

Key Effectiveness Indicators (KEI Report)

American River College
Five-Year Profile
2003-2004 to 2007-2008
Fall 2008

ARC Research Office
Planning, Research & Development
American River College
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Overview of the Key Effectiveness Indicators Report

The Key Effectiveness Indicator Report (KEI Report) represents an overview of key institutional indicators over the past five years (2003-2004 to 2007-2008). Selected five year trends for student enrollments, persistence, and success indicators across a variety of demographics represent central topics intended to provide administrators, staff, students, and the public, with an overview of ARC educational practices.

The data and graphs presented in this report represent a significant but not complete representation of all the data that the ARC Research Office has available. Additional five-year trend data has been made available on the ARC Insider web page under the Research Office site at <http://research-web.arc.losrios.edu/index.htm> and the titles for these pdf reports are listed below. All pdf documents listed below are bookmarked to ensure easy navigation to areas of interest. Further assistance for using these documents is available through the ARC Research Office.

The ***ARC and Campus Center Report*** explores ARC enrollments and student performance well beyond the data included in the KEI report and includes detailed breakouts for the ARC Main campus, the Natomas, Ethan Way, McClellan, Sunrise (renamed to San Juan in fall 2008), Mather and Sacramento Public Training Centers. Much of the information in the Key Effectiveness Indicators Report comes from the data contained in this pdf file.

The ***ARC Course Sections and Average Enrollments Report*** also contains detailed breakouts by campus location and represents a report that in the past was provided to instructional deans in hard copy. This document examines the number of course sections and average class size broken out by the college, areas, disciplines, and individual courses over the past 15 terms by day, evening, weekend and online enrollments.

The ***ARC High School Report*** examines student enrollment and student performance for 19 high schools affiliated with the Twin Rivers, Center, Natomas, and San Juan Unified School Districts over the past five years.

The ***ARC Distance Education Report*** is a comprehensive examination of student enrollment and performance that compares Online and the traditional classroom enrollments and student performance over the past five years down to the individual course level.

The ***ARC Intercollegiate Sports Report*** describes enrollment patterns and student success broken out by demography for the twenty two ARC intercollegiate teams for the past five years.

The ***Key Effectiveness Indicator Report*** is also available on the web site.

ARC Research Office

Jim Barr (916) 484-8846
Cathie Browning (916) 484-8679
Dr. Yujiro Shimizu

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Enrollment Patterns

The next section examines enrollment patterns over 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 Counts* simply count every student once regardless of 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

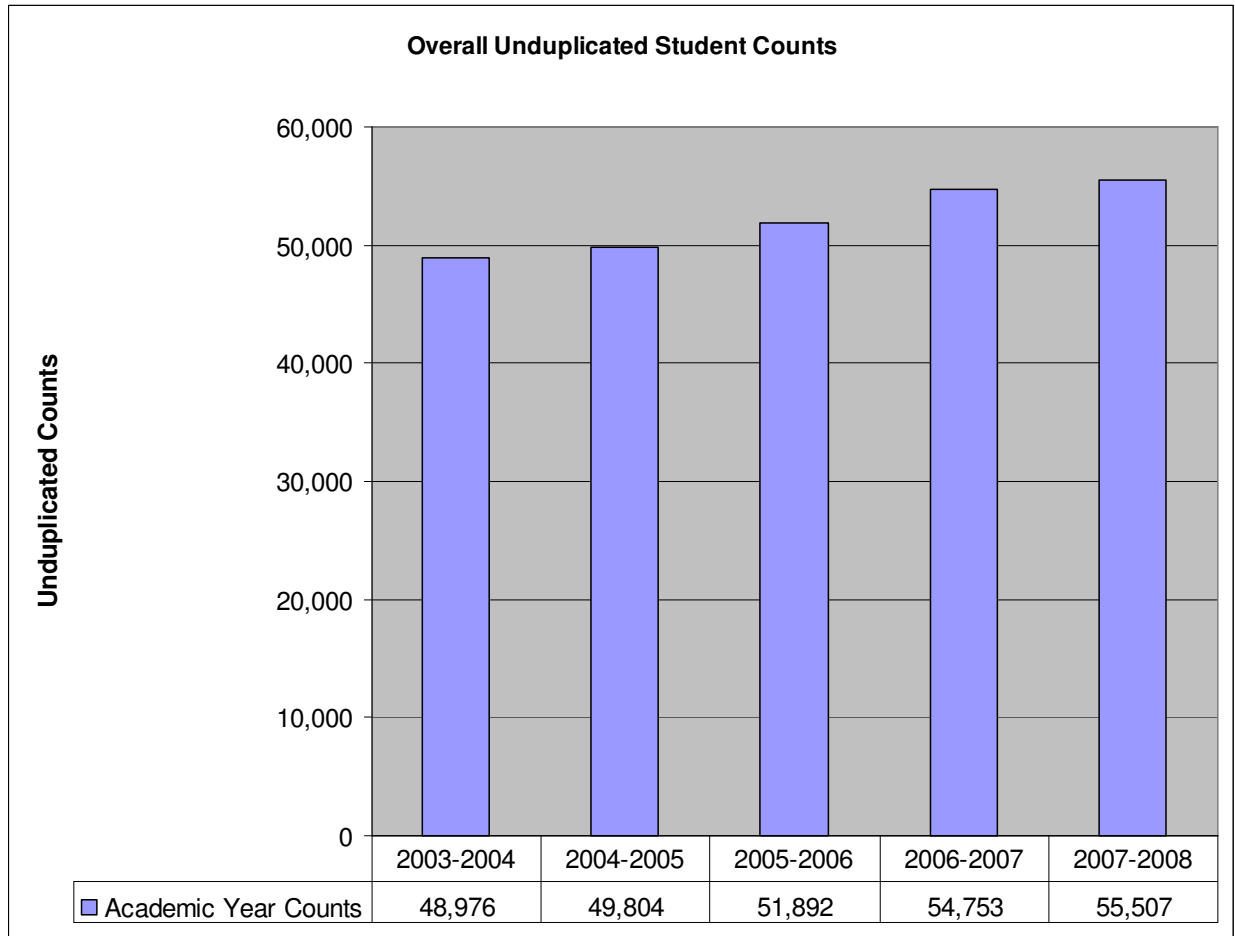
These provide a simple count of individual students. A student is counted only one time regardless of how many courses he or she is enrolled in.

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".

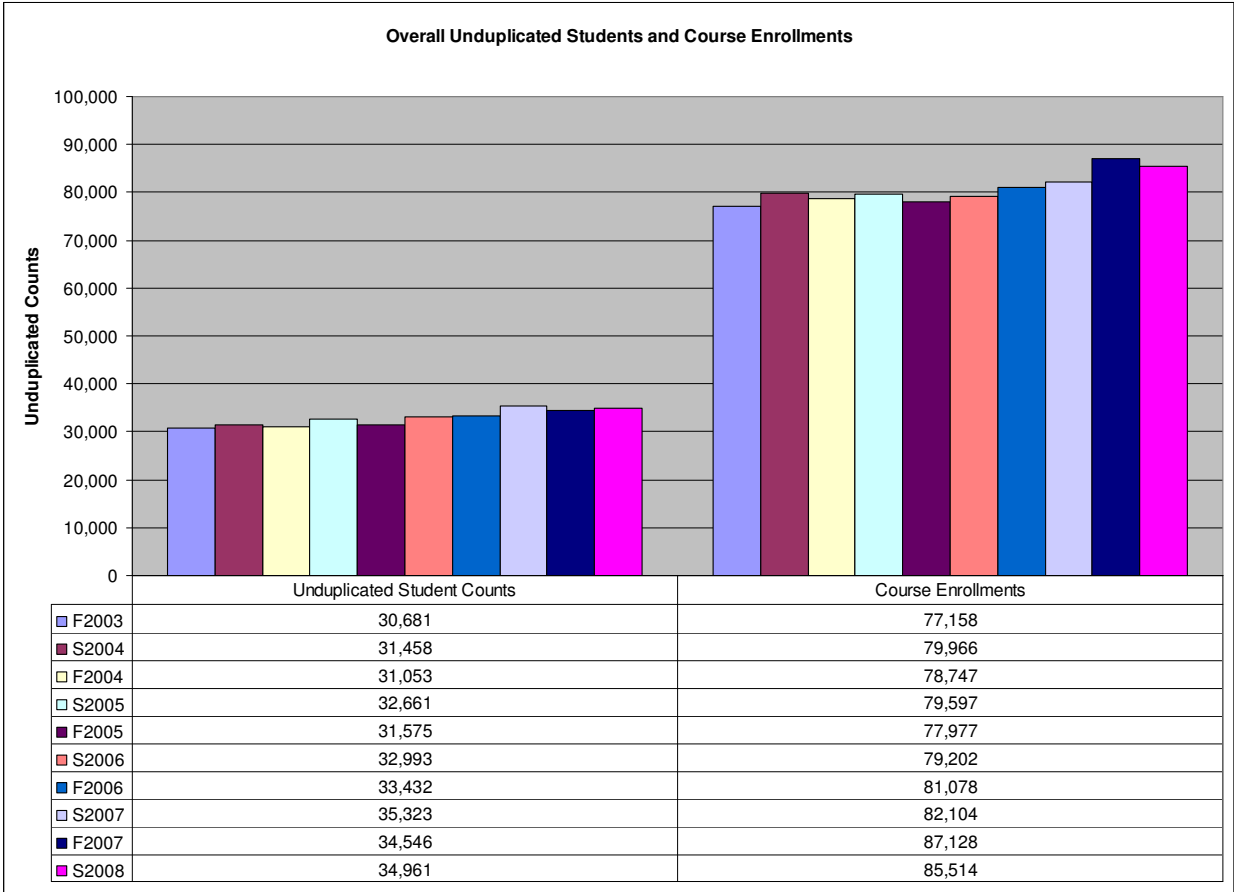
Some of the figures shown (graphs) will present detailed enrollment numbers for fall, spring, and summer. In other figures, it makes more sense to collapse these terms into one full academic year (summer, fall, and spring).

ARC Annual Unduplicated Student Counts by Academic Year



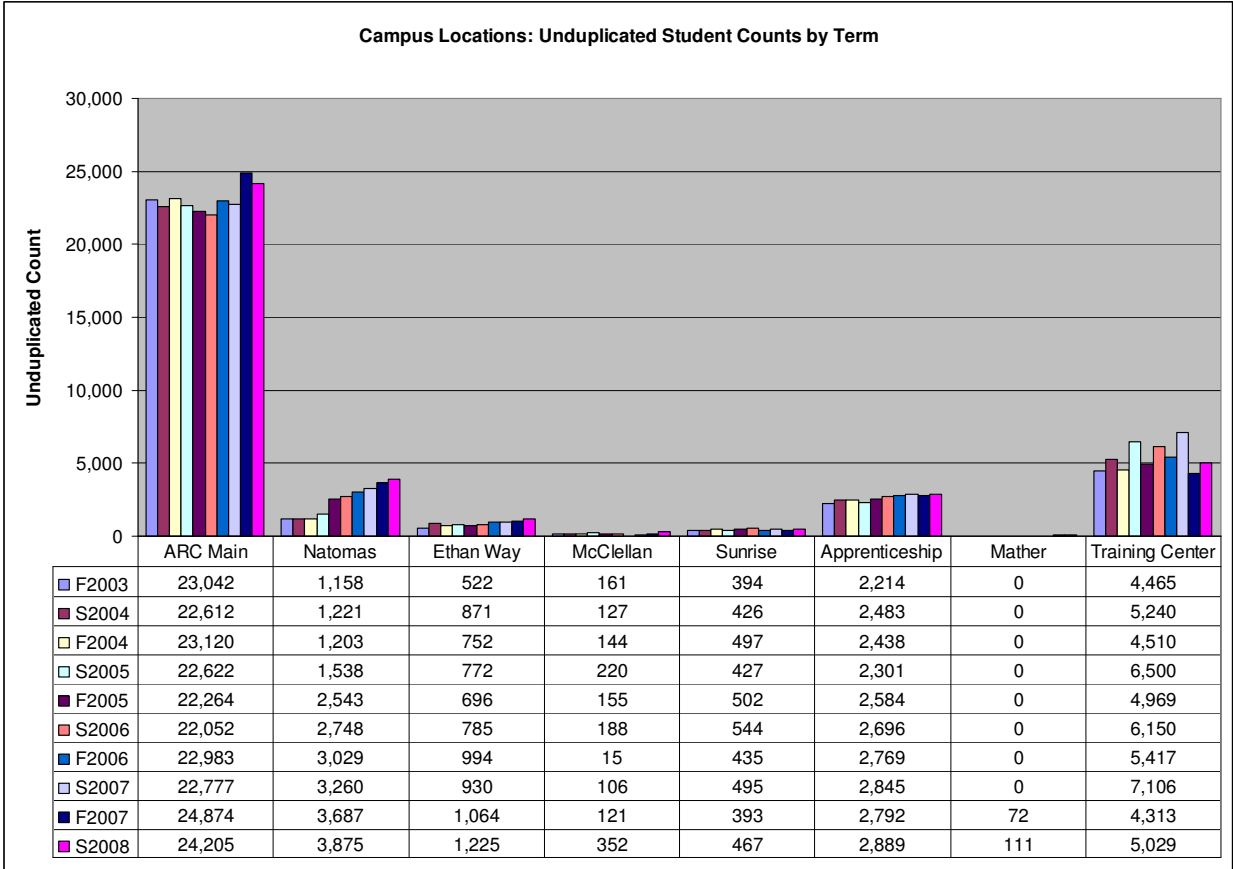
There are many ways to describe the overall enrollment at ARC. Though it is traditional for ARC to be listed as having 30,000 plus unduplicated students each term, it is important to note that over the past three years ARC has served well over 50,000 unduplicated students each academic year (summer, fall, and spring terms). The overall unduplicated student growth for the past five years was 13.3 percent.

Overall Unduplicated Counts and Course Enrollments by Term



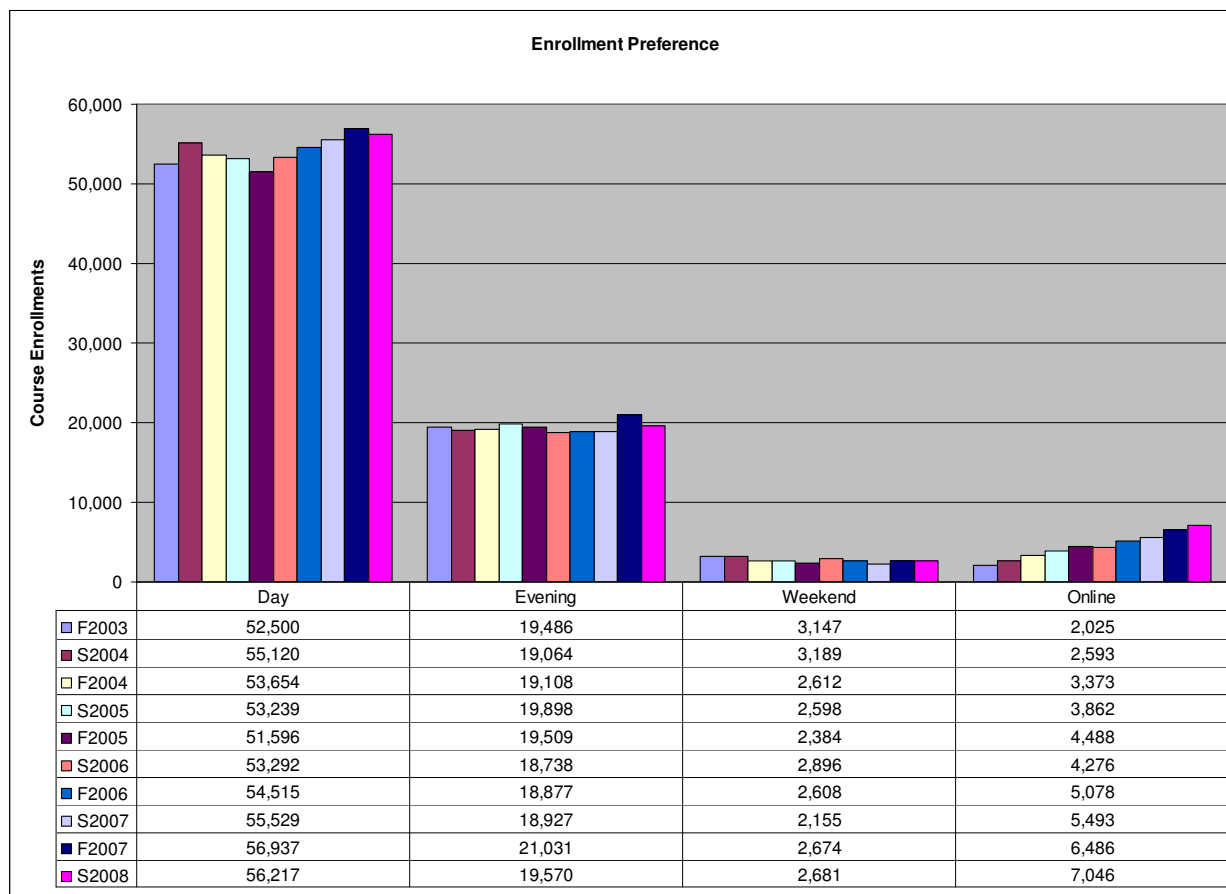
Another view of ARC student population describes a 14 percent increase for the unduplicated student counts from fall 2003 to spring 2008. The courses students have enrolled in for the same period has increased 10.8 percent.

Campus Locations: Unduplicated Student Counts by Term



Another perspective of ARC enrollments is provided to describe the unduplicated student counts at each campus location. Though the unduplicated counts represent true counts at each center, the total number of counts would exceed the overall enrollments as students can enroll in more than one center. The ARC Main campus student counts have increased 5.1 percent from 23,042 in fall 2003 (F2003) to 24,205 in spring 2008 (S2007). The most substantial growth has occurred at the other campus locations over this same time period with the Natomas Center leading the way with a 235 percent increase over the past five years, followed by Ethan Way at 135 percent, McClellan at 119 percent, Apprenticeship at 31 percent, Sunrise at 19 percent, and the Public Safety Training Center at 15 percent. The newest center established in 2007-2008 was the Mather Center which will offer Diesel Mechanics and Auto Collision programs.

