent values sums to 100%. So when one ethnic group shows a percent increase, all other groups must then show some proportional decrease. Although the bars do represent the proportional percent of all students within an academic year, they do not describe the actual changes in enrollment for an individual group. For example, although African American students show a declining percent relative to the total, 8.2% to 8.1% in the past 5 years, this group actually experienced a 10.0% growth in unduplicated enrollments over the past 5 years as compared with a 5.8% overall growth for the ARC. The greatest growth in unduplicated enrollments among ethnic groups from the 1999-2000 to the 2003-2004 academic years is seen with Hispanics (30.0%) followed by Pacific Islander/Filipino (25.5%). It is notable that there was an increase of over 3,500 students in the past five years whose ethnicity was reported as "unknown." This could be indicative of some of the issues related to data integrity caused by the conversion to PeopleSoft or that an increasing number of students are choosing this selection because of a lack of identify with the current categories.

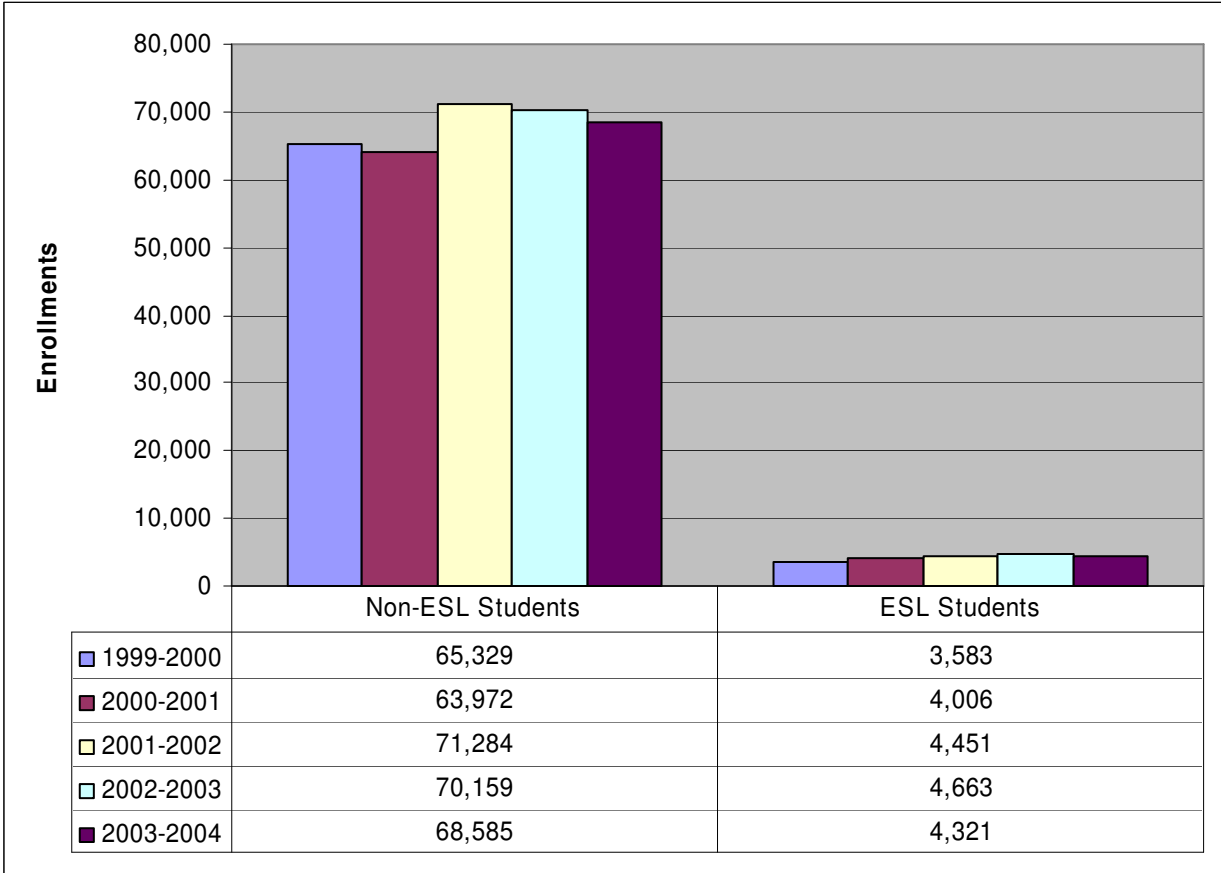
Proportional Representation for Age Group by Academic Year (unduplicated counts)



The bar chart above describes the proportion of each individual age group relative to all age groups shown. Although the 30-39 and 40+ group shows a continued decline relative to the other groups in the bar chart above. The most dramatic growth (32.9%) was observed in the 21-24 group followed by the 18-20 (15.9%). Together, these two groups represent almost 42% of the total student population during the last academic year. Approximately 77% of the Sacramento Regional Public Safety Training Center students are comprised of the 30-39 and 40+ groups reflecting their continuing educational status.

It must be noted that the younger students (18-24) have traditionally represented the largest proportion of ARC students who will complete a degree and/or complete transfer requirements. The continued growth for these age groups would suggest that ARC is likely to see an increase in the number of degrees awarded as well as the transfer rate to four-year universities in three to four years provided the transfer institutions continue to accept the same number of transfer students.

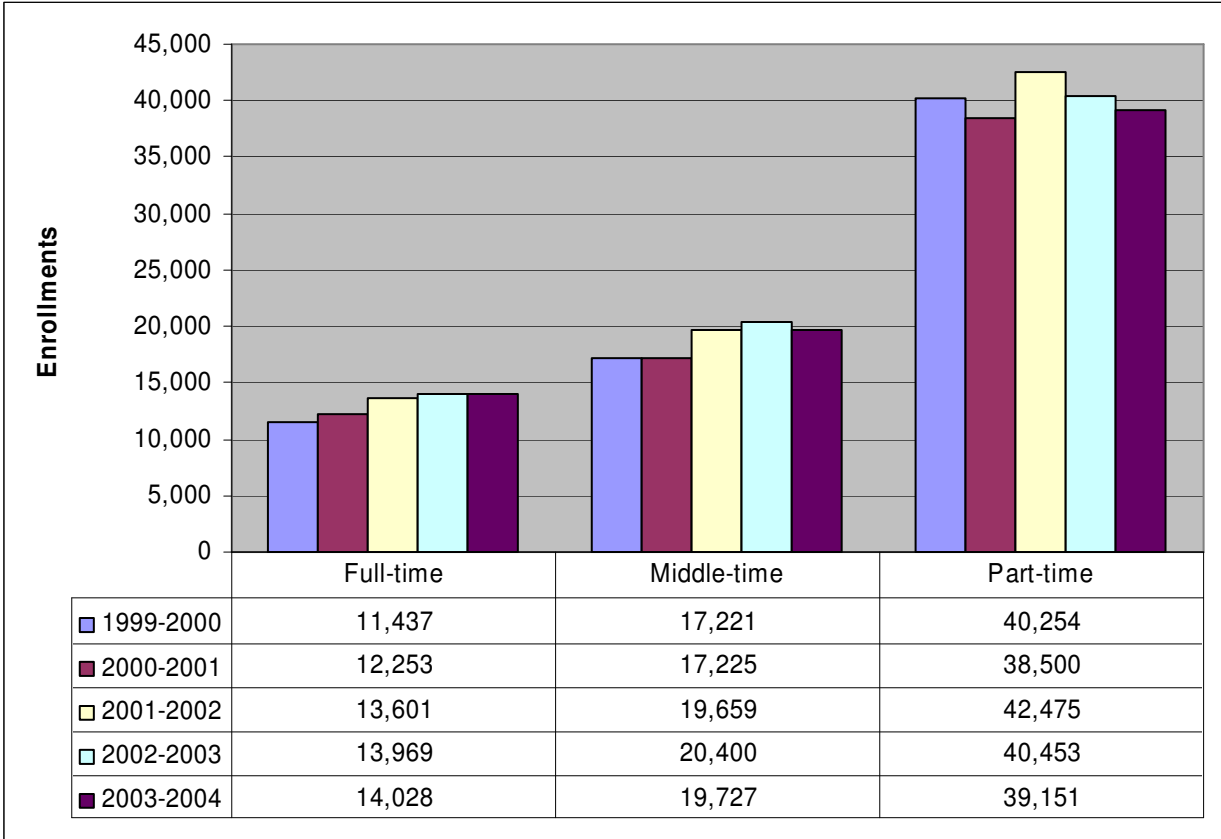
Unduplicated Enrollments for ESL and non-ESL by Academic Year