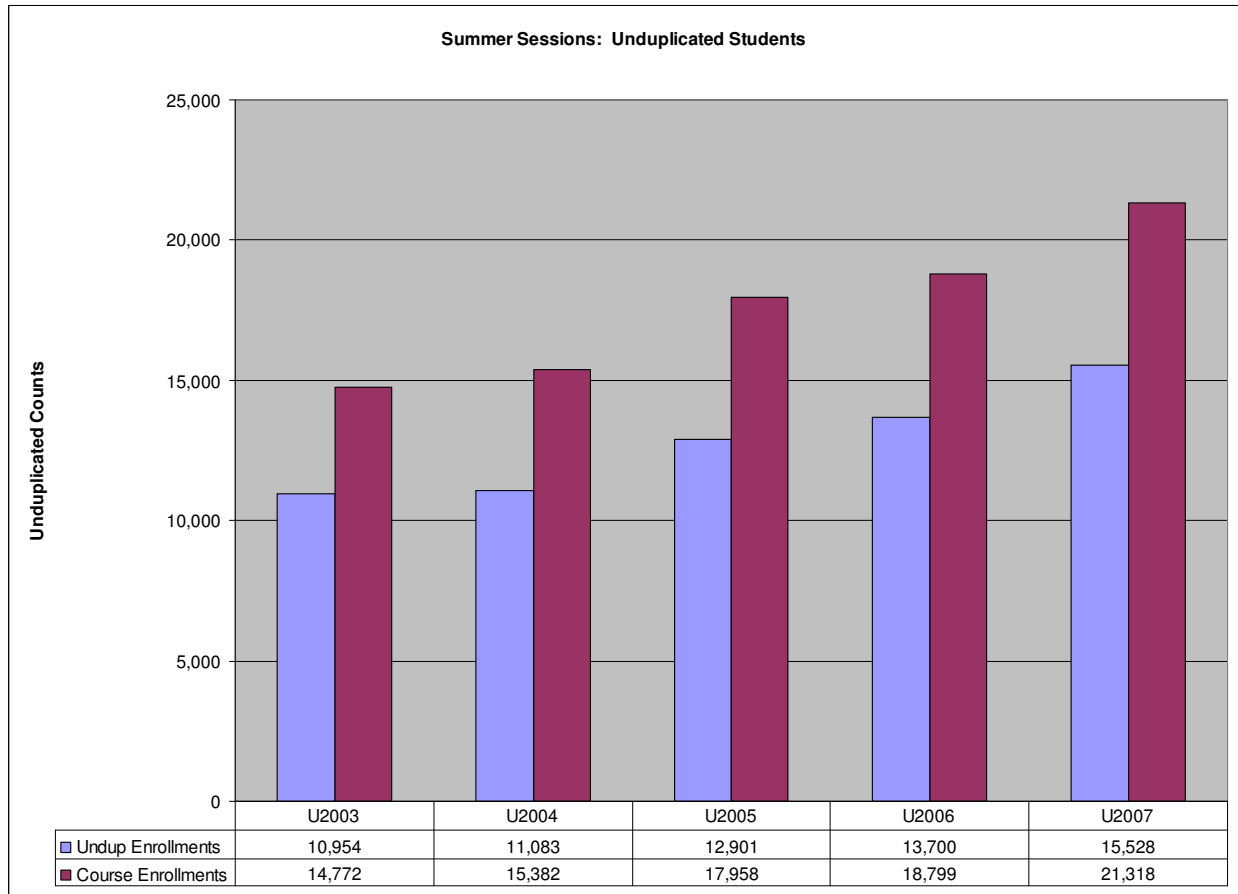
Day, Evening, Weekend, and Online Course Enrollments by Term (ARC Goal II.7)



Another view of enrollment activity is provided to describe student enrollment preferences for day, evening, weekend, and online courses. An increase of 7.1 percent in day course enrollments over the past five years is contrasted with increased online course enrollments. As the majority of students who enrolled in online courses over the past five years also had enrolled in one or more classroom based courses (79%), the 248 percent increase over the past five years for online courses may reflect our students need to more effectively juggle a schedule of work, classroom based courses and other life responsibilities. The number of students who enrolled only in online courses over the past five years has surged from 735 in 2003-2004 to 1,908 in 2007-2008, a 160 percent increase.

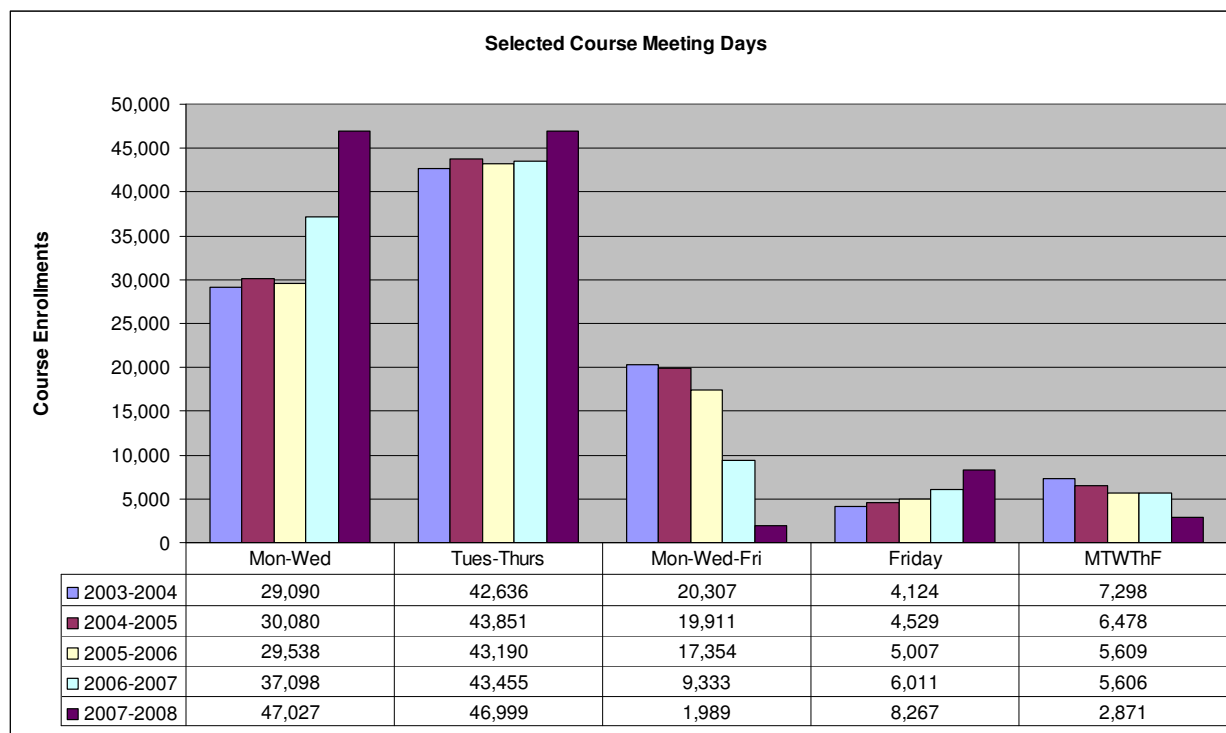
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME II: ACCESS		
Goal	Success Indicator	Achievement Detail
7. Coordinate the development of program offerings, scheduling of courses, and delivery methods to better serve student needs.	Increase number of online students	Online student enrollments increased 28.7% from 12,713 in 2006-2007 to 16,365 in 2007-2008.

Summer Unduplicated Student Counts by Term



No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Overall, there has been steady growth since 2003 both for unduplicated student counts (41.8%) and for course enrollments (44.3%).

Selected Course Meeting Days by Academic Year (ARC Goal II.7)



With the introduction of the 16 week schedule in 2007-2008, the Mon-Wed-Fri course offerings, though not extinct, have dropped dramatically and are offset by growth in the same year with Mon-Wed and Friday Enrollments. This report does not document a pure weekend cohort as there are many combinations that begin on different days and times during the week that also include a Saturday and/or a Sunday meeting day.

The ARC goal below reflects an aggregated view of courses that occur only on Friday evening or on the Weekend.

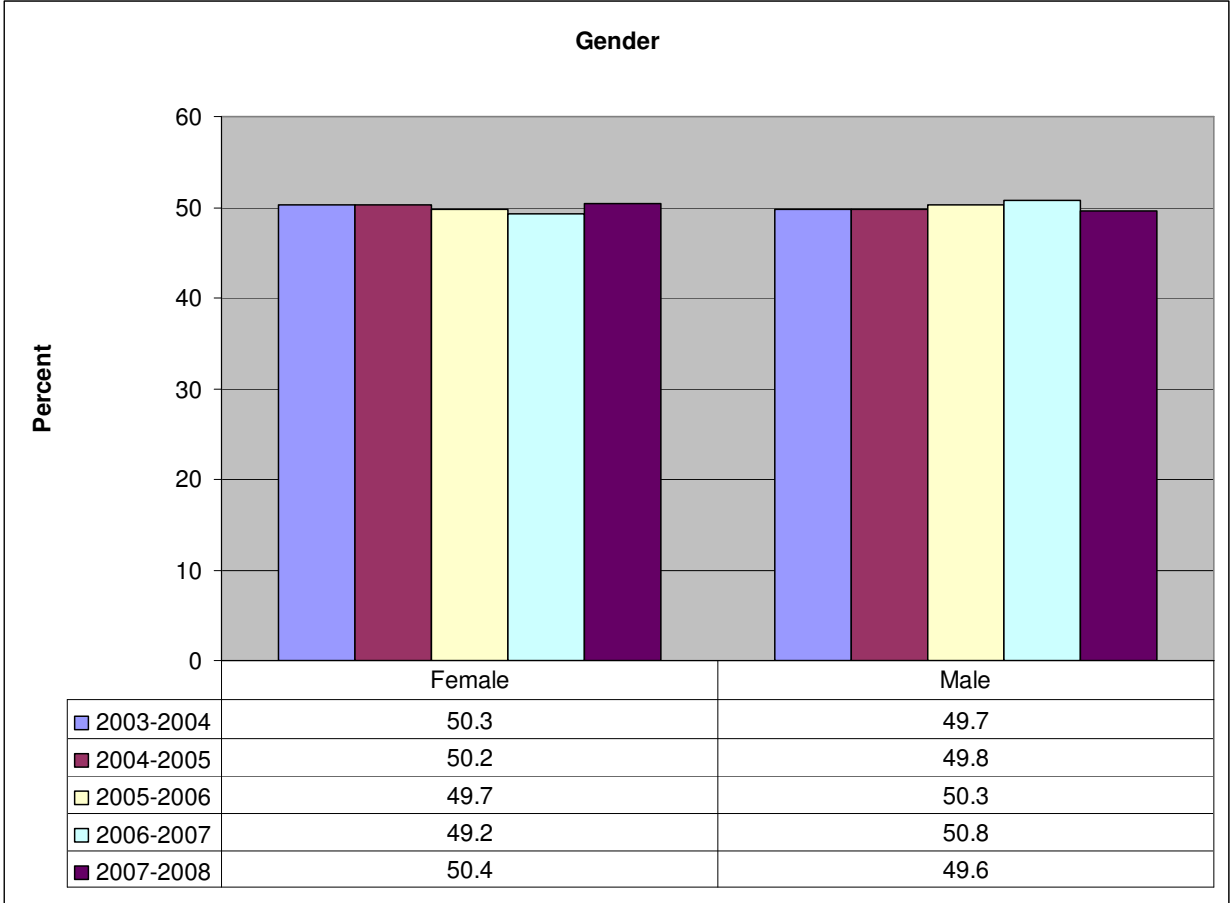
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME II: ACCESS		
Goal	Success Indicator	Achievement Detail
7. Coordinate the development of program offerings, scheduling of courses, and delivery methods to better serve student needs.	Increase number of Friday, evening and weekend offerings	Friday, evening and Weekend sections increased 7.2% from 2,139 in 2006-2007 to 2,293 in 2007-2008.

Term Length of Courses by Academic Year

Term Length	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Pct Chg
Sixteen Week	2,785	3,476	8,904	12,117		335.1
1st Fourth Week	463	349	370	253	282	-39.1
2nd Fourth Week	180	268	196	253	201	11.7
Five Week First					1,019	0.0
Five Week Second					1,100	0.0
Five Week Third					1,130	0.0
1st Sixth Week	5,186	5,521	5,445	6,102	5,649	8.9
2nd Sixth Week	2,477	2,749	2,973	2,950	1,740	-29.8
3rd Sixth Week	1,043	1,078	1,218	1,368		31.2
1st Eight Week	4,796	5,686	5,958	5,895	11,802	146.1
2nd Eight Week	870	1,648	2,971	2,731	8,866	919.1
Eight Week 1st-Alt					809	0.0
Eight Week 2nd-Alt					1,617	0.0
1st Nine Week	4,341	4,353	4,195	3,970		-100.0
2nd Nine Week	5,031	5,397	5,293	5,168		-100.0
Full Term	108,977	108,426	99,424	98,322	120,102	10.2
Odd Term	35,747	34,775	38,190	42,852	39,643	10.9

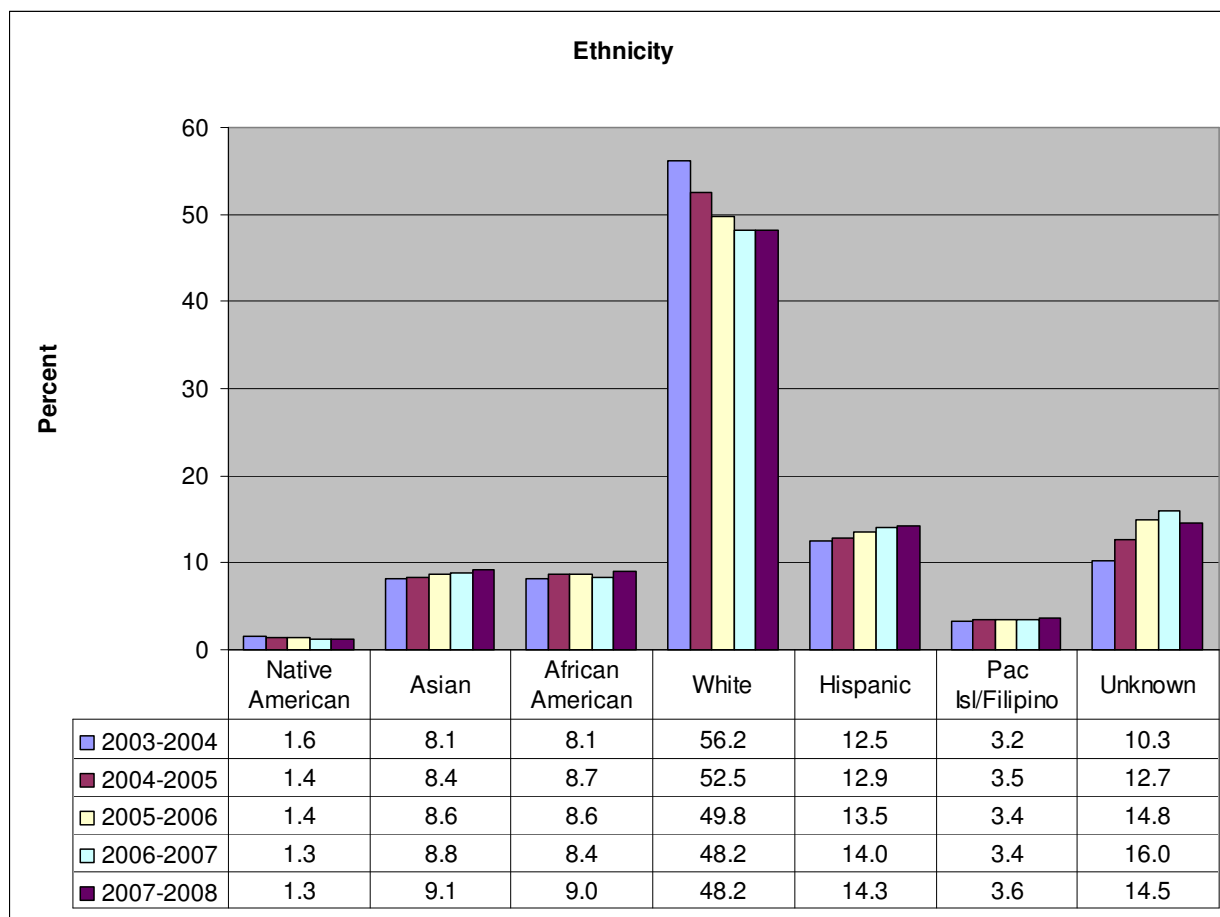
Enrollments for the term length of courses by academic year is shown above to illustrate the shifting landscape of course lengths associated with moving to a 16 week full term in 2007-2008. Currently, the district no longer will use the category of 16 week, shifting all these courses to the full term category as seen in the enrollment numbers for the 2007-2008 academic year.

Gender by Academic Year



About 84 percent of students enrolled in the Public Safety Training Center and the Apprenticeship Program, are male and the removal of these student from this analysis would result in a ratio of approximately 54 percent females to 46 percent males at ARC, reflective of the gender ratios found across community colleges in the state.

Ethnic Groups by Academic Year (ARC Goal II.6)



ARC's student population continues to become more diverse where more than 56 percent of the student population is represented by non-white ethnic categories. Over the past five years, the Hispanic category grew 32.9 percent, followed by Pacific Islander/Filipino at 32.1 percent, Asian 30.8 percent and African American at 28.5 percent. The White population declined by 2.1 percent, and the Native Americans by 13 percent. The greatest overall growth from the unknown category (64%) may represent students who do not find a clear identity from the choices on the college application. A list of all ethnic categories students can choose from on the college application is shown on the next page.

The ARC Goal for increasing the proportion of students with diverse backgrounds over the past two years is shown below.

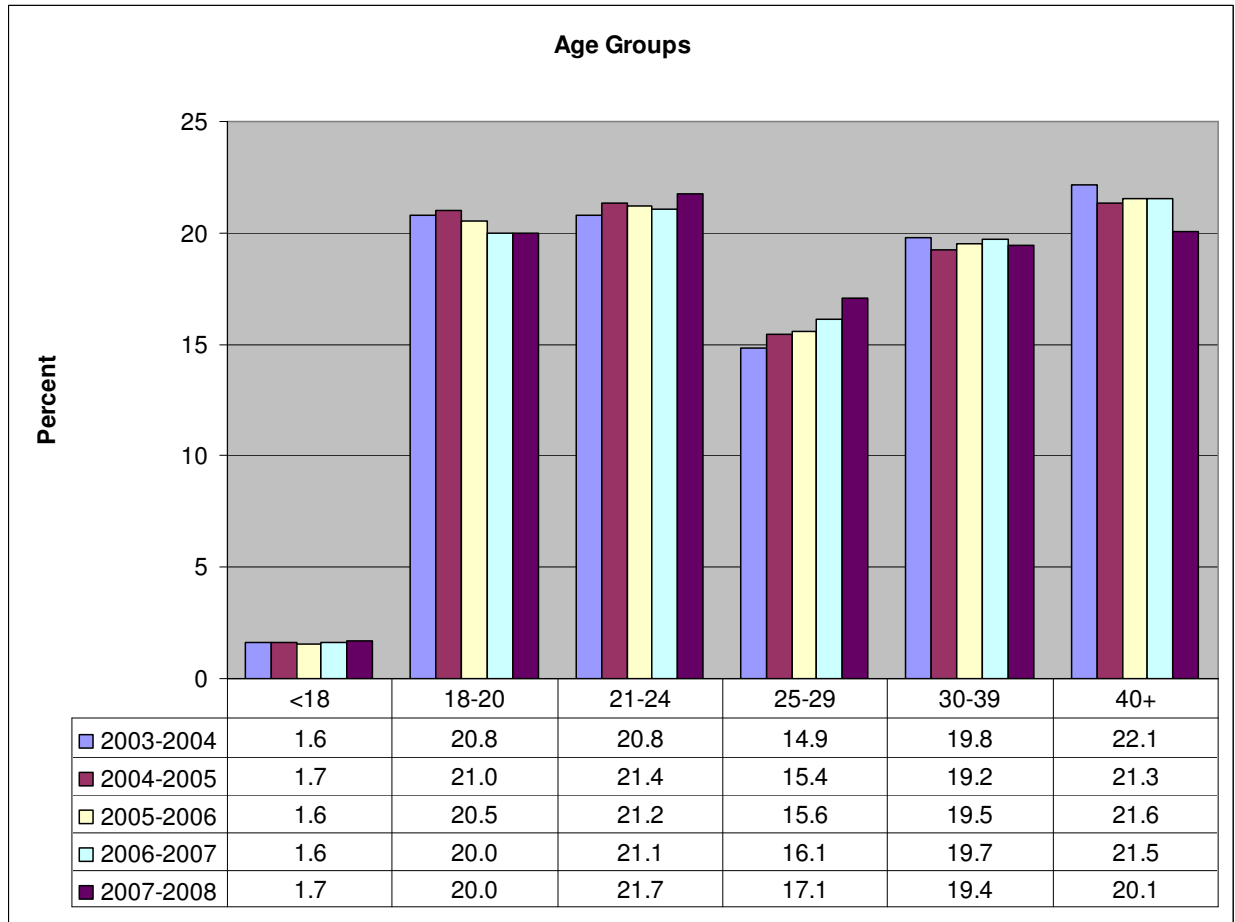
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME II: ACCESS		
Goal	Success Indicator	Achievement Detail
6. Recruit and retain students with diverse backgrounds and educational goals.	Increase percentage of students with diverse backgrounds.	The proportion of students with diverse backgrounds increased 9.6% from 34,297 in 2006-2007 to 37,580 in 2007-2008.

Expanded Ethnic Categories by Academic Year

Ethnic Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Chinese	844	936	959	1,053	1,127
Asian Indian	1,097	1,051	1,151	1,262	1,362
Japanese	508	484	478	541	522
Korean	551	619	611	632	659
Laotian	219	207	268	271	310
Cambodian	87	94	111	133	162
Vietnamese	729	735	757	775	946
Other Asian	1,891	2,124	2,336	2,573	2,663
African American	5,932	6,485	6,663	6,920	7,624
Filipino	1,674	1,863	1,833	1,963	2,148
Mexican, Mexican American	5,125	5,055	5,119	5,360	5,943
Central American	388	384	344	335	390
South American	347	287	286	249	279
Other Hispanic	3,259	3,919	4,683	5,583	5,505
Native American	1,166	1,035	1,043	1,037	1,082
Other non-white	7,524	9,525	11,493	13,175	12,345
Guamanian	92	97	96	100	129
Hawaiian	131	139	127	157	156
Samoan	75	75	74	87	80
Other Pacific Islander	374	404	494	526	586
White	41,080	39,279	38,543	39,723	41,017

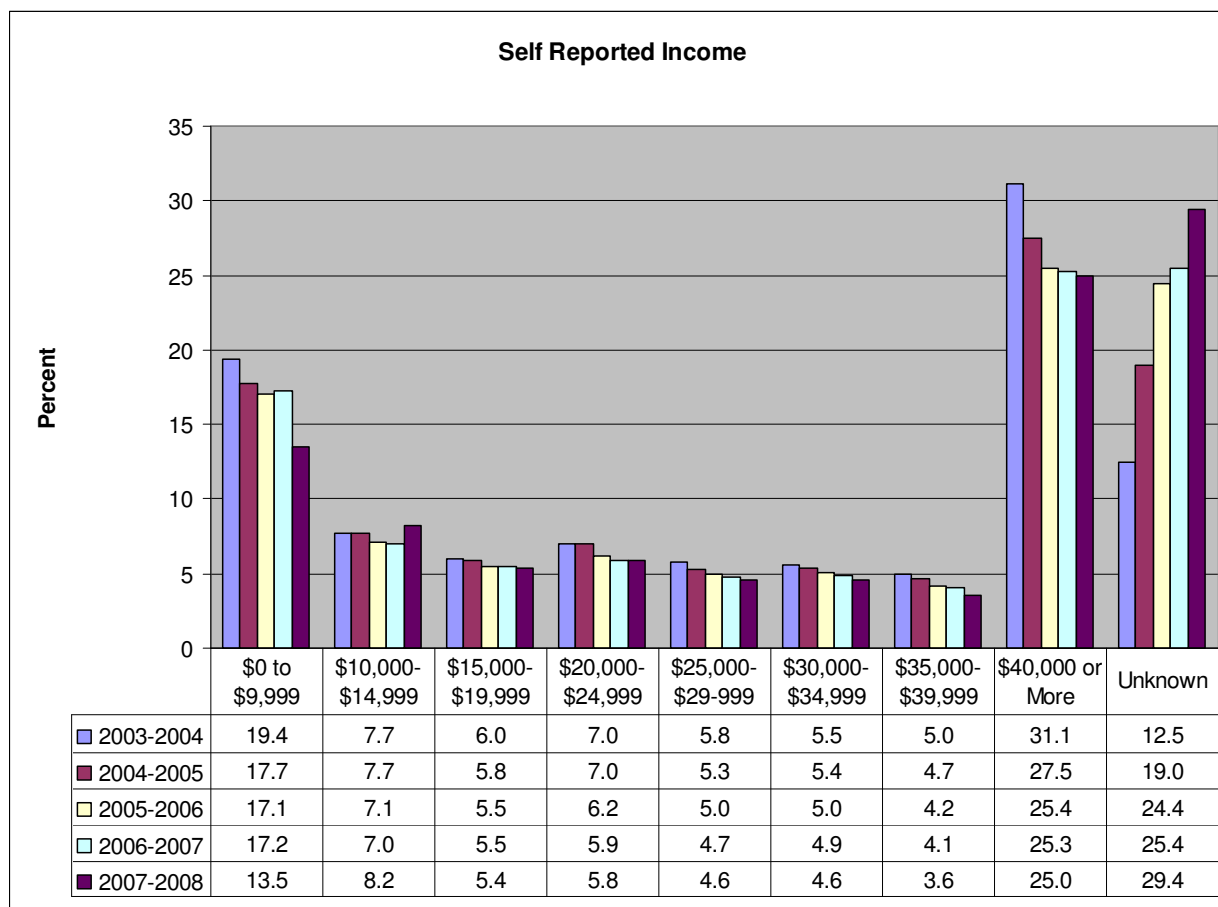
The ethnic categories shown above represent the groups and student counts by academic year currently defined by the State MIS system that are listed in the ARC application.

Age Groups by Academic Year



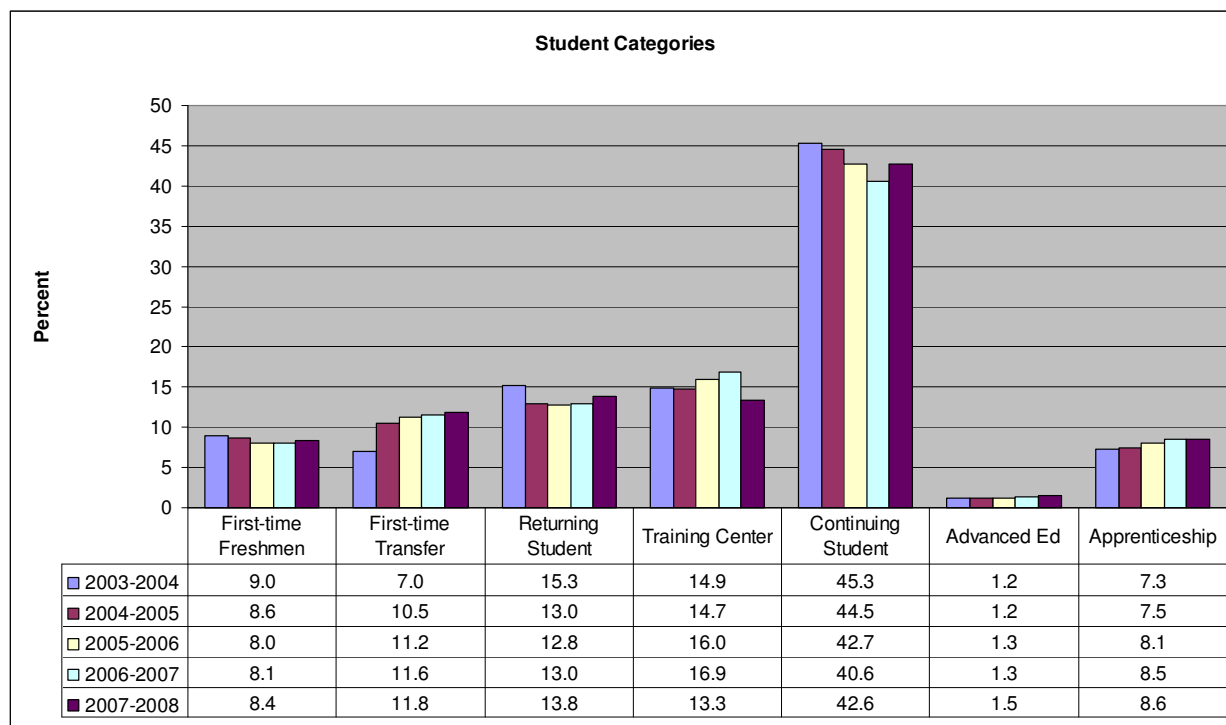
The most significant growth for age groups over the past five years is seen in the 25-29 year old category. The under 18 category is primarily populated by Advanced Ed. students (high school students enrolling in ARC courses).

Self-Reported Income Categories by Academic Year



It is not clear how well the income categories above reflect the self-reported income of students as a growing number of students did not indicate their income on the application and are categorized as unknown. The unknown category, which also includes “decline to state” represented almost 30 percent of the students in 2007-2008.

Student Enrollment Status by Academic Year

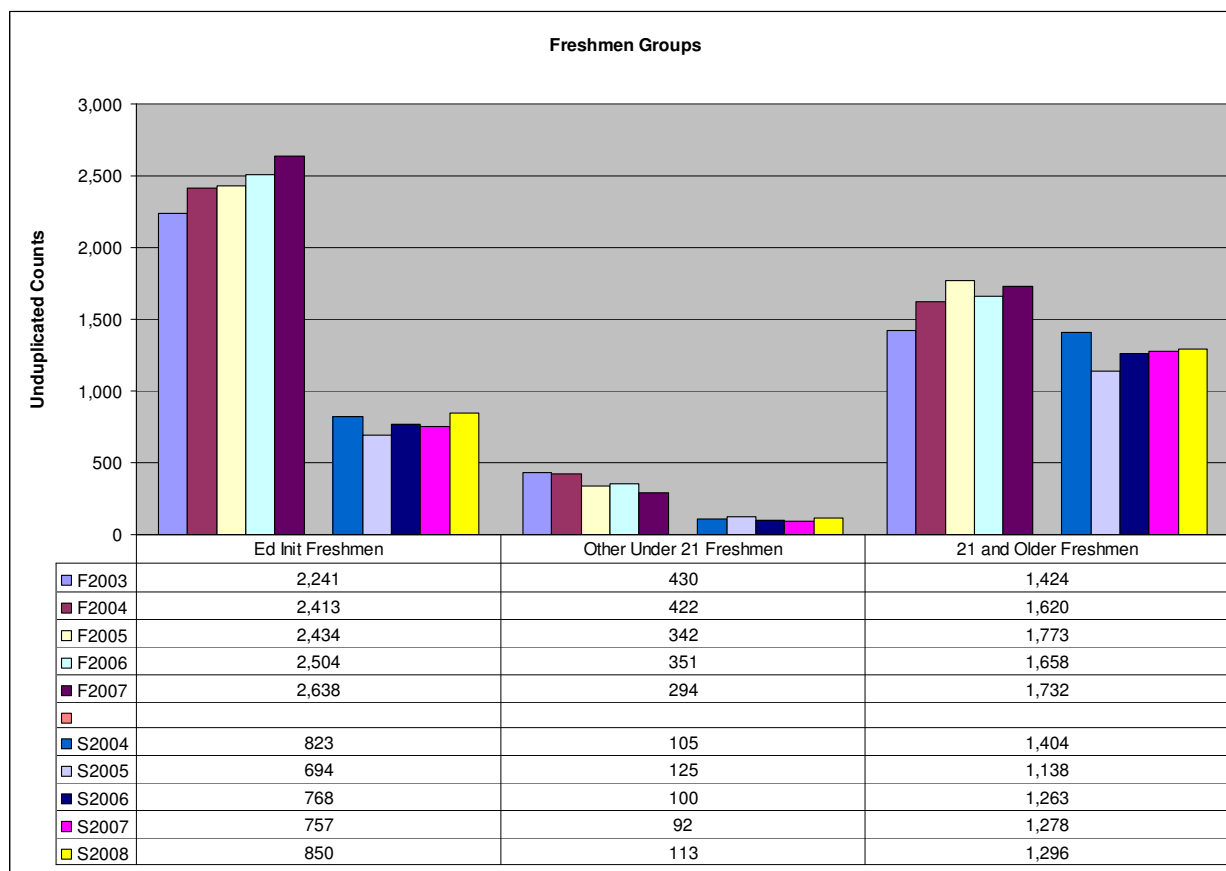


It is traditional to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are many other subcategories that represent significant student populations that merit attention.

Definitions:

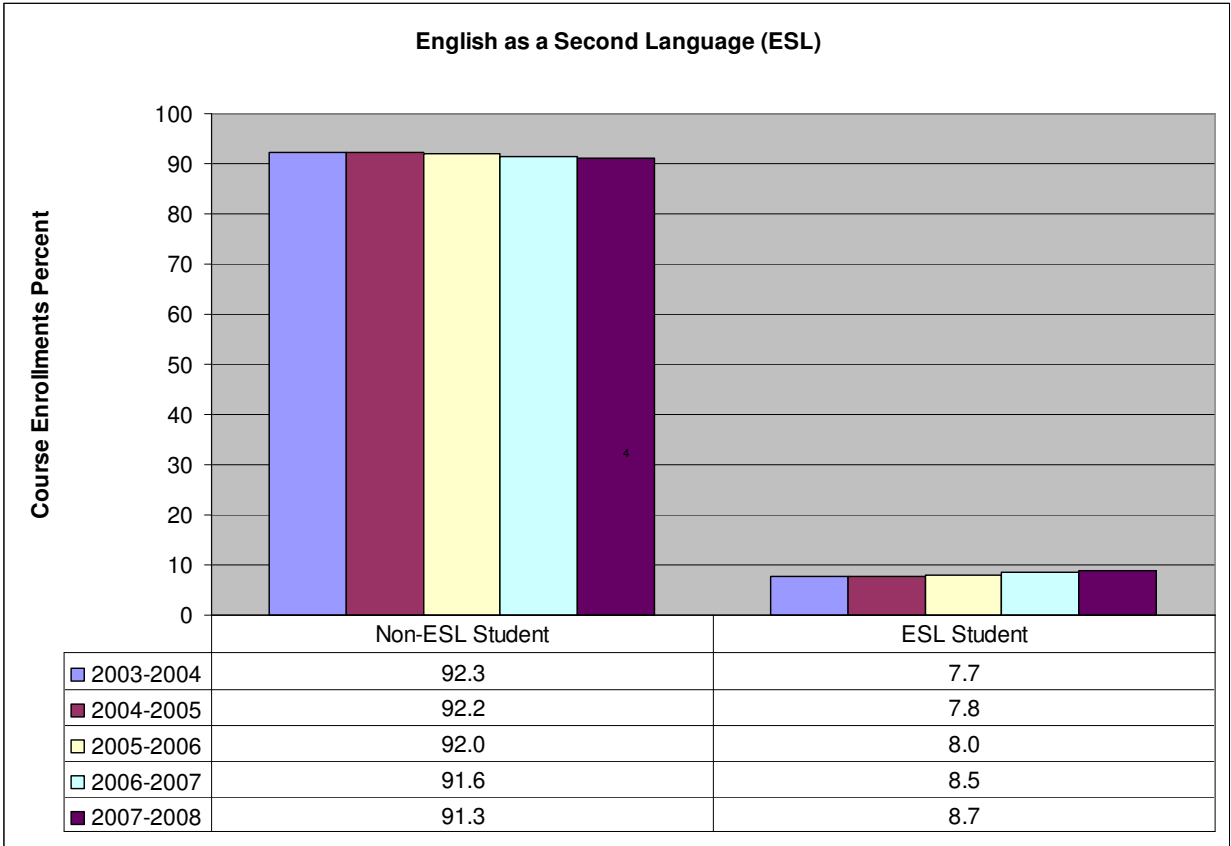
- **First-time Student:** First-time freshmen with no prior course work at ARC.
- **First-time transfer:** Students transferring from other community colleges or four year institutions.
- **Returning Student:** Students returning to college after stopping out for a period of time.
- **Training Center.** Public Safety Training Center is populated by continuing education law enforcement, and fire technology students.
- **Continuing Students:** Students who are not in the other categories. First-time students, first-time transfers, and returning students become continuing students after their first term if they reenroll for the following term.
- **Advanced Ed.** High school students enrolling for courses at ARC.
- **Apprenticeship:** Students enrolled in an Apprenticeship program.

Ed Initiative Freshmen Groups by Term



The Educational Initiative is a district wide effort to improve the success and persistence of first-time freshmen. The Educational Initiative cohort is defined as: First-time freshman status, high school graduate or equivalency, less than 21 years of age, and no record of college units earned prior to entry at ARC. Conversely, the cohort named “other under 21 freshmen” still has the first-time freshman status but represents students with no high school graduation equivalency (HS dropouts). The number of fall term starting Educational Initiative freshmen has grown 18 percent overall in the past five years. It is important to note the difference in the fall and spring freshmen (separated by an empty row above). Though spring enrollments for both the under 21 freshmen groups are significantly lower than in the fall, they also differ from fall under 21 freshmen with lower student success, persistence and graduation rates, suggesting they are a less prepared group of freshmen students than start in the fall.

ESL Course Enrollments in Non-ESL Courses



In the current report, ESL (English as a Second Language) students were identified by reviewing their course enrollments in ESL classes. A student enrolled in an ESL class at any time during the past 9 years at ARC, is identified as having English as their Second Language. ESL unduplicated growth over the past five years has been 35.5 percent, and represents another indicator of ARC’s growing diversity.

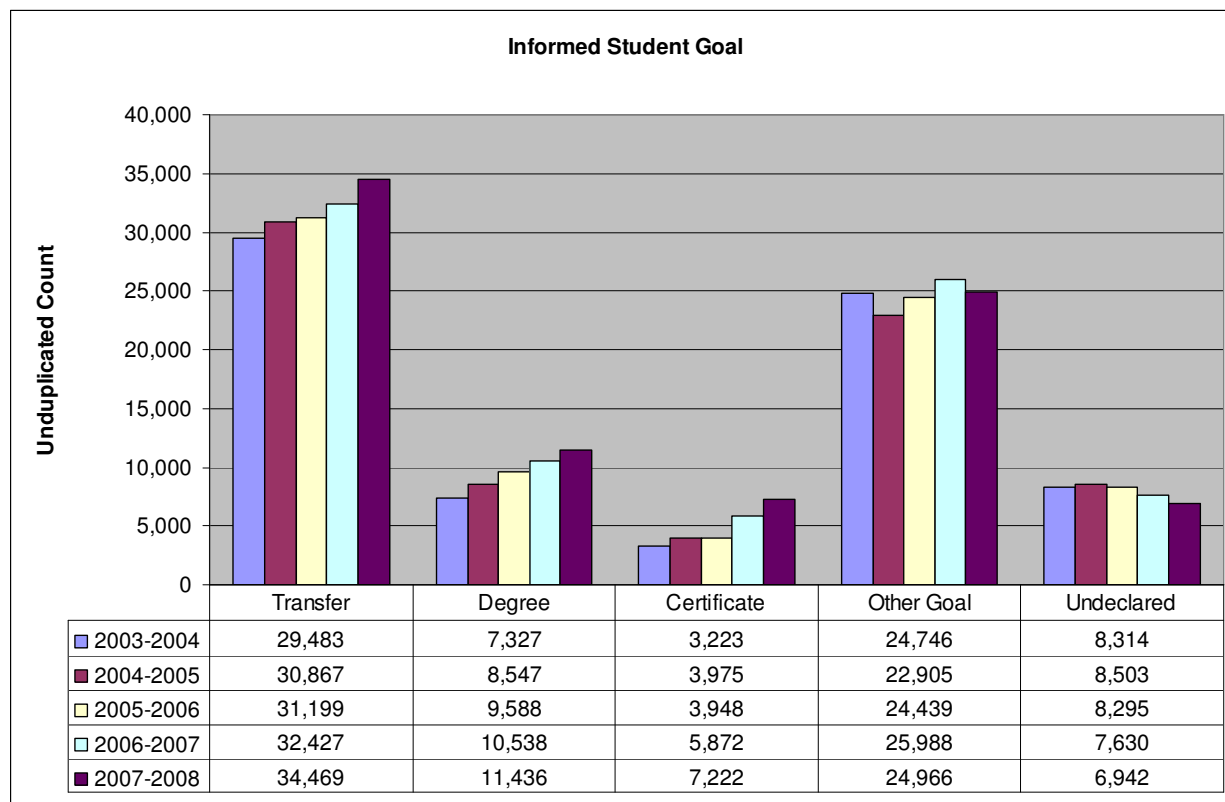
Examine the next page for the range of languages students report are their first language.