The 03-04 KEI report implemented a different method for identifying ESL students than was used in the past. In previous reports, identification of ESL students was based on the students self-report that English was *not* their primary language. In the current report, ESL students were identified by reviewing their course enrollments in ESL classes. If a student has taken an ESL class at any time during the past 9 years at ARC, they are identified as having English as their second language. This new method of identifying ESL students resulted in an approximately 52.9% decrease in the number of students identified as ESL over the five year period (See previous KEI reports). This change was necessary because the new PeopleSoft data system no longer asks students whether English is their primary language. ESL unduplicated growth over the past five years has been 20.0%, substantially larger than non-ESL enrollment (9.0%).

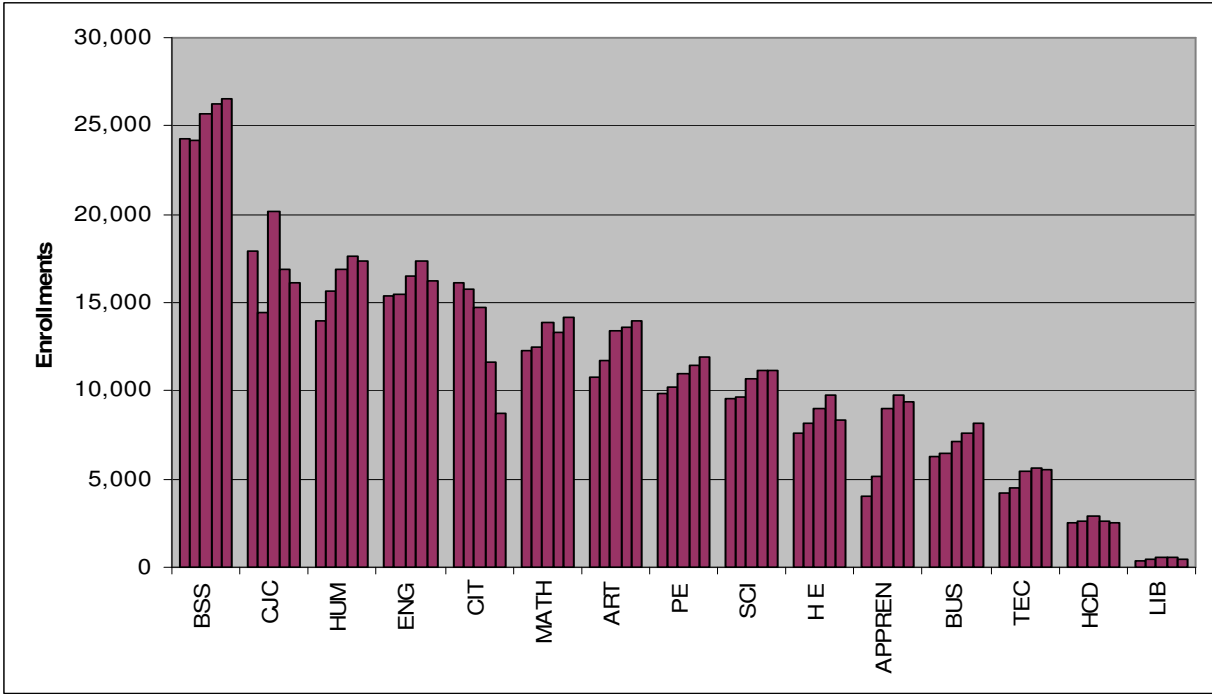
The revised method of identifying ESL students, as will be seen in the next section on Student Performance, appears to more clearly indicate that ESL students (enrolled in ESL courses) have higher success rates than those students who had previously self-reported ESL status on the application, yet had not enrolled in ESL courses. Previous research has shown that ESL students as a group consistently outperform non-ESL students in courses outside the ESL department. Therefore it is readily apparent that the ESL program is an important resource for ARC (see ESL section in the student performance section).

Unduplicated Enrollments by Academic Load Status



Full-time is defined as 12+ units, middle-time as 6.0 – 11.5 and part-time as 0.5 – 5.5. Unduplicated enrollments classified by student load status show that over the five-year period, there was an increase of 22.7% in full-time students, an increase of 10.5% in middle-time, but a decline of part-time students of - 3.6%. Since most of the decrease in ARCs student population occurs in the group labeled “Part-Time” it could further indicate that the most appropriate explanation for the decrease is economic in nature as people feel that they have less disposable income to invest in what they perceive to be non-critical resources. However, the consistent increase in both full-time and middle-time students bodes well for the number of degrees the college is likely to award as well as the transfer rate potential to four-year institutions.

Course Enrollments for Area by Academic Year



Area	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total
Behavioral/Social Science	24,283	24,226	25,689	26,274	26,552	127,024
SRPSTC	17,934	14,441	20,112	16,847	16,105	85,439
Humanities	13,975	15,645	16,901	17,622	17,326	81,469
English	15,338	15,423	16,538	17,298	16,217	80,814
Computer Sci & Infom Tech	16,095	15,762	14,719	11,590	8,734	66,900
Mathematics	12,294	12,426	13,848	13,340	14,145	66,053
Fine & Applied Arts	10,771	11,726	13,381	13,581	13,967	63,426
Physical Education	9,862	10,195	10,968	11,469	11,914	54,408
Science and Engineering	9,518	9,678	10,710	11,159	11,137	52,202
Health & Education	7,635	8,136	8,999	9,751	8,314	42,835
Apprenticeship	4,066	5,138	9,032	9,738	9,389	37,363
Business	6,279	6,468	7,164	7,565	8,164	35,640
Technical Education	4,215	4,498	5,435	5,640	5,566	25,354
Human Career Development	2,490	2,632	2,868	2,634	2,509	13,133
Library/LRC	388	453	538	519	425	2,323
Independent Studies	35	35	44	14	0	128

In the graph within each academic area are five vertical bars showing the changes in course enrollments over the past five years. These “academic area bars” are also ordered by size, which means that the Behavioral/Social Science (BSS) area heads the list with the greatest overall number of course enrollments. However, the biggest growth since 1999-2000 occurred in the Apprenticeship area, an increase of 130.9%, followed by Technical Education (32.1%) and 30.0% for Business. The most sizeable decline was found for Computer Science & Information Technology (-45.7). All five years reflect ARC’s reorganization efforts. Therefore these trends are not an artifact of recent changes.