Student's Primary Language Reported over Last Five Years

Primary Language	Count	Primary Language	Count
Afrikaans	387	Japanese	485
American Sign Language	520	Kiswahili	100
Amharic	509	Korean	1,461
Arabic	688	Laotian	520
Bahasa (Indonesian)	142	Latvian	28
Bengali	97	Lithuanian	17
Burmese	64	Malay	29
Chinese (Cantonese)	880	Norwegian	1
Chinese (Mandarin)	855	Other	3,683
Chinese (Other)	133	Polish	168
Chinese (Shanghai)	21	Portuguese	302
Czech	79	Rumanian	2,026
Danish	15	Russian	15,446
Dutch	36	Serbo-Croatian	297
English	31,6531	Slovak	30
Farsi (Persian)	2,027	Spanish	9,148
Finnish	127	Swahili	80
Flemish	56	Swedish	39
French	279	Tagalog (Philippines)	1,590
German	163	Tamil (Ceylon)	37
Greek	49	Tamil (India)	81
Hebrew	24	Telugu	47
Hindi	1,023	Thai	189
Hmong	935	Turkish	77
Hungarian	102	Twi (Ghana)	5
Indian	846	Ukrainian	5,722
Indian (Hindi)	780	Unknown	21,282
Indian (Kannada)	22	Urdu (Pakistan)	362
Indian (Konkani)	6	Vietnamese	2,075
Italian	69	Welsh	57

The table describes the range of languages students indicated on the college application as their primary language. The total unduplicated counts over the past five years are included to provide perspective on the 60 primary language categories listed by students at ARC.

Informed Goal by Academic Year (ARC Goal I.1)

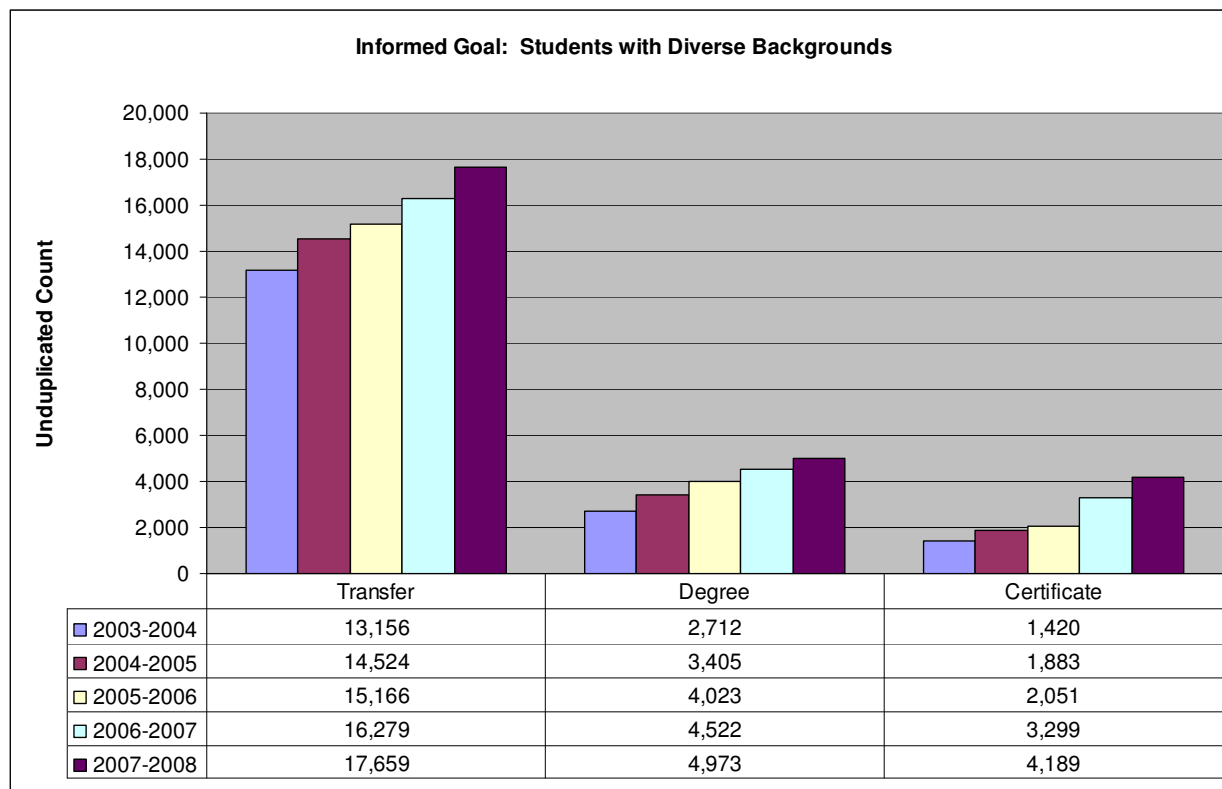


Students indicating Transfer to a four-year college as an informed goal has increased 13.5 percent over the past five years. Students selecting the AA/AS degree as their primary goal has increased 65 percent and for certificates 152 percent. The Undeclared category has declined by 13.5 percent over the past five years. As the goal can be updated each term, the numbers above can represent duplicated counts within each academic year.

The ARC Goal for reducing the number of undeclared goals over the last two academic years is shown below.

AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME I: STUDENT SUCCESS		
Goal	Success Indicator	Achievement Detail
1. Provide additional opportunities for students to identify their educational goals and develop plans for achieving them.	Increase percentage of undeclared educational goals as compared with prior year.	The number of students with an undeclared goal decreased 8.2% from 6,233 or 11.4% of ARC's unduplicated population of 54,598 in 2006-2007 to 5,763 of 55,361 (10.4%) in 2007-2008.

Informed Goal: Students with Diverse Backgrounds (ARC Goal II.6)

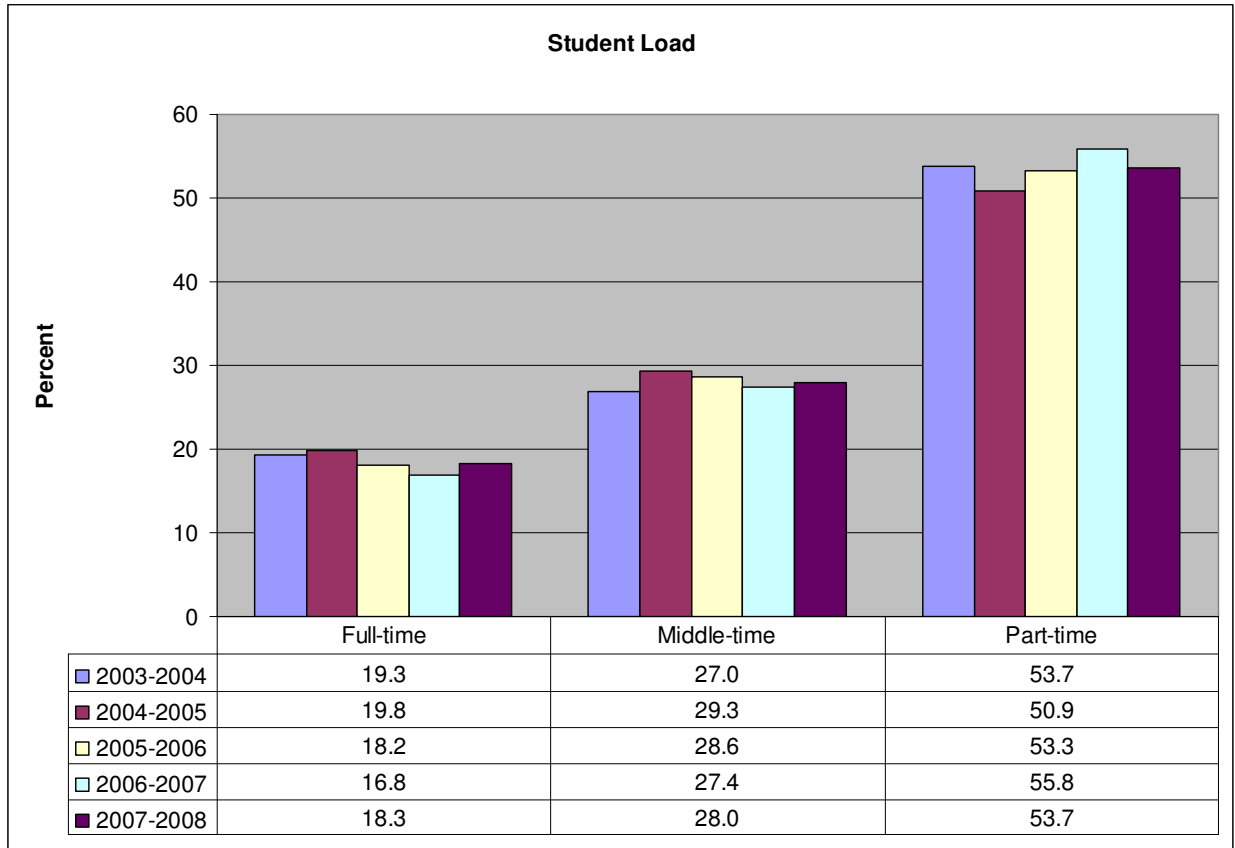


Students with diverse backgrounds (all ethnic categories except white) displayed significant gains for the goal of transfer (34%), degrees (83%) and certificates (195%) over the past five years.

The ARC Goal for increasing access for students with a diverse background over the past two years is shown below.

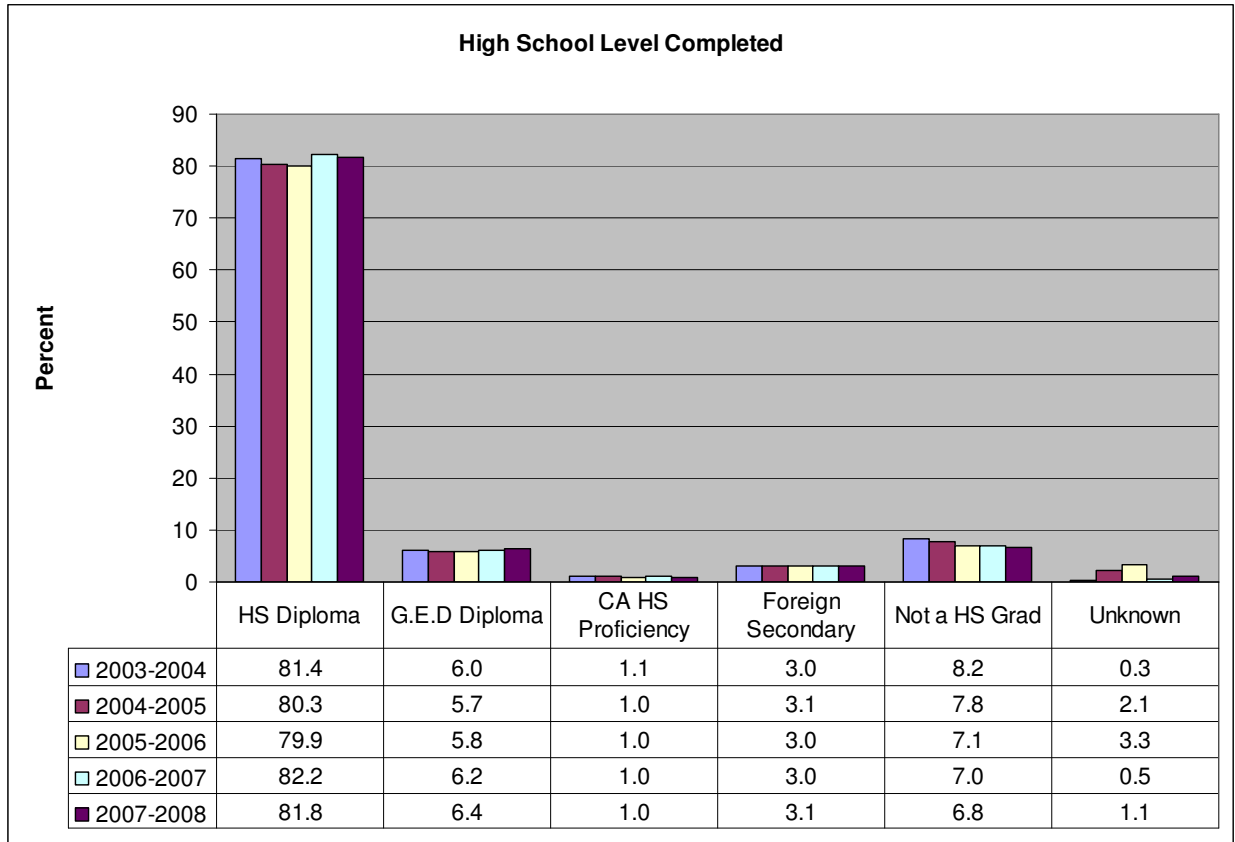
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME II: ACCESS		
Goal	Success Indicator	Achievement Detail
6. Recruit and retain students with diverse backgrounds and educational goals.	Increase percentage of students with diverse backgrounds enrolled in degree or certificate programs.	<ul style="list-style-type: none"> Students with diverse backgrounds enrolled in degree and/or transfer or certificate programs have increased 9% from 21,099 in 2006-2007 to 21,898 in 2007-2008.

Academic Load Status by Academic Year



Full-time load status is defined as 12+ units, middle-time as 6.0 to 11.5 and part-time as 0.5 to 5.5. Proportionally, part-time students represent over 50 percent of the total student population, where less than one out of five students has been enrolled in 12 or more units over the past five years.

High School Graduation Status by Academic Year



The proportional representation of high school graduation categories has remained somewhat stable over the past five years with the vast majority of students having a high school degree when they start at ARC.

Top Thirty Feeder High Schools by Academic Year (ARC Goal II.6)

High School	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	Total	5 year Pct Chg
El Camino Fund. High	175	181	207	230	210	1,003	20.0
Del Campo High	166	221	194	193	207	981	24.7
Mira Loma High	156	195	190	206	205	952	31.4
Rio Americano High	159	176	155	179	145	814	-8.8
Visions In Education	72	99	155	191	276	793	283.3
Foothill High	145	145	147	159	182	778	25.5
Rio Linda High	138	134	146	166	168	752	21.7
Center High School	139	138	148	154	122	701	-12.2
Cordova High	135	141	134	133	133	676	-1.5
Grant Union High	120	117	149	144	137	667	14.2
Natomas High	121	127	133	176	106	663	-12.4
Bella Vista High	118	137	108	147	140	650	18.6
San Juan High	110	102	95	114	107	528	-2.7
Highlands High	99	99	90	108	125	521	26.3
Mesa Verde High	66	89	83	83	92	413	39.4
Casa Roble Fund. High	75	88	88	84	76	411	1.3
Woodcreek High	97	93	69	62	48	369	-50.5
Encina High	67	64	44	65	78	318	16.4
El Sereno Altern. Educ.	42	44	40	72	65	263	54.8
Folsom High	62	43	69	44	45	263	-27.4
Adult School Sac. area	0	21	74	69	86	250	309.5
Oakmont High	30	32	46	65	76	249	153.3
Independent Home School	0	16	61	32	116	225	625.0
Hiram W. Johnson High	59	50	58	23	26	216	-55.9
Keema (Elwood J.) High (Alt.)	24	23	48	50	42	187	75.0
Options for Youth-San Juan	18	23	35	51	53	180	194.4
Woodland Senior High	45	40	37	36	9	167	-80.0
Roseville High	33	24	34	42	27	160	-18.2
Horizon Instructional Sys.	15	25	33	45	37	155	146.7
Sheldon High School	33	31	30	20	32	146	-3.0
Overall	2,519	2,718	2,900	3,143	3,171	14,,451	24.8

In the table above, ARC's 30 feeder high schools are rank ordered on the five-year total. The data show the raw counts of recent high school graduates who enrolled at ARC as first-time freshmen. There has been a net gain of 652 students from ARC's primary feeder high schools (24.8%) over the past five years.

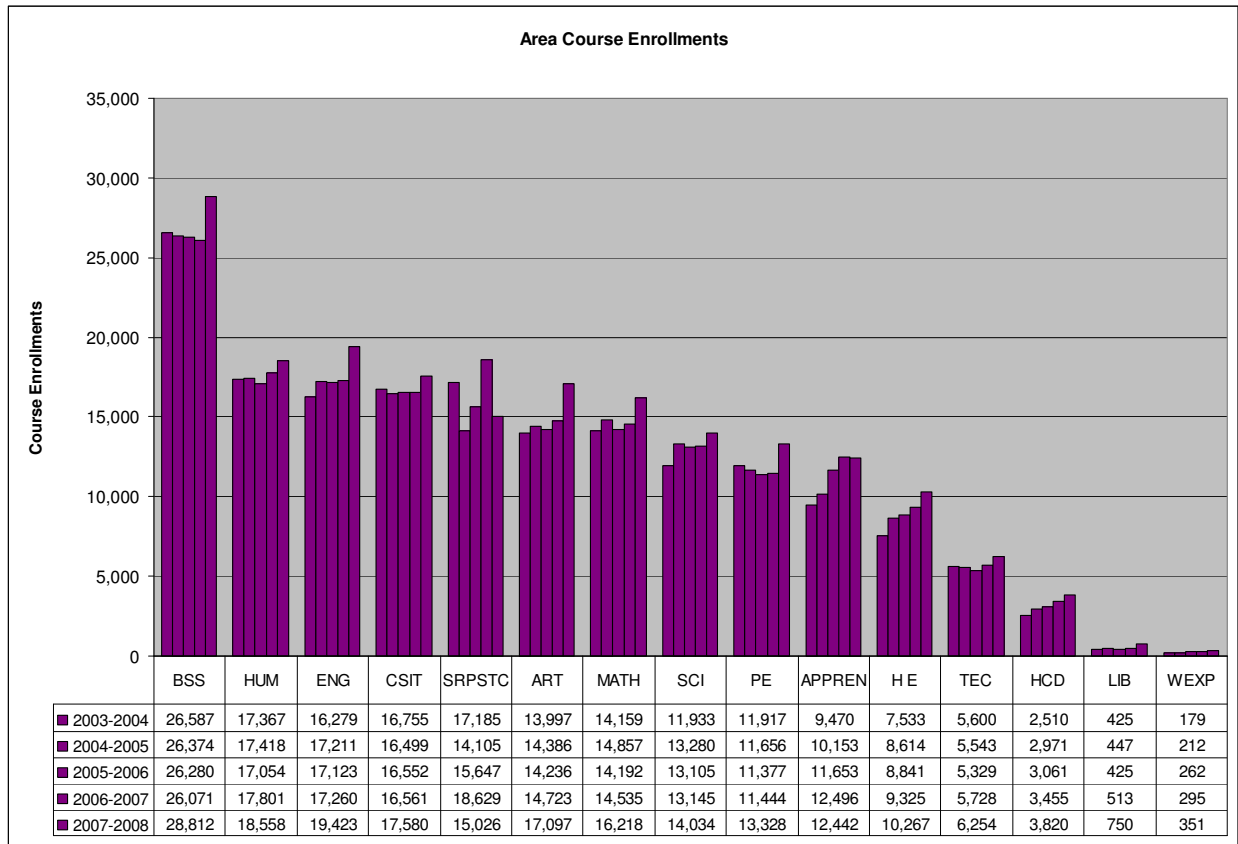
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME II: ACCESS		
Goal	Success Indicator	Achievement Detail
6. Recruit and retain students with diverse backgrounds and educational goals.	Percentage of service area high school students attending ARC.	<ul style="list-style-type: none"> The number of recent high school graduates students attending ARC from the top thirty feeder high schools has increased .8% from 2006-2007 (3,143) to 2007-2008 (3,177).

Top Thirty High Schools with Advanced Ed Students by Academic Year

Advanced Ed High Schools	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	Total	5 Year Pct Chg
Mira Loma High	84	139	126	99	84	532	0.0
Rio Americano High	97	78	63	87	97	422	0.0
Visions In Education	50	43	60	102	126	381	152.0
Center High School	37	30	40	65	58	230	56.8
Rio Linda High	32	43	61	33	23	192	-28.1
El Camino Fundamental High	30	28	48	33	24	163	-20.0
Encina High	4	5	2	61	63	135	1475.0
Bella Vista High	32	27	20	29	26	134	-18.8
Highlands High	14	19	28	33	35	129	150.0
Inderkum High School	0	1	6	51	68	126	6700.0
Del Campo High	21	22	25	24	27	119	28.6
Foothill High	20	23	16	12	37	108	85.0
Natomas High	25	16	14	18	34	107	36.0
Mesa Verde High	13	16	41	21	6	97	-53.8
Natomas Charter #19	10	10	20	21	28	89	180.0
La Entrada Continuation High	1	14	33	18	6	72	500.0
Casa Roble Fundamental High	8	19	18	13	12	70	50.0
Horizon Instructional Systems	10	6	18	19	17	70	70.0
Independent Home School	0	19	9	5	33	66	73.7
Grant Union High	3	6	14	18	24	65	700.0
San Juan High	14	6	12	2	20	54	42.9
Woodcreek High	7	5	9	16	13	50	85.7
San Juan Choices Center	10	6	11	9	12	48	20.0
Keema (Elwood J.) High (Alt.)	6	3	3	12	19	43	216.7
Options for Youth-San Juan Cha	7	16	4	9	7	43	0.0
Jesuit High-Catholic	8	10	4	9	11	42	37.5
Cordova High	2	7	12	6	12	39	500.0
Oakmont High	6	4	4	7	10	31	66.7
St. Francis High	5	5	10	6	5	31	0.0
Futures High School	0	0	5	2	23	30	360.0
Overall	556	626	736	840	960	3,718	72.7

The table above describes the top 30 feeder high schools for high school students who also concurrently enrolled in courses at ARC. The total column indicates the total number of students over the past five years and the pct chg column, the percent gain over the five years. There has been a net gain of 404 Advanced Ed students (72.7%) over the past five years.