Overall Number of Sections and Average Enrollments by Area

Area	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		Sec
	Number Sections	Average Enrollment	Number Sections	Average Enrollment	Number Sections	Average Enrollment	Number Sections	Average Enrollment	Number Sections	Average Enrollment	5-yr % Chg ¹
Apprenticeship	174	23.4	233	22.1	436	20.7	484	20.1	430	21.8	147.1
Behavioral & Social Sci	699	34.7	685	35.4	703	36.5	722	36.4	715	37.2	2.3
Business	249	25.0	247	26.0	253	28.0	255	29.7	260	31.0	4.4
Computer Sci & Info Tech	690	23.4	652	24.3	646	22.9	552	21.0	444	19.9	-35.7
English	749	20.5	749	20.6	852	19.4	868	19.9	808	20.1	7.9
Fine & Applied Arts	498	21.6	532	22.0	561	23.9	625	21.7	657	21.3	31.9
Health & Education	288	26.5	284	28.6	331	27.2	314	31.1	310	26.8	7.6
Human Career Development	97	25.7	105	25.1	103	27.8	95	27.7	83	30.2	-14.4
Humanities	486	28.8	548	28.5	588	28.7	657	26.8	656	26.4	35.0
Independent Studies	2	17.5	3	11.7	3	14.7	14	1.0	0	0.0	0.0
Library/LRC	18	21.6	22	20.6	23	23.4	23	22.6	19	22.4	5.6
Mathematics	516	23.8	515	24.1	538	25.7	484	27.6	464	30.5	-10.1
Physical Education	385	25.6	387	26.3	405	27.1	438	26.2	452	26.4	17.4
SRPSTC	548	32.7	500	28.9	746	27.0	662	25.4	605	26.7	10.4
Science & Engineering	443	21.5	452	21.4	476	22.5	466	23.9	443	25.1	0.0
Technical Education	237	17.8	257	17.5	300	18.1	286	19.7	278	20.0	17.3

¹ 5-Year percent change represents the percent increase/decrease over the base year of 1998-1999.

Note: The table has not been updated to current academic year due to course renumbering issues that have not yet been resolved.

The number of sections and average enrollments represent the bedrock for enrollment planning. From this perspective, a clear picture of an area's enrollment activity emerges and provides institutional planners with a clear picture of emerging trends. The information should be interpreted with care because small areas may exhibit large five-year percent changes resulting from relatively small numerical changes. The ARC research office produces an annual Course Sections and Average Enrollments Report that allows areas to examine, in minute detail, individual disciplines and courses by term as well as time of day to more accurately determine sections with increasing or decreasing number of sections and average enrollment. This information assists areas to anticipate trends and adjust their planning accordingly.

Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College

High School	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Total
El Camino Fundamental High	225	168	148	111	130	782
Del Campo High	199	165	168	126	121	779
Rio Americano High	186	151	130	97	112	676
Mira Loma High	160	103	143	92	112	610
Foothill High	110	132	119	88	94	543
Cordova High	102	98	111	101	86	498
Rio Linda High	75	85	108	74	87	429
Center High	99	76	94	40	105	414
Bella Vista High	110	70	90	70	70	410
Highlands High	89	75	76	47	57	344
Casa Roble Fundamental High	75	65	75	66	41	322
San Juan High	81	53	76	48	62	320
Woodcreek High	33	69	73	68	73	316
Natomas High	28	49	81	67	78	303
Grant Union High	55	41	79	37	67	279
Encina High	68	49	52	44	47	260
Mesa Verde High	56	38	49	26	48	217
Folsom High	40	51	40	39	38	208
Johnson (Hiram W.) High	51	54	38	28	25	196
Woodland Senior High	25	35	45	12	31	148
Oak Ridge High	32	29	29	22	22	134
Sacramento High	32	28	24	33	17	134
Davis Senior High	36	27	39	12	16	130
Ponderosa High	29	27	25	19	22	122
Bishop Manogue High	24	24	23	14	24	109
Kennedy (John F.) High	14	11	25	16	17	83
Oakmont High	7	16	17	25	17	82
Roseville High	17	7	22	13	18	77
St. Francis High	16	24	16	10	11	77
Elk Grove High	18	18	13	9	13	71
Total	2,092	1,838	2,028	1,454	1,661	9,073

The table above of ARC's 30 feeder high schools rank ordered on the five-year total. The data show the raw counts of recent high school graduates who subsequently enrolled at ARC. Compared with 1999-2000, the totals for 2003-2004 indicate a net decrease of 469 students (-25.6%). Although there were indications that ARC's own recruiting efforts in 2001-2002 may have been offsetting the recent aggressive recruiting efforts by UC and CSU representatives, 2002-2003 data suggest otherwise though some gains are seen for 2003-2004. Since recent high school graduates represent the largest percentage of completed degrees and highest transfer rates, these results are particularly troubling. Due to a problem with PeopleSoft, some students could not select their local high school because it was not available in the master lists over the past two academic years and this may account for some of the decline seen in the current data. Currently, the district is working hard to resolve these issues and should be able to update the high school data by August 2004 and this table will be rerun at that time.

Student Performance

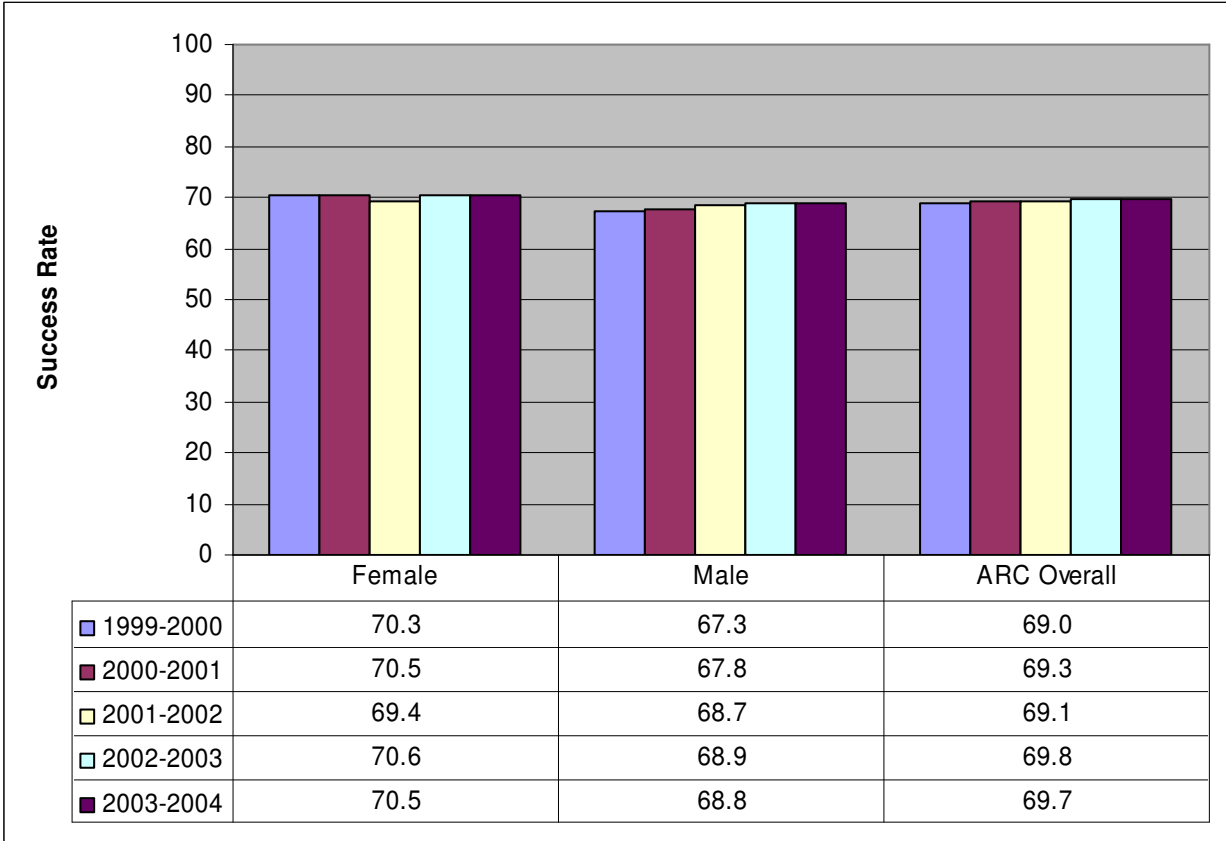
If all academic evaluation had to be reduced to two variables, one variable would certainly be course and institutional enrollments because they are the lifeblood of a community college. Diminished enrollments spell trouble in terms of state support and may also indicate something about the needs for and the quality of an institution and its programs. The other measure would be some index of student performance.

Traditionally GPA has been used, but that measure suffers from not capturing more recent grade notations like WT (withdrew from class with notation on transcript), and CR and NC (credit and no-credit). To overcome these limitations to GPA, an estimate of success rate was created which is simply the percentage of classes for which grades of A, B, C, or CR were earned relative to all grade notations on a student's transcript. Thus a 50% success rate means that half of a student's courses ended with grade notations of A, B, C, or CR. It also means that 50% of the grade notations were D, F, NC, I (incomplete) or WT. While 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.

Institutions with high success rates for students, instructors, courses, programs, and for institutions are usually judged as providing high quality education unless an offset measure can show that students really are not learning as well as the success rate would indicate (i.e., the high success is simply grade inflation). Conversely, low success rates are viewed negatively unless it can be shown that the subject matter is inherently difficult, and those few who are successful can demonstrate quality learning. The word of advice when interpreting success rates is to look at all possible reasons behind unusually high or low success rates.

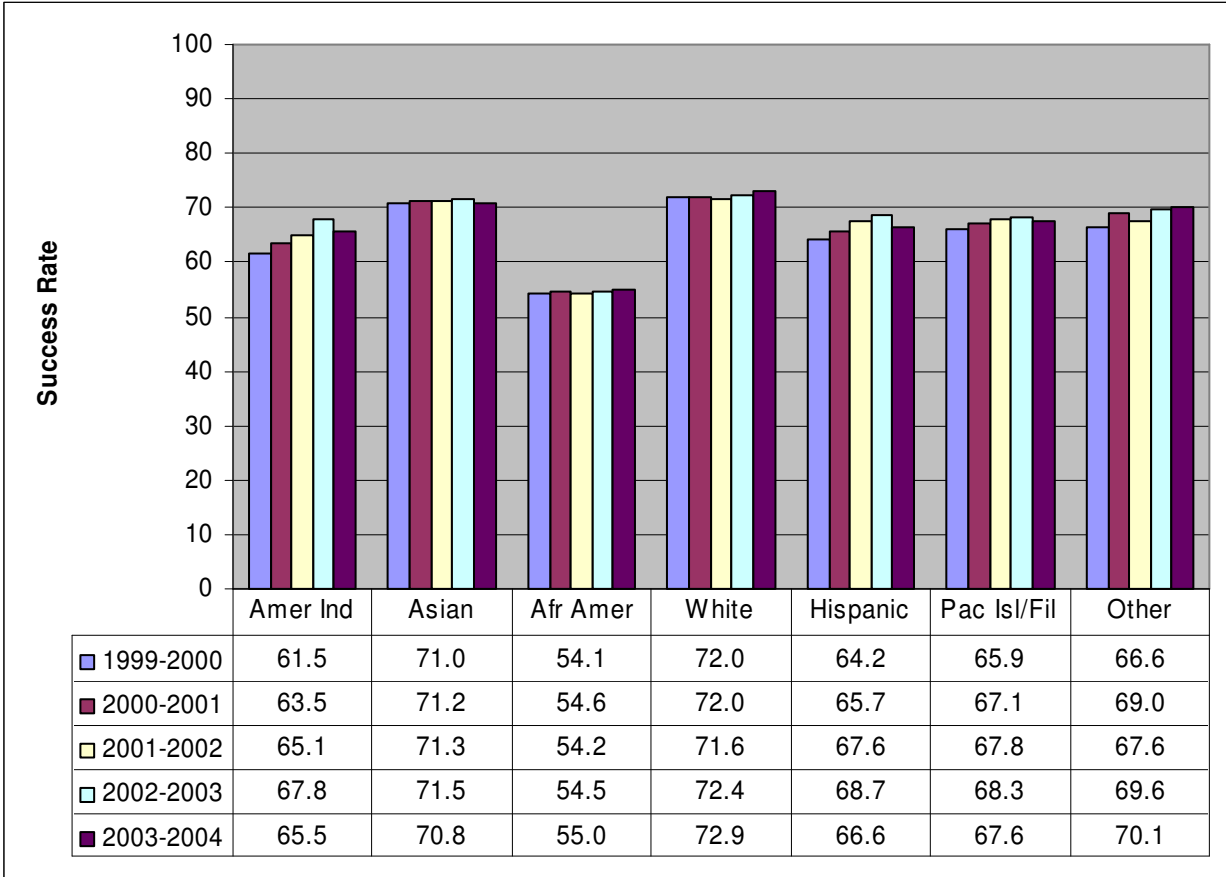
As indicated in earlier sections, the program called the Sacramento Regional Public Safety Training Center has dramatically increased the overall enrollment at ARC. And because students in that program are evaluated only upon a credit/noncredit grade basis, their inclusion with institutional data seriously skew success rate results (toward the high end). Therefore, the SRPSTC program will be examined separately and not be included with other institutional totals.

Success Rates by Gender and ARC Overall by Academic Year



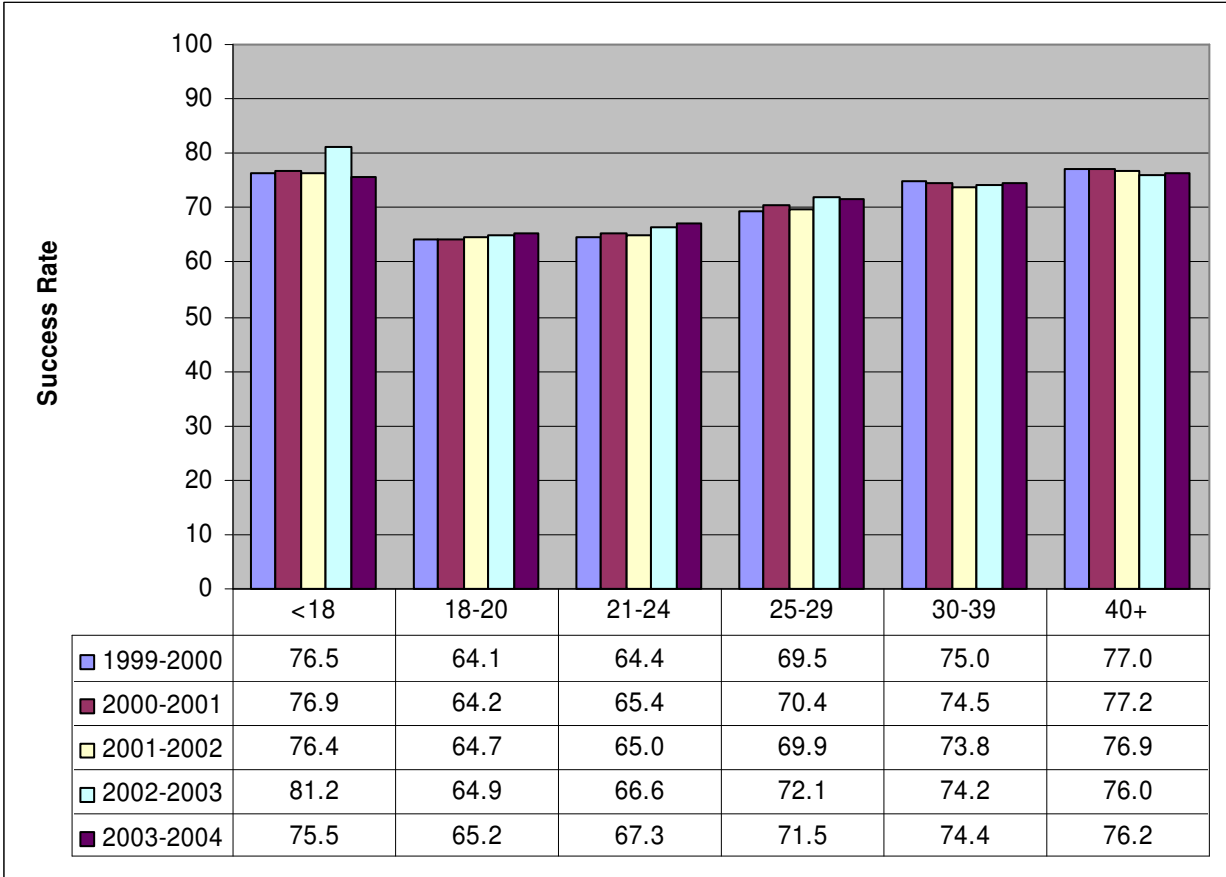
Overall success rates remain in the 67 to 70% range with a small recent increase from five years ago. Male success rates have shown some increase over the past five years. Information related to differences in success rates by gender should be considered with care and any inferences based on these data must acknowledge the possibility that there may be differences in courses males and females take. For example, some of the increase in male success rates may be attributed to the recent growth in apprenticeship programs, which are largely populated by males.