Area Course Enrollments by Academic Year



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. Though Computer Science Information Technology (CSIT) experienced a sharp decline in enrollments following the dot com bust, it should be noted this trend has begun to reverse itself, particularly in 2007-2008.

Student Performance

If an 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 negatively impact state support and may indicate the need for the evaluation of its programs. The other measure would be some index of student performance such as success rate, persistence, graduation, and transfer rates.

Traditionally GPA has been used as a key measure of student performance, but that measure does not reflect grade notations such as WT (withdrew from class with notation on transcript), CR and NC (credit and no-credit) or I (incomplete) and IP (in progress). To overcome these limitations for GPA, a definition of **Success Rate** was created by the Research and Planning Group in 1996 which reflects 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) WT, or IP (in progress). 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. To enhance the interpretation of success rates in this section, a grade distribution will accompany each graph describing success rates. This is done to show the proportions of the grades notations awarded to give the reader a better perspective of what the success rate represents.

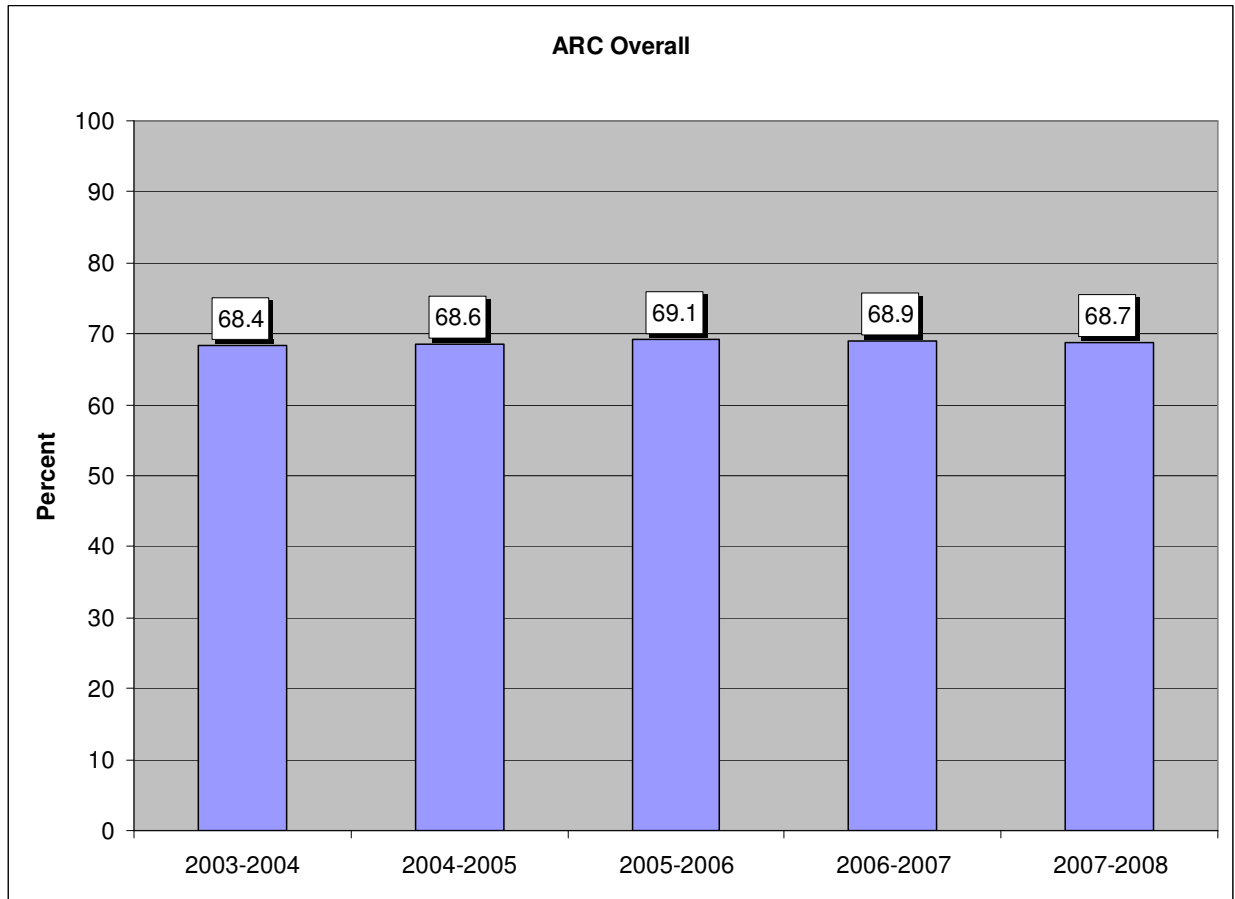
As indicated in earlier sections, the Public Safety Training Center and the Apprenticeship program represent a significant proportion of enrollments at ARC. Students in these two programs program have an overall success rate of 95% over the past five years, and to better view the student academic performance of the mainstream student population, these two programs have been removed from the analysis for success rates in this section.

Overall ARC Success Rates (ARC Goal I.2)

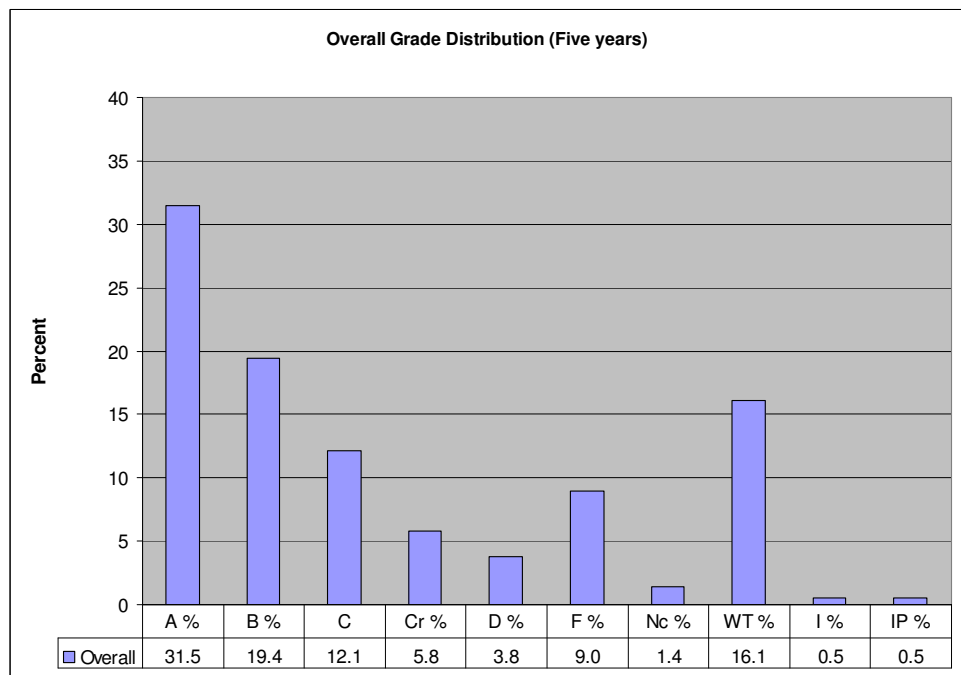
The ARC Goal for course completion and student retention for the past two academic years is shown below. The next page shows the overall course completion (success rate) over the past five years.

AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME I: STUDENT SUCCESS		
Goal	Success Indicator	Achievement Detail
2. Increase the number of students who achieve their educational goals.	Increase course completion rate by 0.5%.	Overall course completion rates (success rates) decreased .2% from 68.9% to 68.7% for 2006-2007 to 2007-2008.

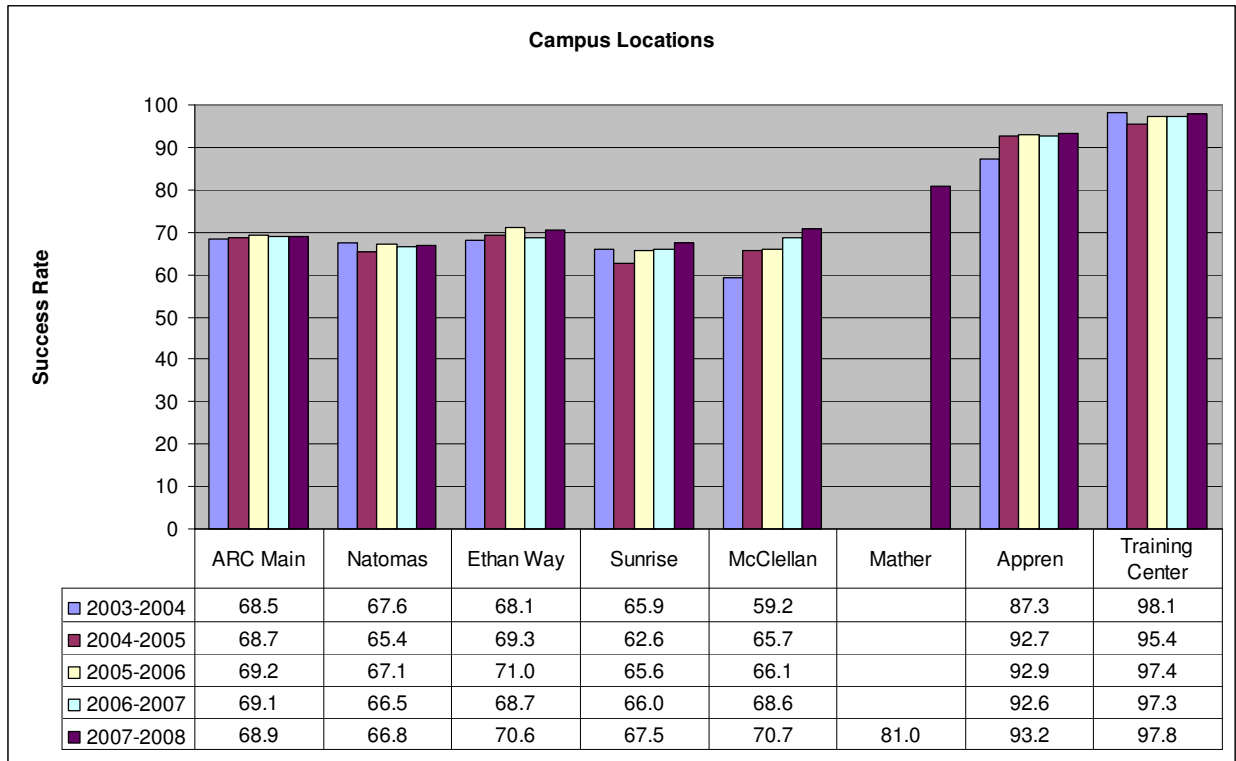
Overall ARC Success Rates (ARC Goal I.2) continued



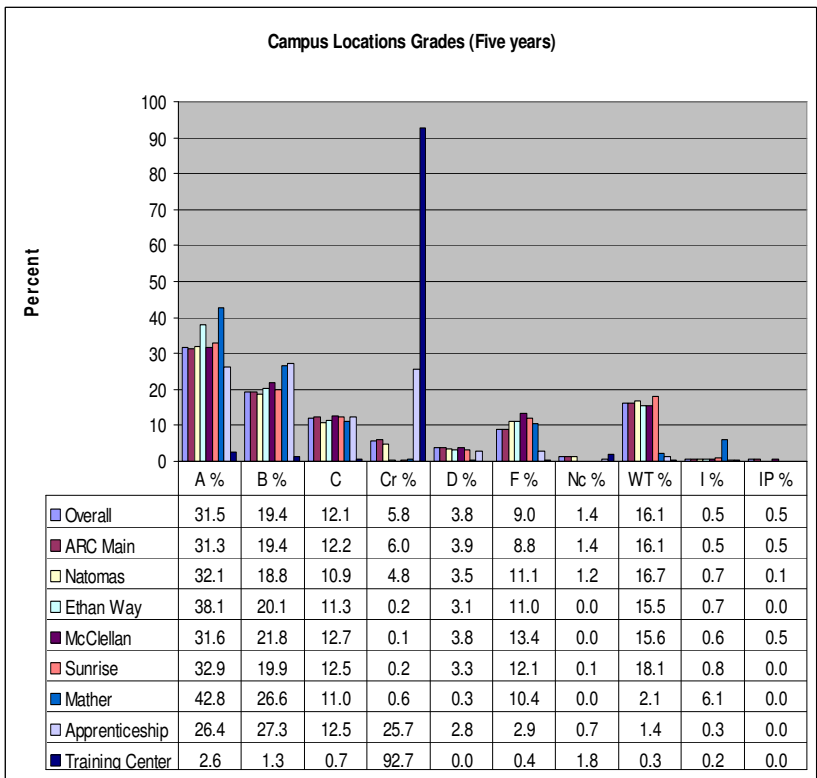
The ARC success rate has remained relatively stable over the past five years. The overall five year grade distribution shown to the right and on the following pages indicates that overall, the most frequent grade awarded at ARC over this period has been the "A" Grade notation.



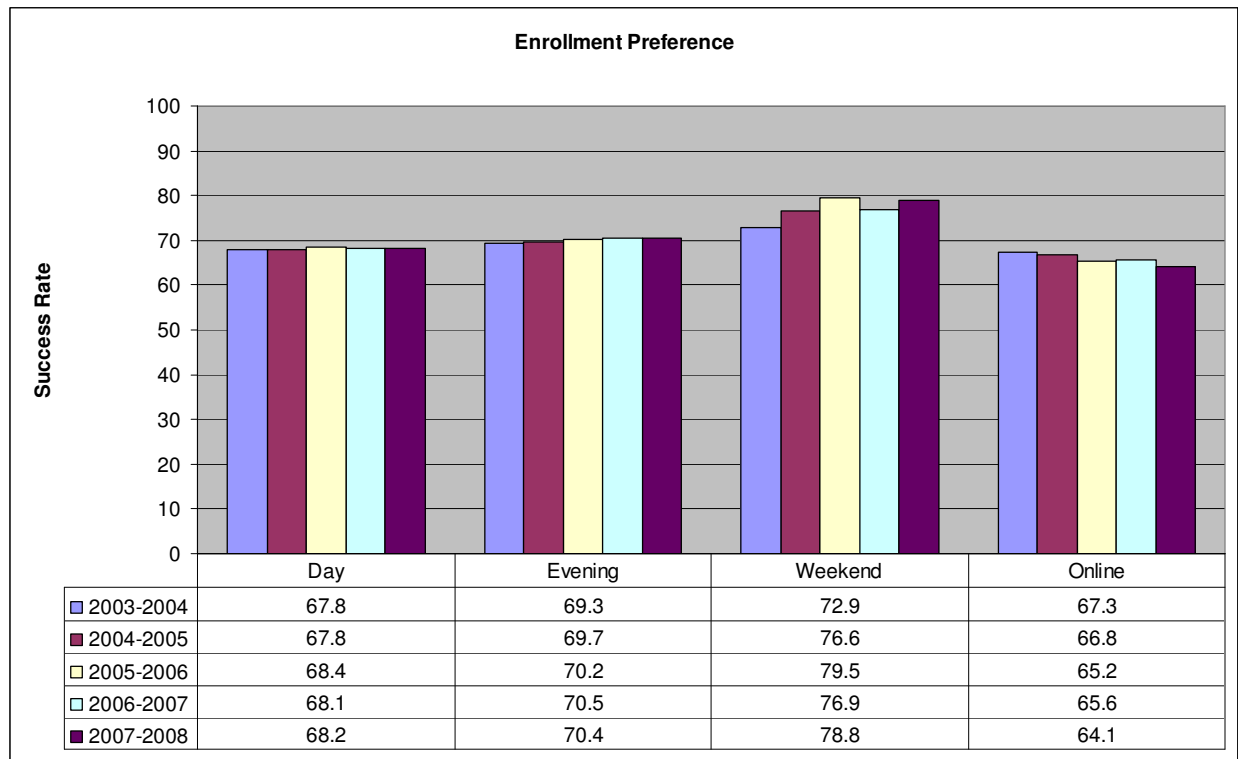
Campus Location: Success Rates and Grades



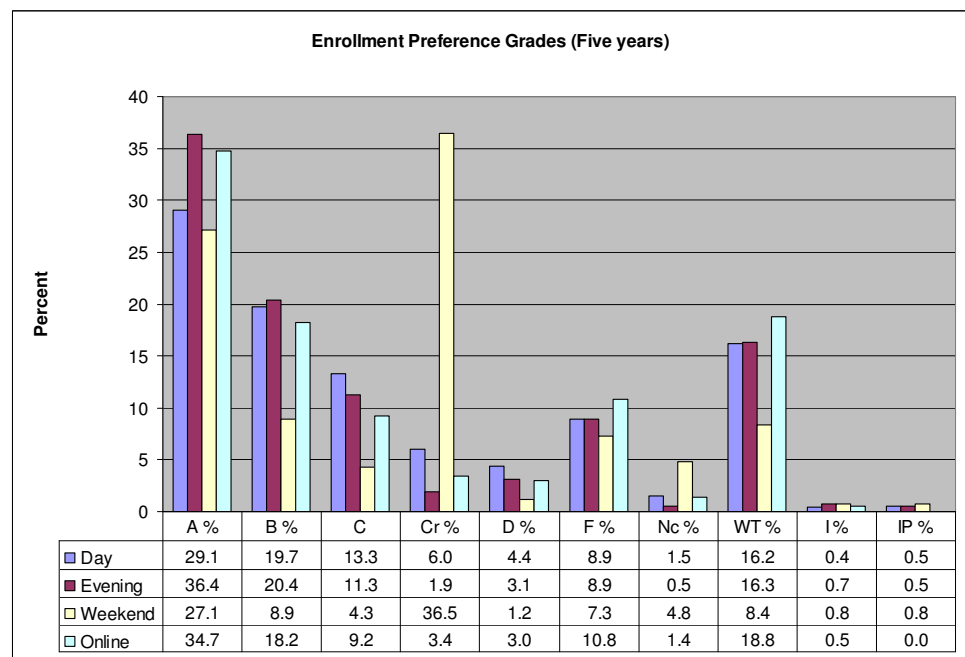
The success rates for each ARC campus location over five years are shown above. The high percentage of the C/Cr grade notations seen to the right represents the large proportion of Cr/Nc grades given by the Public Safety Training Center for professional continuing education courses. Note the contrast of the WT grade notations for Mather, Apprenticeship, and the Training Center with other college locations. The WT grade represents a withdrawal grade given after first-census.