Success Rates for Ethnic Groupings by Academic Year



Most ethnic groups have shown increases in success rates over the past five years. Native American students, for example have exhibited a 6.5% increase in their success rates while students reporting their ethnicity as either Hispanic or Pacific Islander/Filipino have experienced a 3.2% increase during the same period. Success rates for Asian, African American and White students appeared fairly stable.

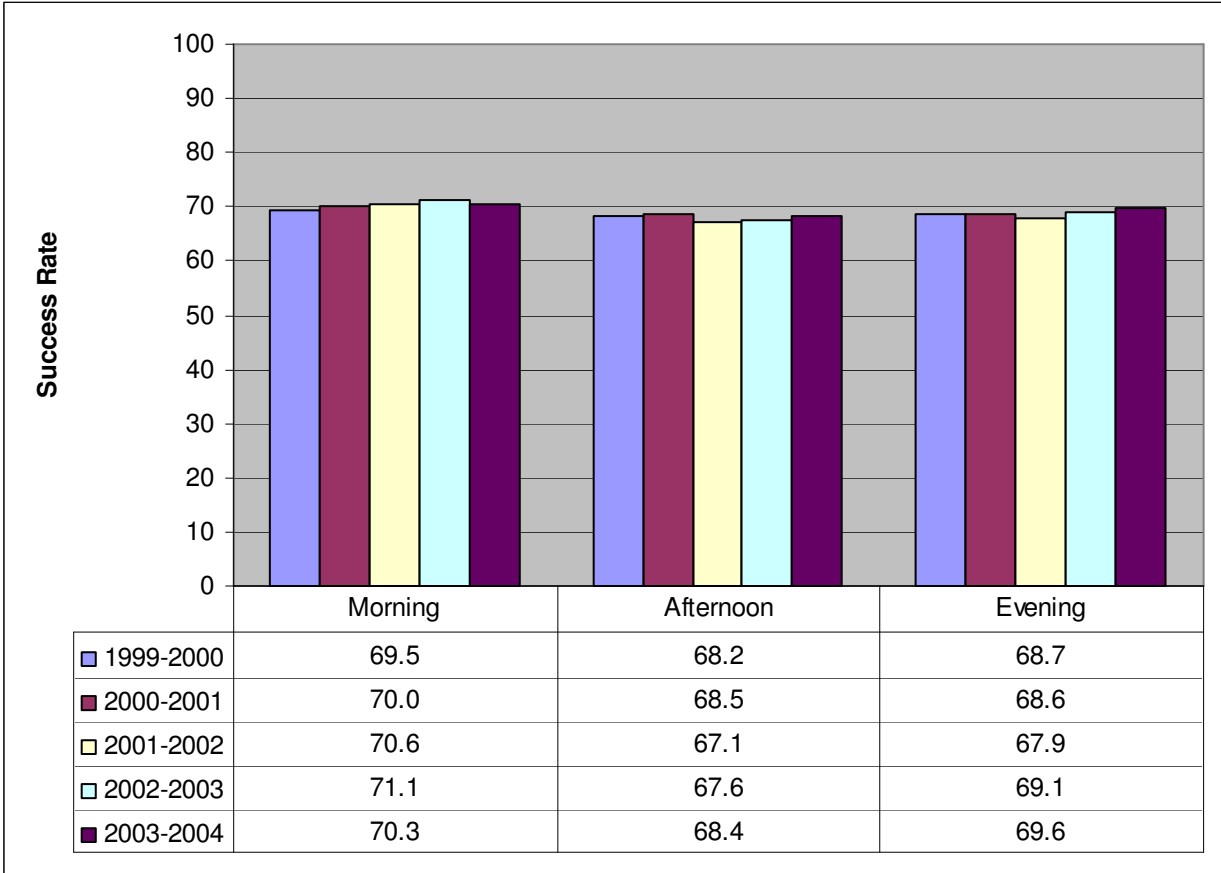
Success Rates for Age Groups by Academic Year



STOP

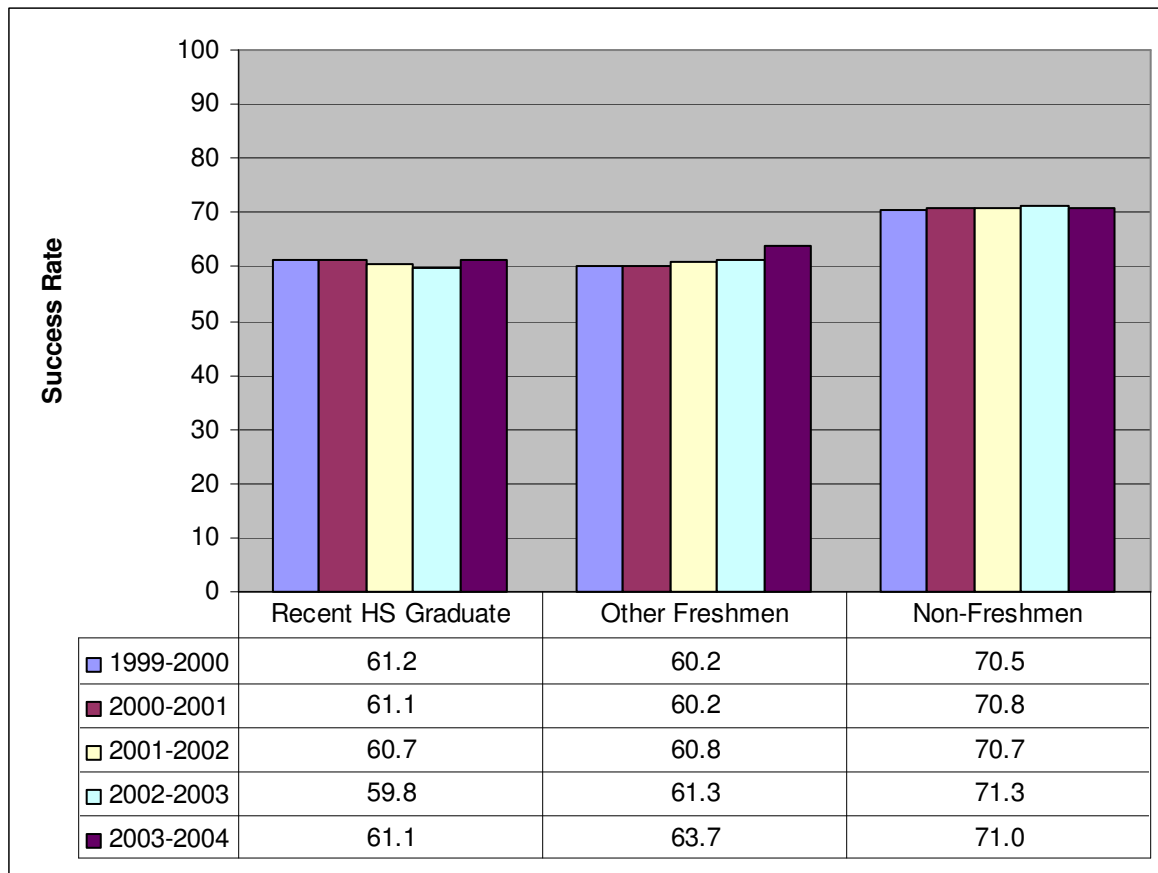
Though the < 18 age group overall has shown the highest overall performance over the past five academic years, the 18-20, 21-24, and 25-29 age groups have shown the most consistent increase in success rate. Though the 30+ age groups are not increasing at comparable rates, it is clear that increasing age is highly related to overall performance.

Success Rates for Day, Afternoon & Evening Enrollments by Academic Year



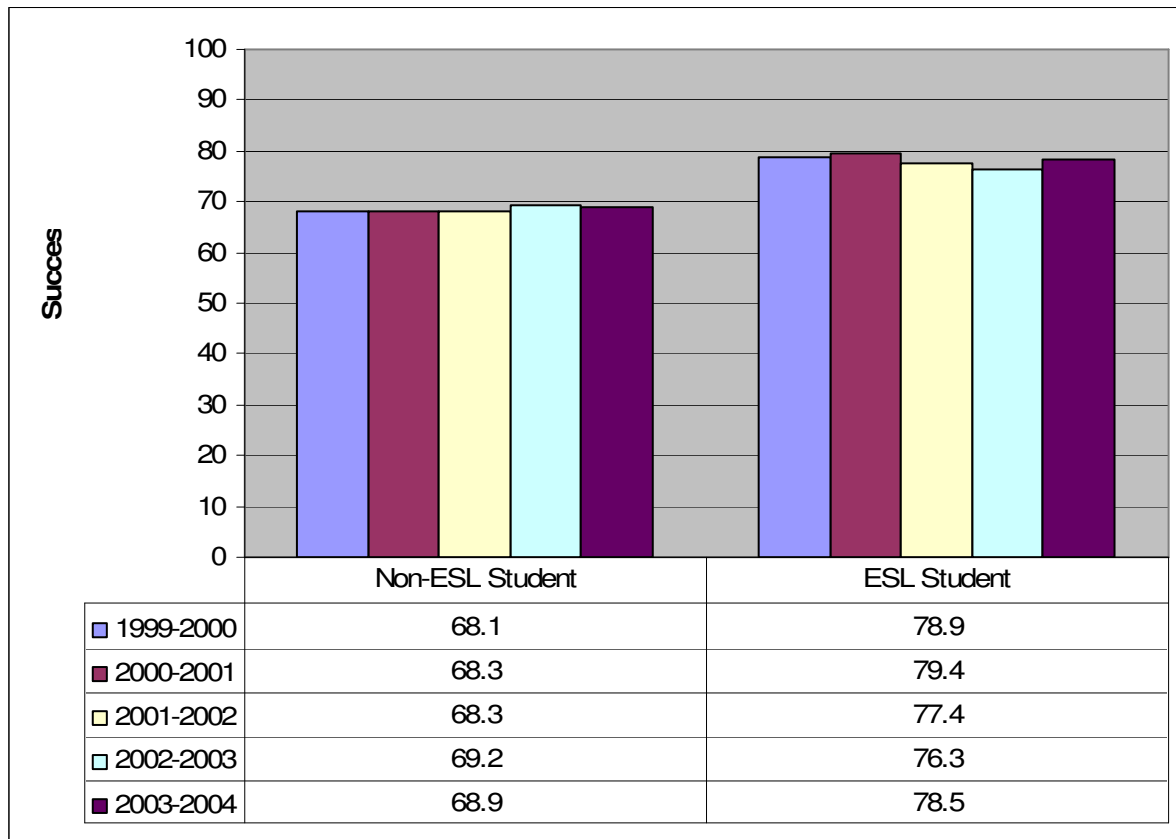
Morning enrollments show the highest success rates (70.3%) followed by evening (69.8%) and afternoon at 68.0%.

Success Rates for Recent High School Graduate Freshmen, Other Freshmen, and Non-Freshmen by Academic Year



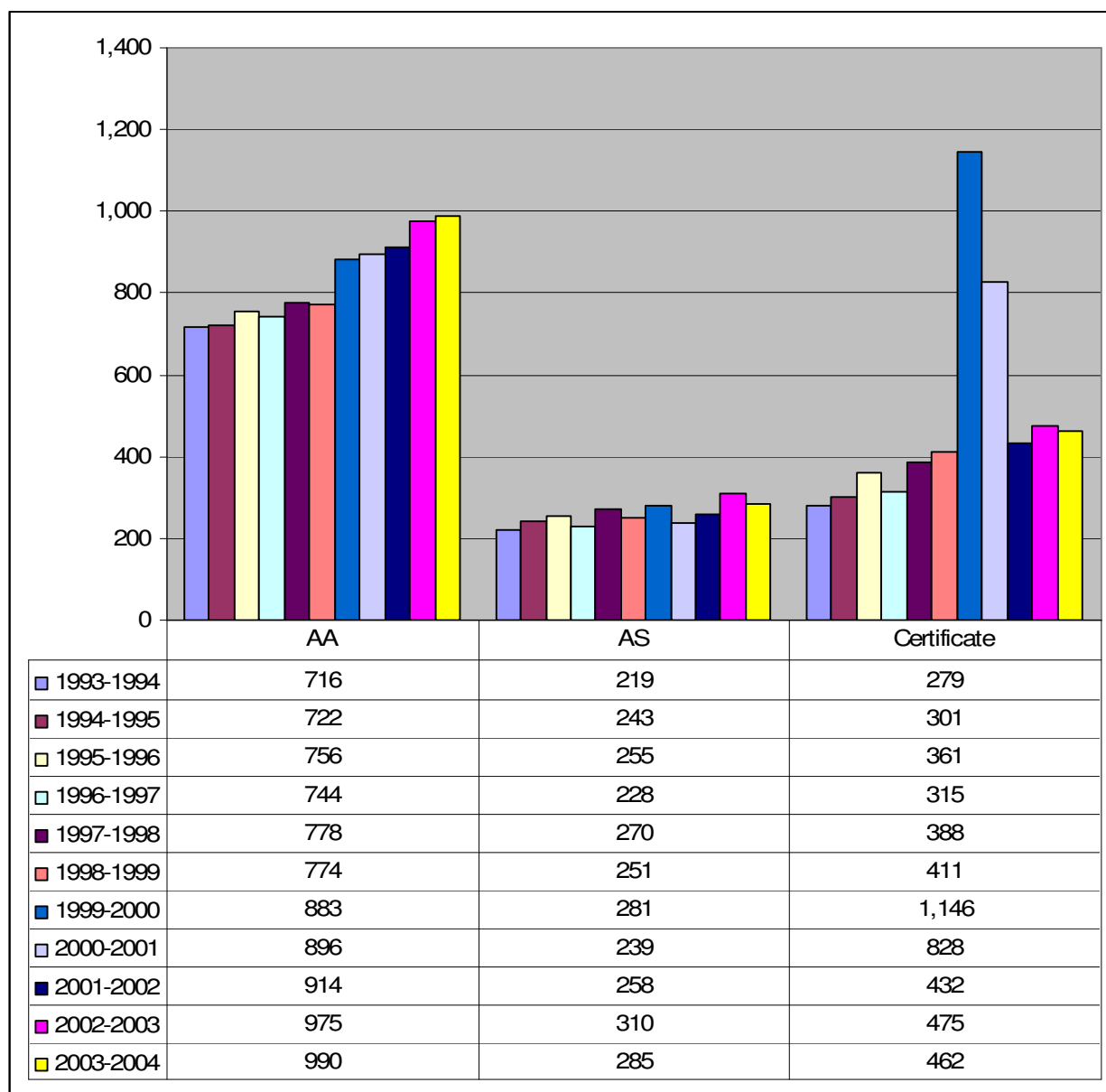
During the first three years of the period under study, Recent High School Graduates (first-time freshmen, high school graduate and under 20 years of age) tended to slightly outperform other freshmen. However, beginning in 2001-2002 the category of student we call “Other Freshman” began exhibiting noticeable improvement in their overall success rates. While the Recent High School Graduate success rate has remained relatively constant, the Other Freshman group has experienced a 3.5% increase in success rates. However, neither one of these groups reach the success rates of Non-Freshmen (e.g., 2nd semester freshmen, sophomores) that have recently reached 71%. Noteworthy is the fact that both freshmen groups constitute an at-risk group given their success, persistence, and probation rates.