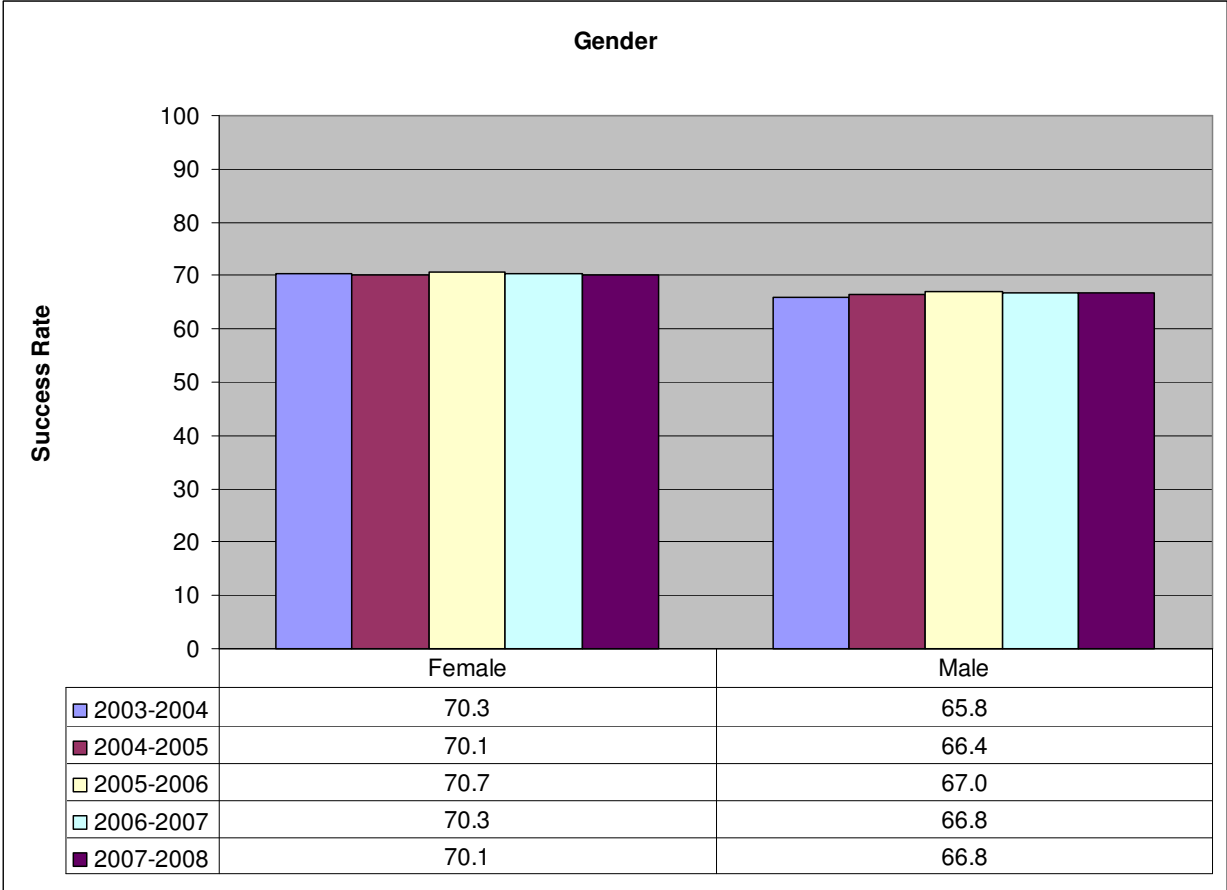
Day, Evening, Weekend and Online: Success Rates and Grades



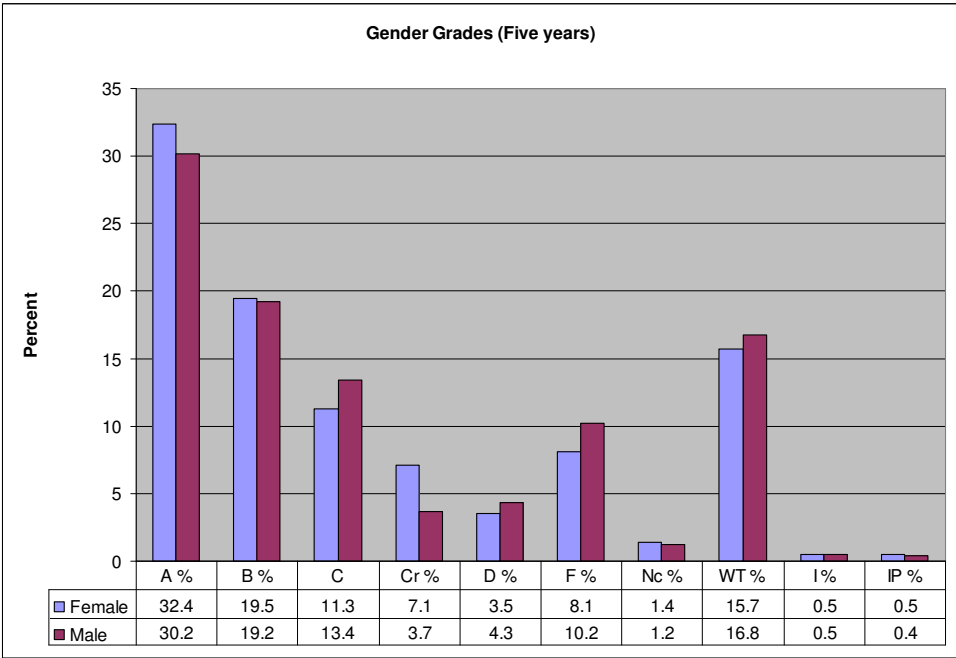
The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and may illustrate the differences associated with students who work (weekend and evening), students who augment their current classroom schedule with online courses, and the population of students that can attend during the day hours.



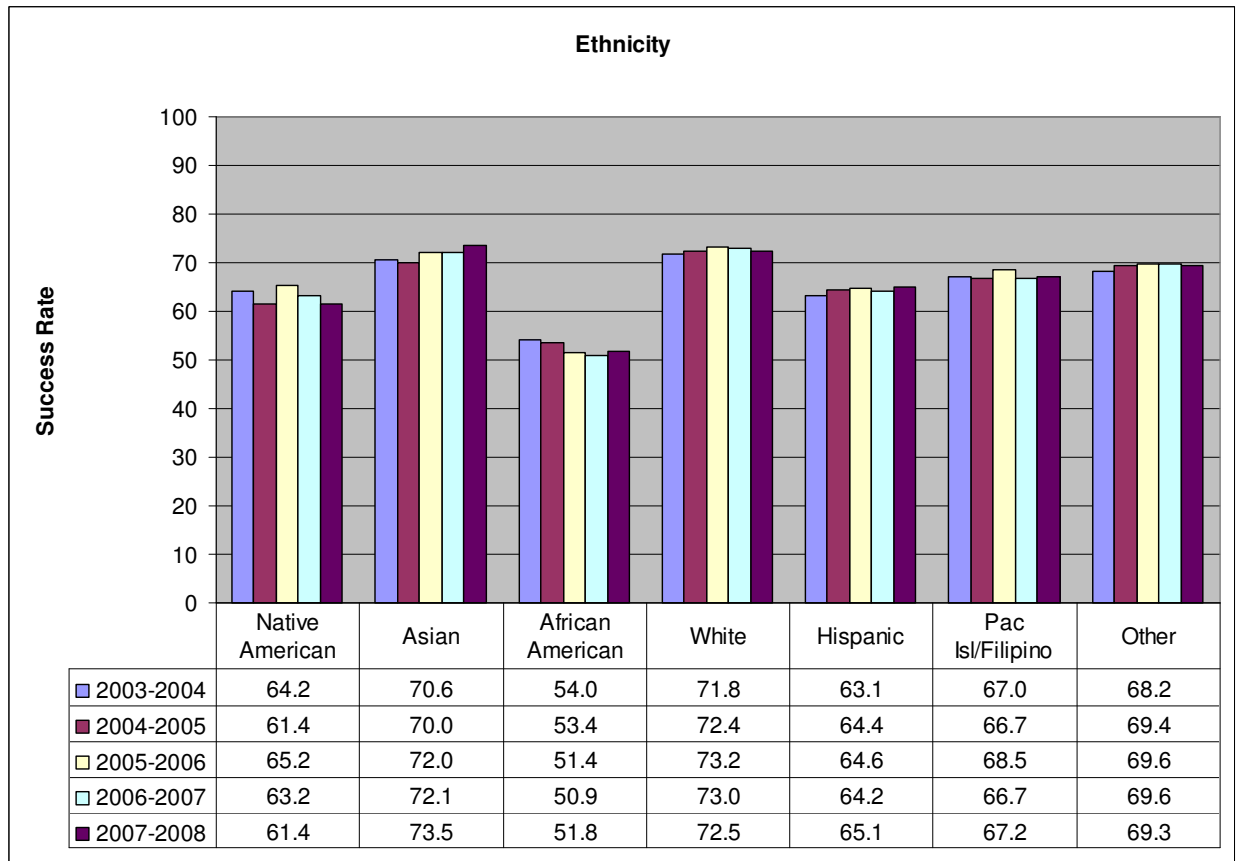
Gender: Success Rate and Grades



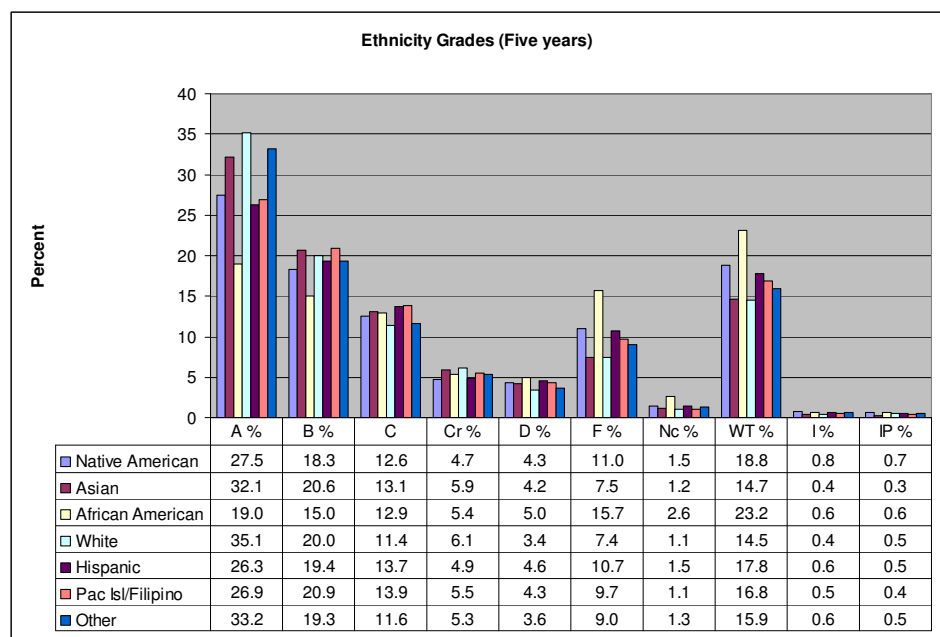
Female students demonstrate higher success rates than males. This difference has persisted since the early 1990s and the subtle differences are further seen in the grade distribution shown to the right.



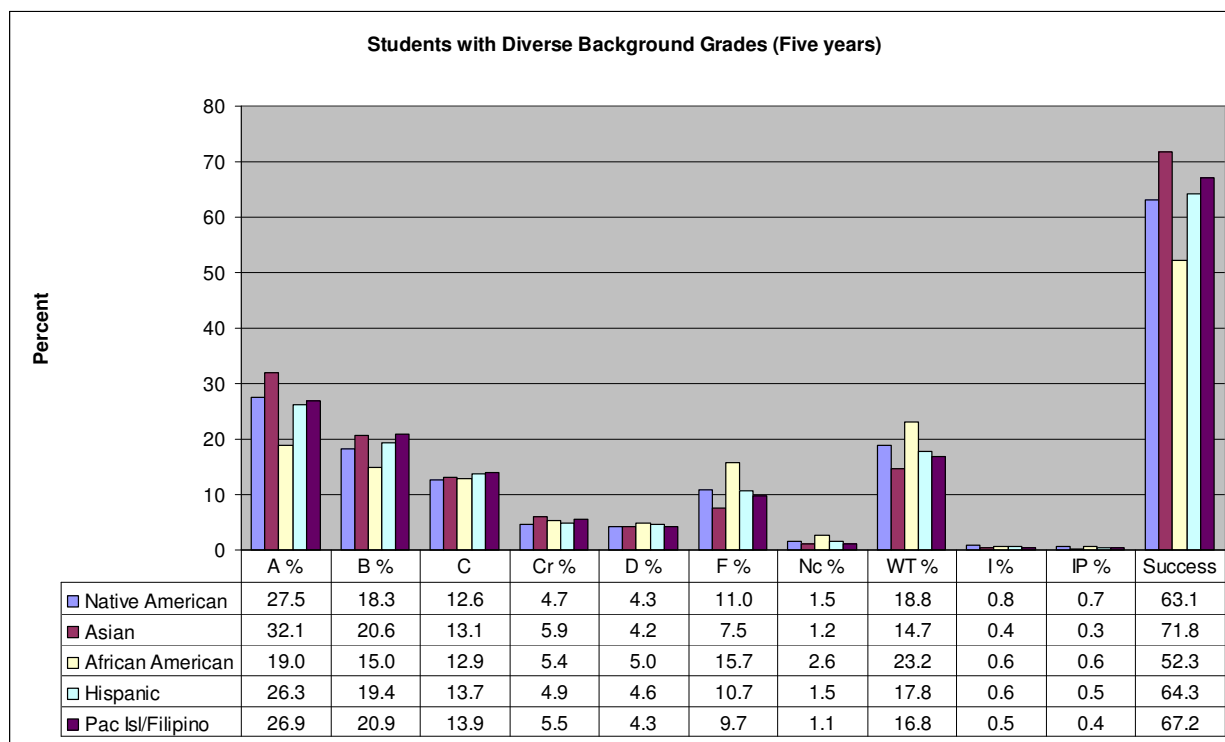
Ethnicity: Success Rates and Grades



Though significant differences are evident across different ethnic categories, these differences have stayed relatively constant for the past fifteen years.



Diverse Background: Success Rate and Grades (ARC Goal I.6)

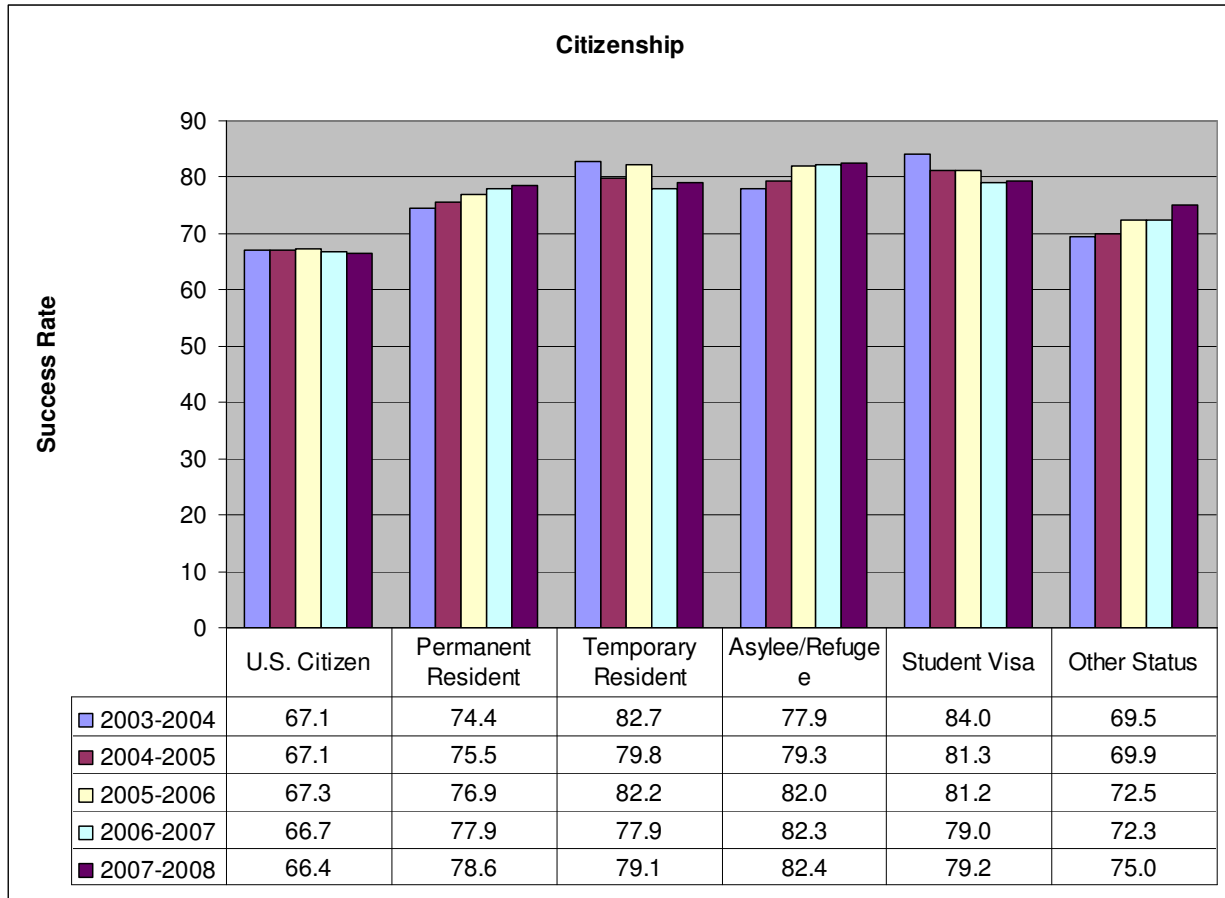


The success rates for students with diverse backgrounds (all ethnic categories except white) are shown above. To see the grade distribution for individual ethnic categories review the previous page.

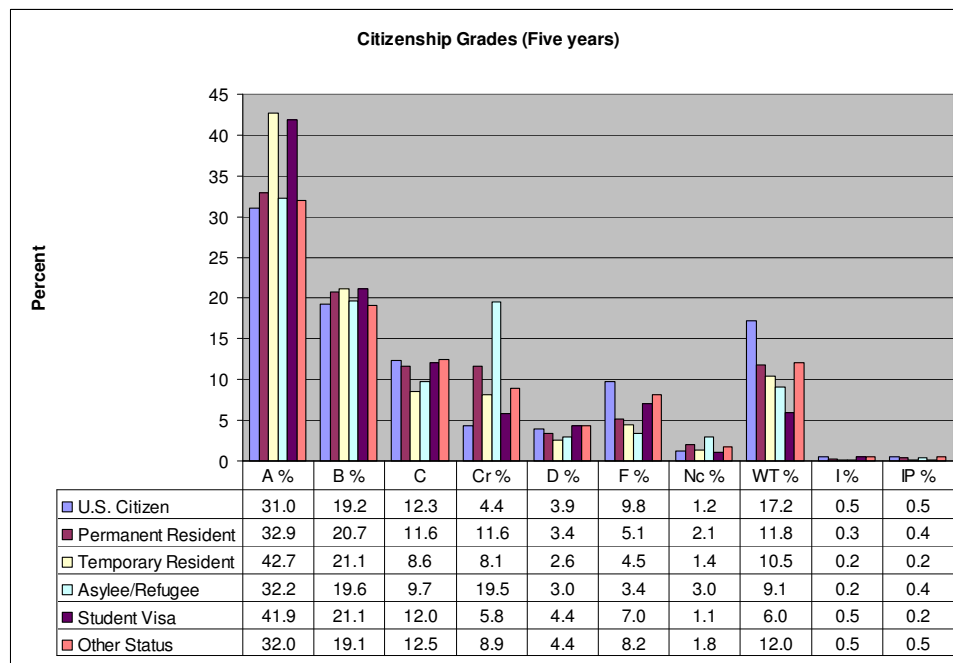
The ARC Goal to increase retention of students with diverse backgrounds over the past two years is shown below.

AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME I: STUDENT SUCCESS		
Goal	Success Indicator	Achievement Detail
6. Recruit and retain students with diverse backgrounds and educational goals.	Increase retention and persistence for students with diverse backgrounds.	Retention of students with diverse backgrounds (percent receiving an A, B, C/Cr or D) increased by .7% from 72.1% for 2006-2007 to 72.8% in 2007-2008.

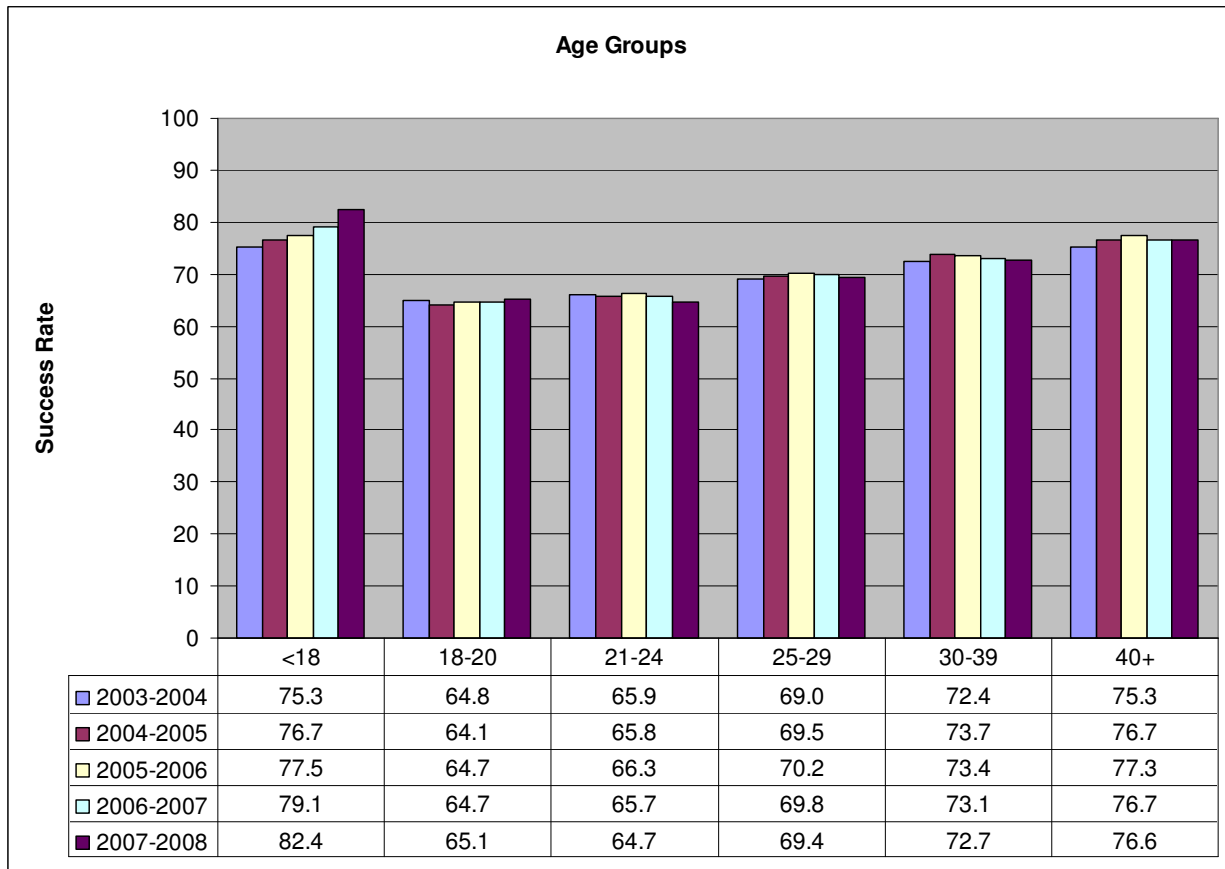
Citizenship: Success Rate and Grades



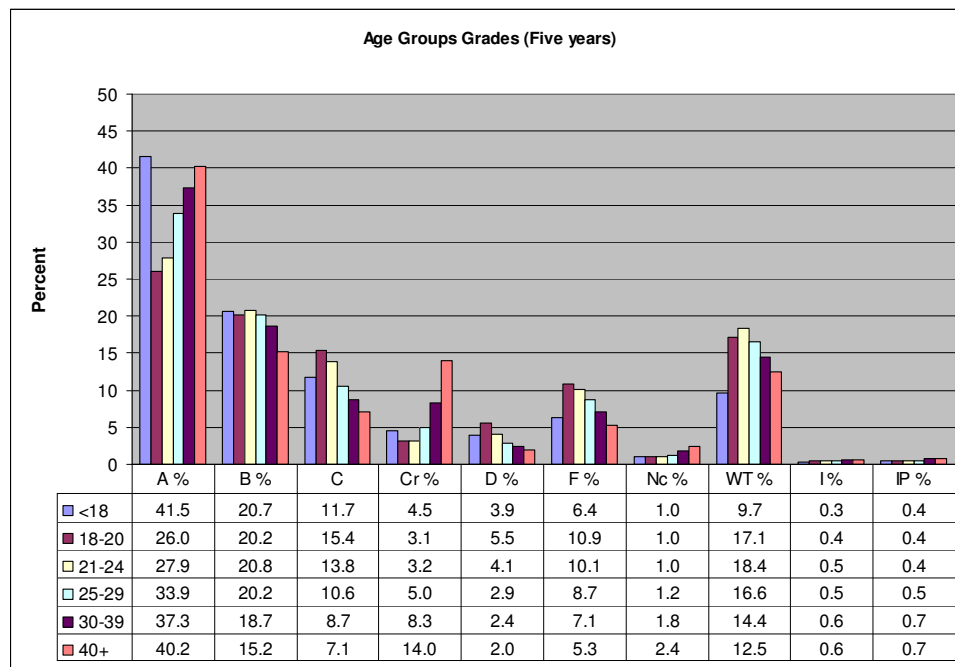
It is interesting to note that every citizenship category shown above has higher success rates than those for the U.S. Citizen group. These non U.S. Citizen groups represented about 14% of the total student population in 2007-2008, and further illustrate the shifting landscape of diversity enrolled at ARC.



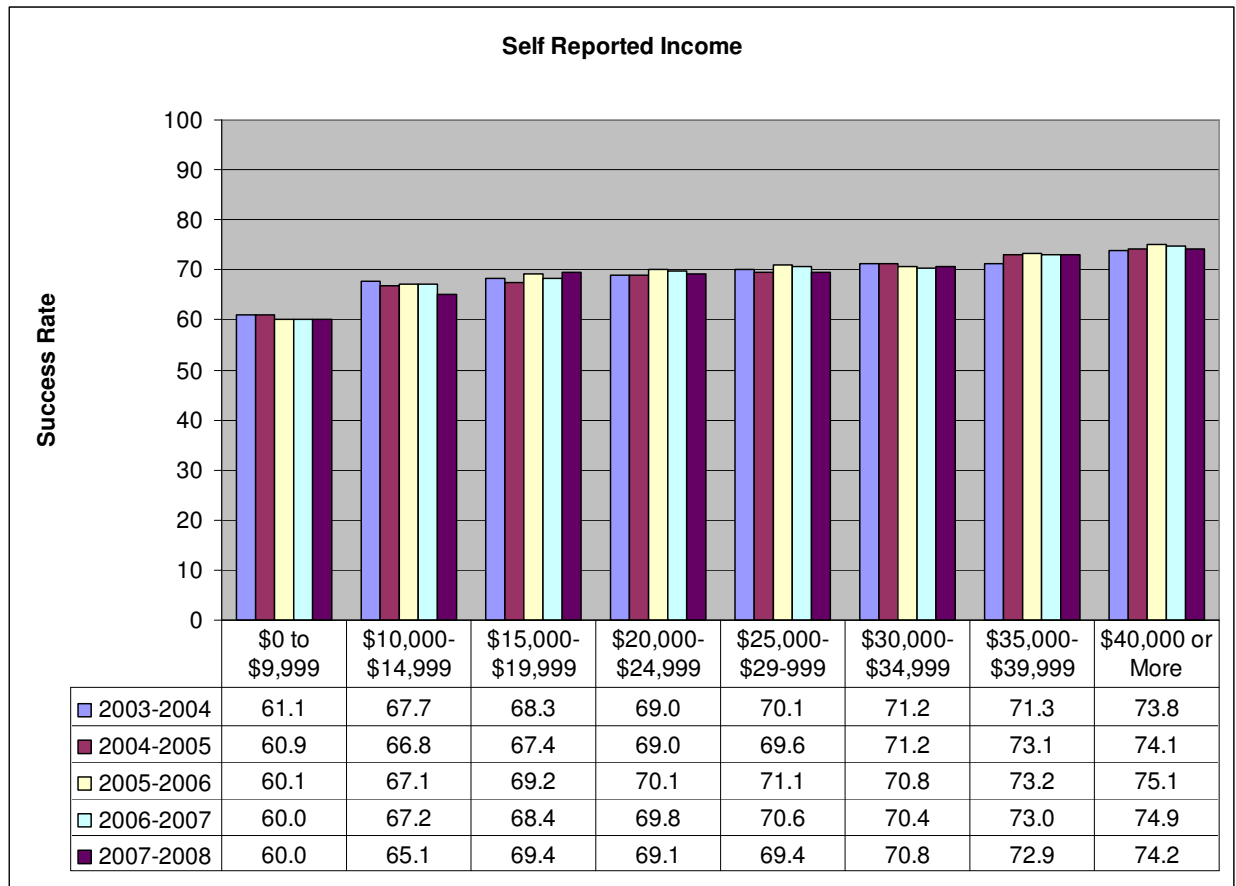
Age Groups: Success Rates and Grades



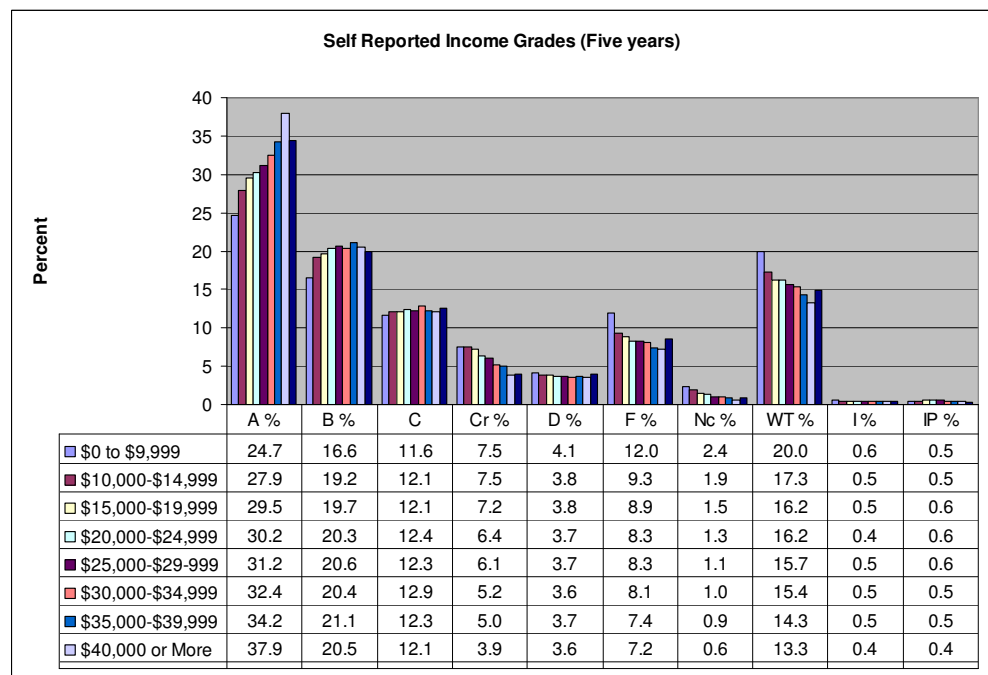
The under 18 group above represents the Advance Ed. students who are still enrolled in high school and taking courses at ARC. It appears overall, that as students get older they progressively become more successful in the classroom.



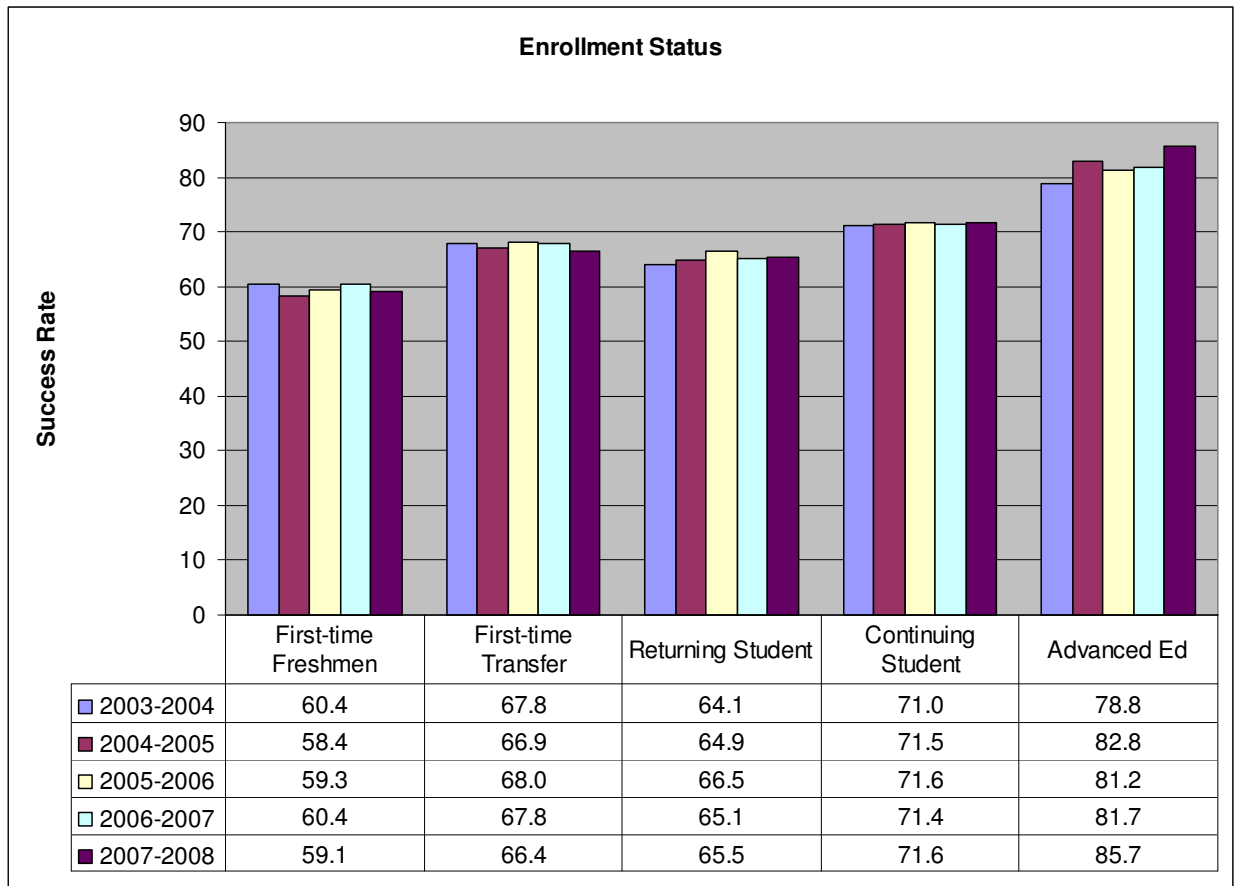
Self Reported Income: Success Rates and Grades



One of the oldest educational predictors of the degree of student success has been socio-economic status, and in general the relationship between self-reported income and student success holds at ARC. Note the percentage of “A” and “B” grades by self-reported income in the chart to the right. Contrast these grades with the WT grades (penalty drop after first census).

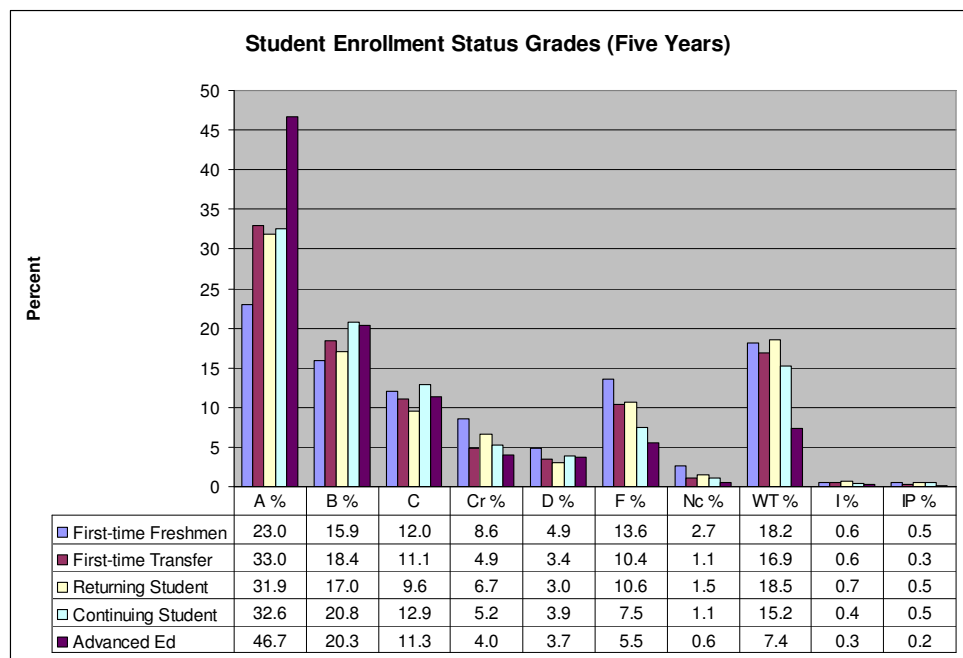


Enrollment Status: Success Rate and Grades

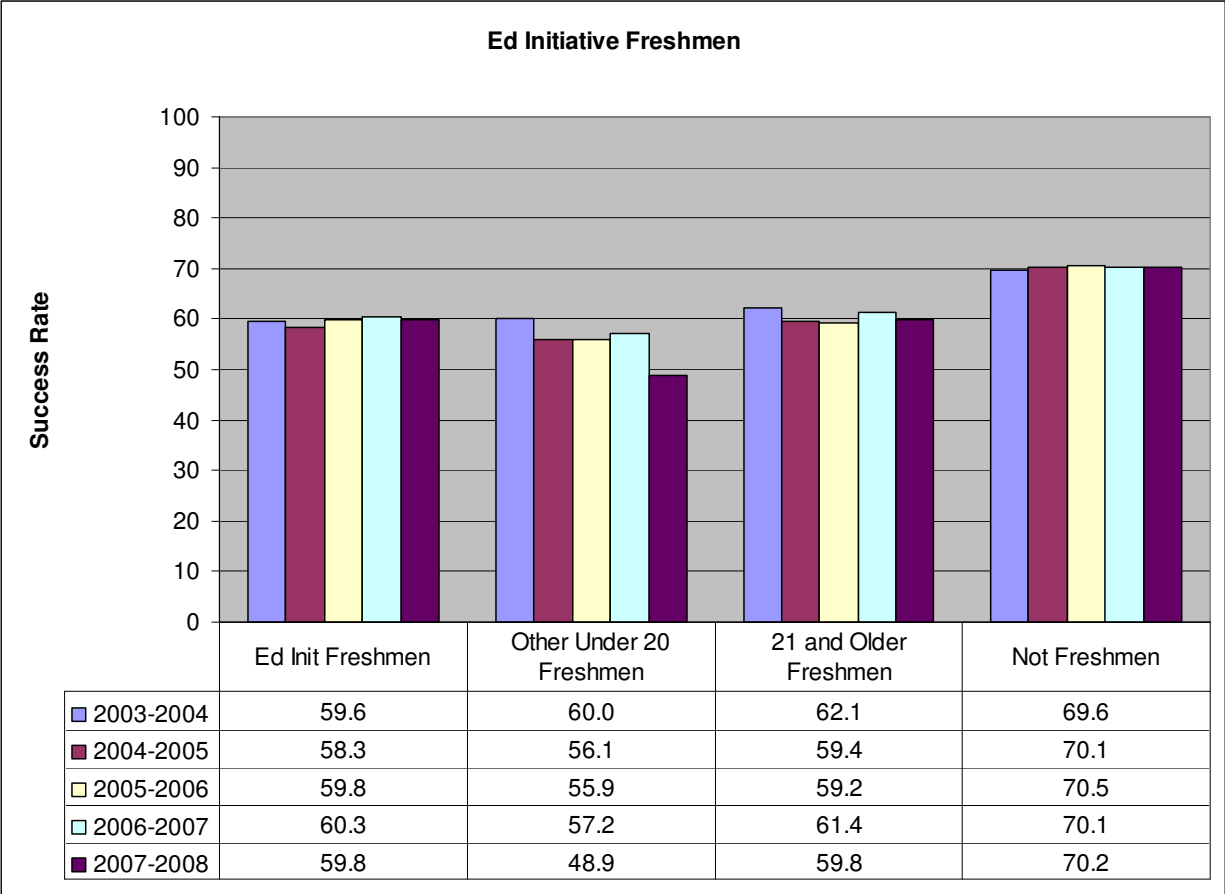


The success rates shown above illustrate the differences in the student groups attending ARC. The Advanced Ed. students who concurrently enroll in courses at ARC while in high school show the highest success rates.