Success Rates for Non-ESL and ESL Students in General Courses (Non-ESL) by Academic Year



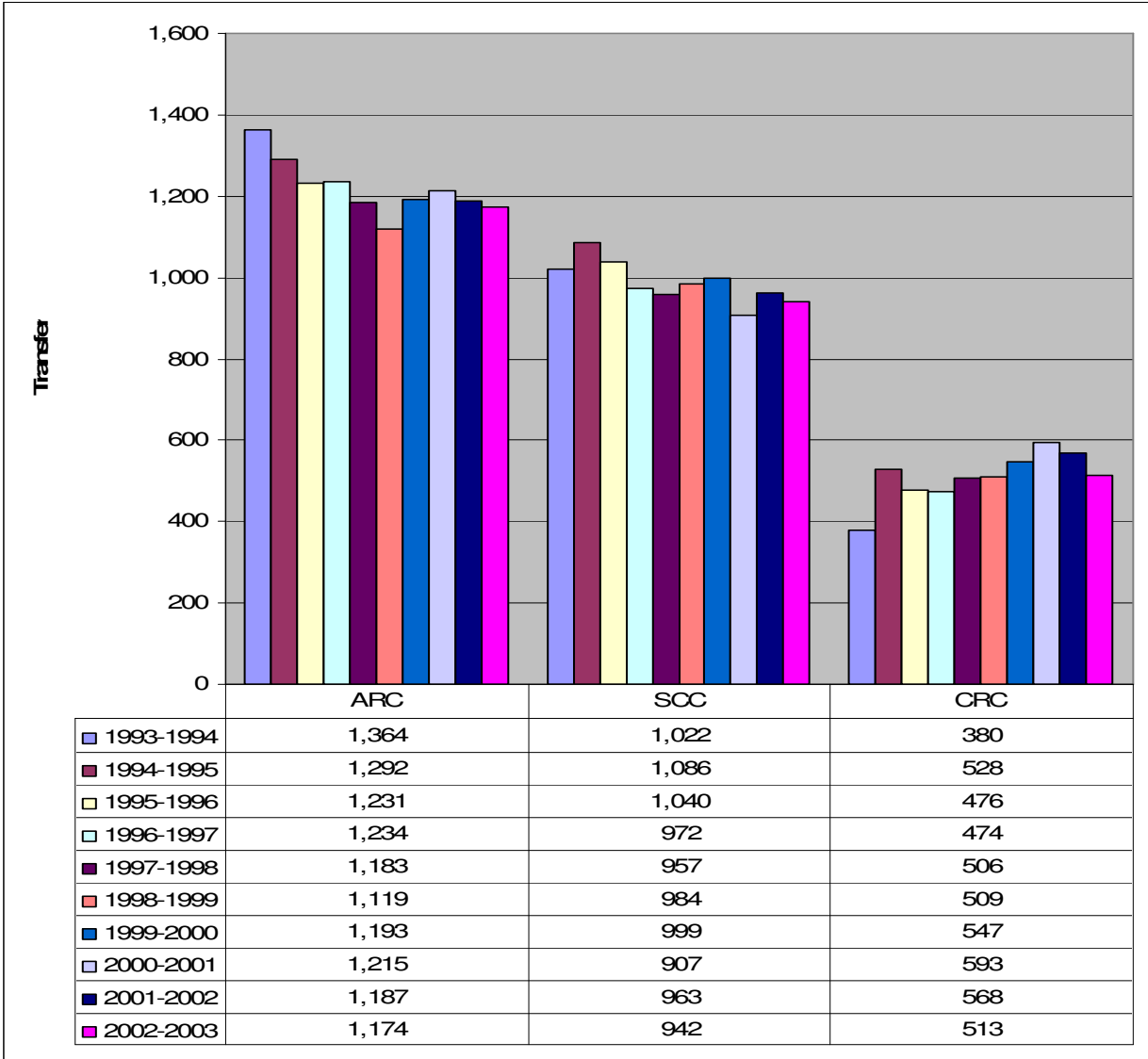
As noted previously, ESL students are identified differently in this report than they were in previous years. This is because students are no longer asked to report on the application whether or not English is their primary language. As a result, a new strategy was adopted to identify ESL students. Essentially, the research office looked back over the last 9 years and “flagged” any student who has ever taken an ESL course as being a ESL student. Several points appear relevant when looking at this graph. First, the success rates for ESL students over the last five years have been consistently higher (almost 10%) than that for non-ESL students. The second interesting trend is that the overall success rates for ESL students had exhibited a downward trend until recently. This trend was not evident under the previous approach to identifying ESL students (The success rate remained fairly constant). Therefore, one could question the assumptions on which either the earlier or more current approach is based. One could argue that evaluating ESL success rates makes most sense when only those students who are taking ESL classes are considered (the current method). Otherwise, estimates of student success could be contaminated by highly motivated non-native English speakers who never take courses through the ESL program.

Degrees and Certificates for ARC by Nine Academic Years



The number of associate degrees awarded each year continues to increase. The total degrees for 2001-2002 academic year represents a 36.4% increase over the 1993-94 levels. Considering that the actual unduplicated growth for students was 32.0% for the same period (excluding the Sacramento Regional Public Safety Training Center) is apparent that a higher proportion of students are completing degrees at the current time. Associate in Arts degrees are awarded over Associate in Science in a ratio of about 3 to 1. The dramatic increase in certificates starting in the 1999-2000 academic year can be attributed to a PFE project dedicated to identifying and informing students of their eligibility for certificates. At the present time, data was not available for degrees and certificates awarded during the 2003-2004 academic year.

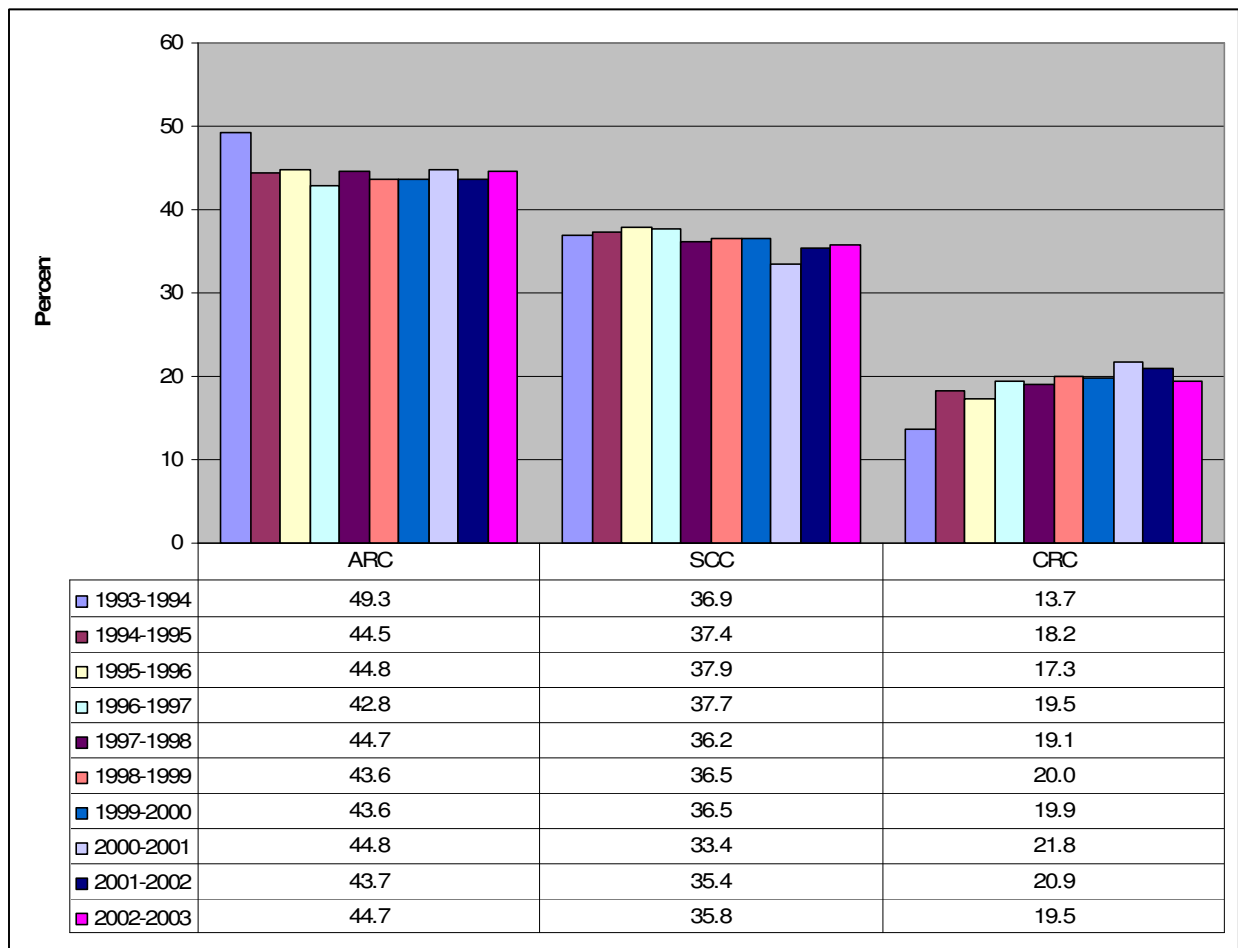
CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges



Raw transfer counts are difficult to interpret in that they do not represent any particular cohort (e.g., new freshmen). Thus one cannot determine a percent that eventually transfer. Furthermore, any changes in transfer count can also be related to previous changes in community college enrollments, changes in student goals, or changes in admission policies at the universities. We must also rely upon external sources (CPEC and the universities) for providing accurate data which has been suspect in the past. There are no data from out-of-state transfers in this table. Given these restrictions, one can only say that ARC's counts have gone downward from the all-time high during 1993-1994. This phenomenon has also been shown to be highly correlated with earlier drops in ARC enrollments by recent high school graduates. Largely because of ARC's size, transfer counts are lower at Sacramento City College and Consumnes River College. That relationship is shown next.

Note: Data for the 2003-2004 academic year is not currently available as CPEC has not finalized the transfer numbers for the CSU and UC systems.

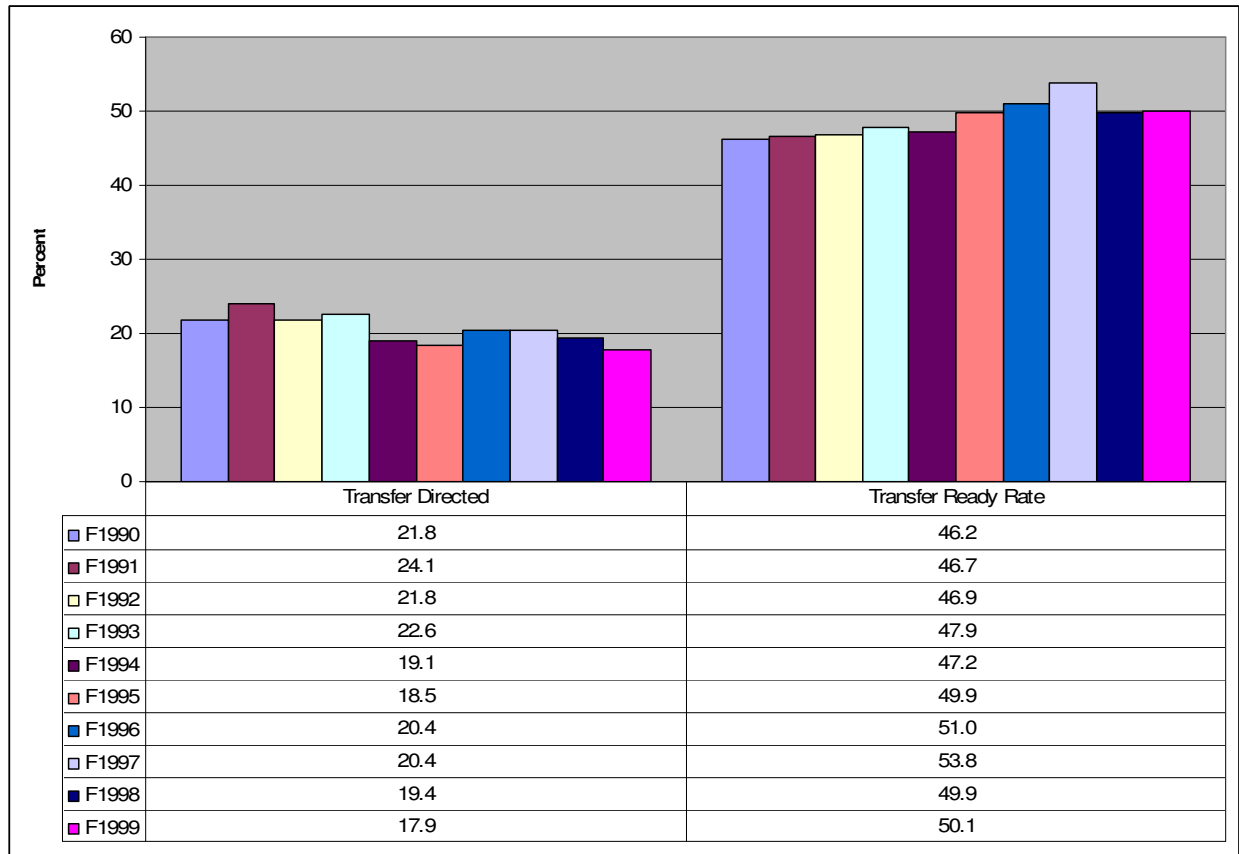
Proportion of Total Transfers to CSU/UC within Los Rios District (CPEC Data)



ARC's proportional share of transfers in the district is lower than in 1993-1994, and is largely due to the growing transfer rate shown for CRC.

Note: Data for the 2003-2004 academic year is not currently available as CPEC has not finalized the transfer numbers for the CSU and UC systems.

Transfer Directed and Transfer Ready Rates for Nine Freshmen Cohorts



The **transfer directed** are those new first-time freshmen students (recent high school graduates plus other new freshmen), who have no prior college units, and who enroll in any transfer level English course and any transfer level mathematics or statistics course within four years from first enrolling at ARC. The vertical bars on the left of the above graph represent nine freshmen cohorts each tracked over four years. Note that the transfer directed rates typically center around 21%.

The **transfer ready** cohorts are those transfer directed students who also complete 56+ transfer units at ARC, have a 2.00+ GPA on those transfer units, and complete a transfer level English course and a transfer level math or statistics course with at least a “C” or “CR” grade - all within four years from the time of initial enrollment. The **transfer ready rate** is the percentage of transfer directed who complete the transfer ready requirements ($TR/TD \times 100$). The vertical bars on the right side of the above graph show the various transfer ready rates for the nine cohorts. Although overall, the past nine years has shown a steady percentage increase in potential transfers, the data for fall 1998 and fall 1999 indicates a drop off for the transfer ready rate from the fall 1997 cohort. Due to organizational changes in CPEC, transfer data for the 4-year colleges is unavailable for 2003-2004 year, which could verify a drop in actual transfers suggested by the fall 1998 cohort transfer ready rate.