Refer to Enrollment Status on page 14 for definitions of these groups.

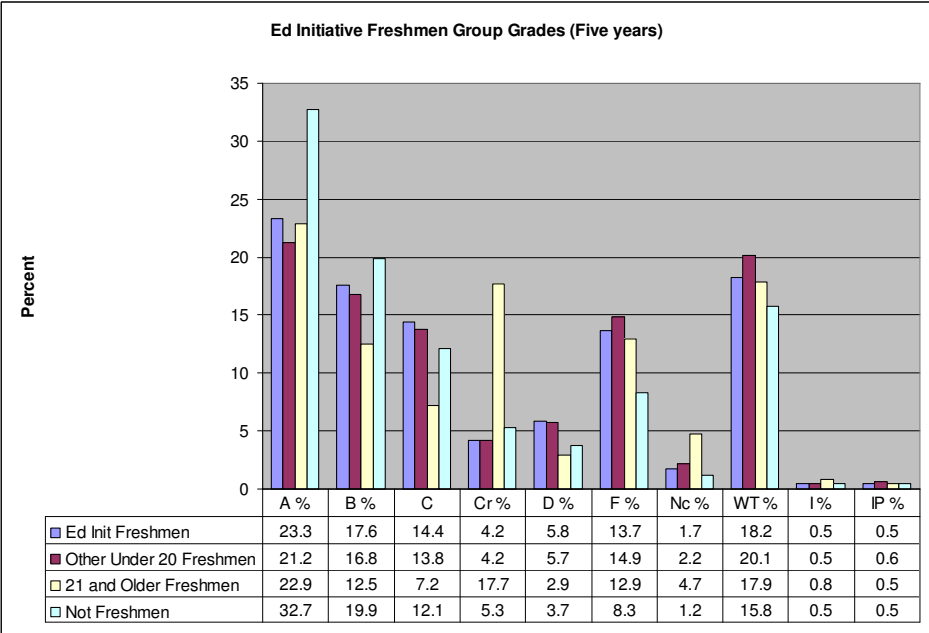


Educational Initiative Freshmen Groups: Success Rates and Grades

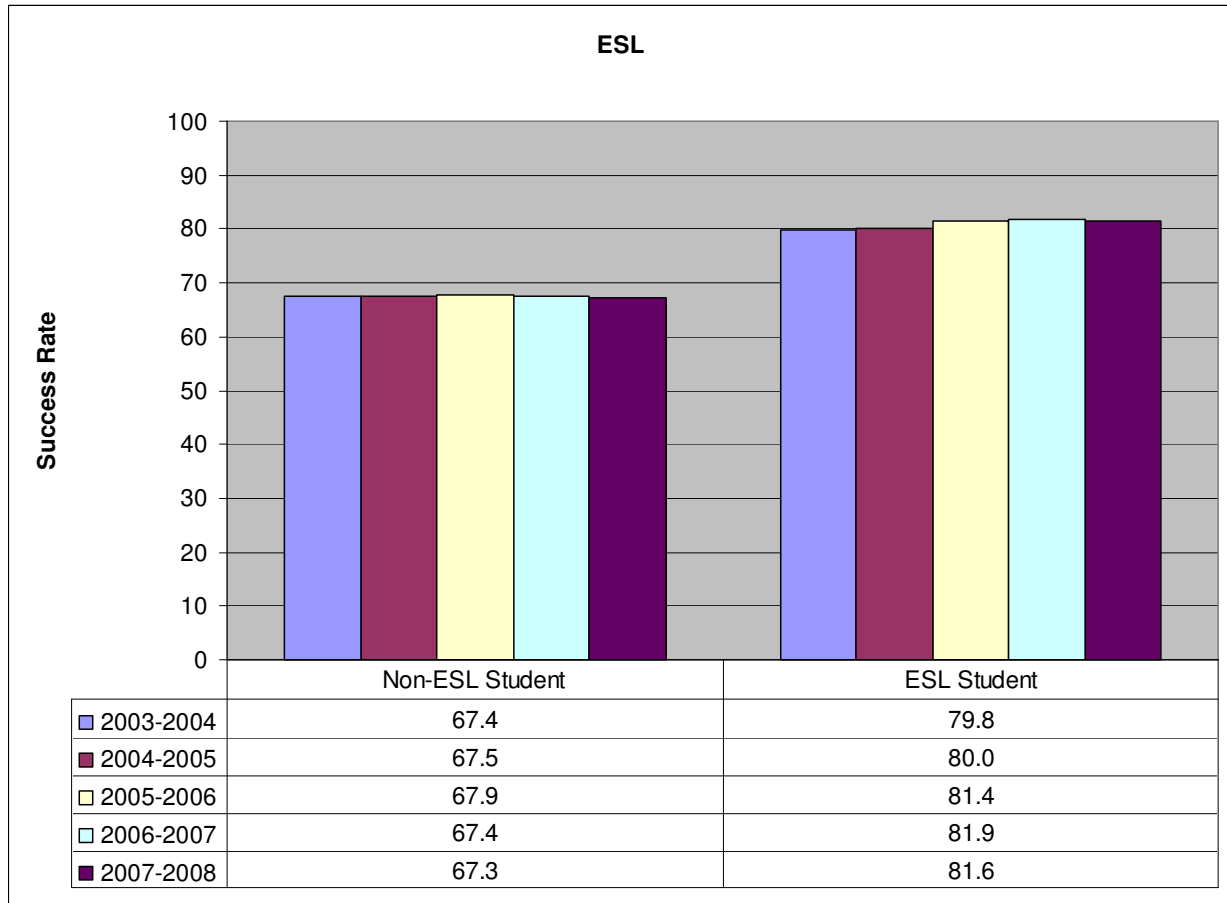


The Educational Initiative is a district wide effort to improve the retention and persistence of a freshmen student cohort.

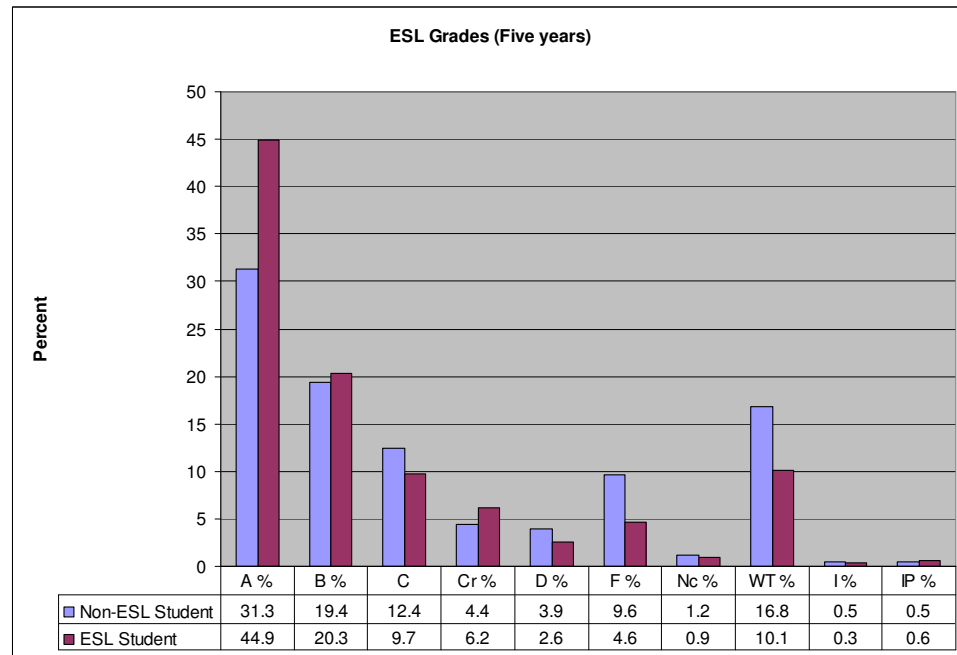
The Ed Initiative Freshmen group (under 20, high school degree or equivalency) success rate has remained relatively stable over the past five years and stands in contrast to the other categories of freshmen displayed



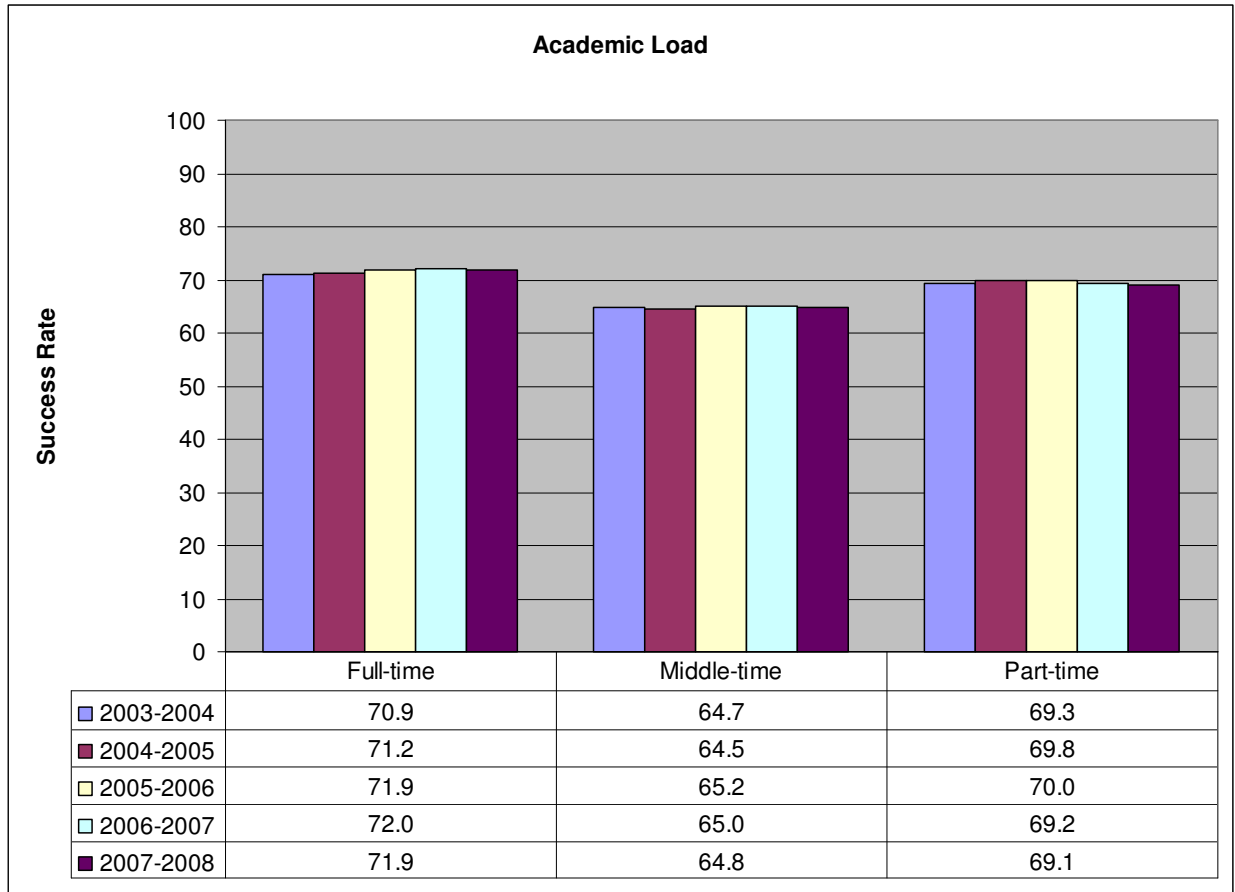
English as a Second Language (ESL): Success Rates and Grades



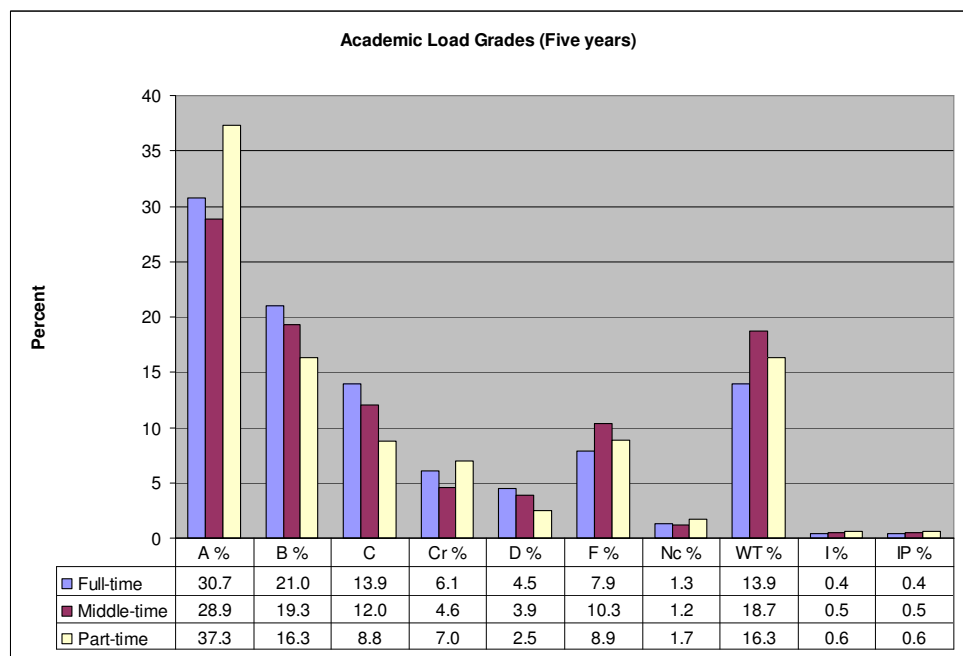
For fifteen years, ESL students (English as a Second Language) have demonstrated high success rates when compared to the general population. ESL students are defined as having completed one or more ESL courses at ARC and the success rates shown above and grade distribution shown to the right represent all enrollments for both groups in non-ESL courses.



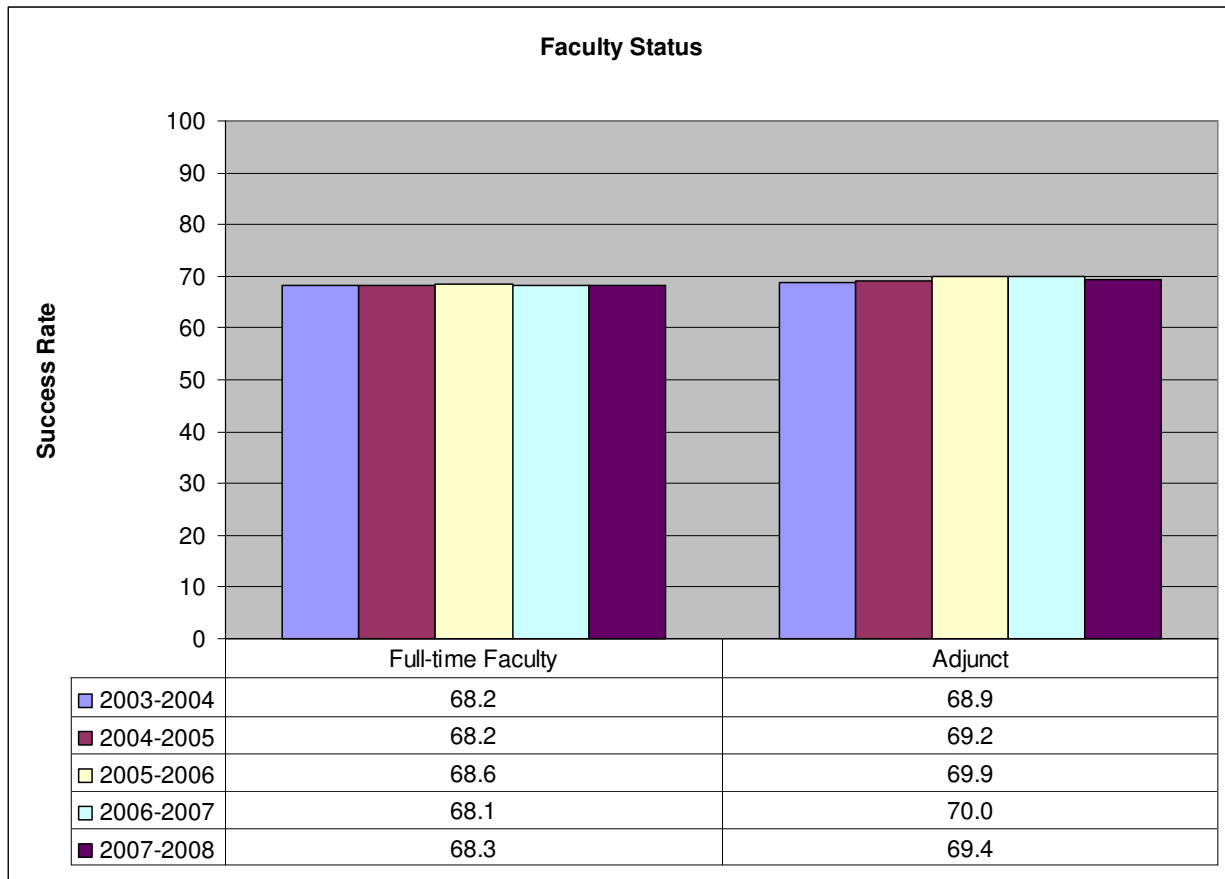
Academic Load: Success Rates and Grades



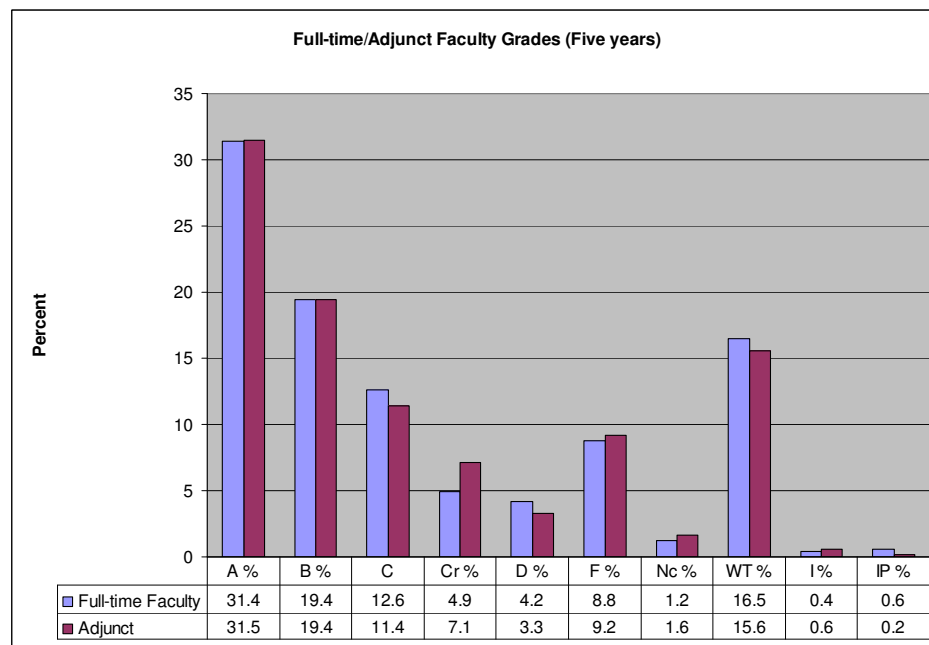
Full-time students are defined as enrolled in 12+ units, middle time as 5.5 to 11.5, and part-time as 5.5 or less units.



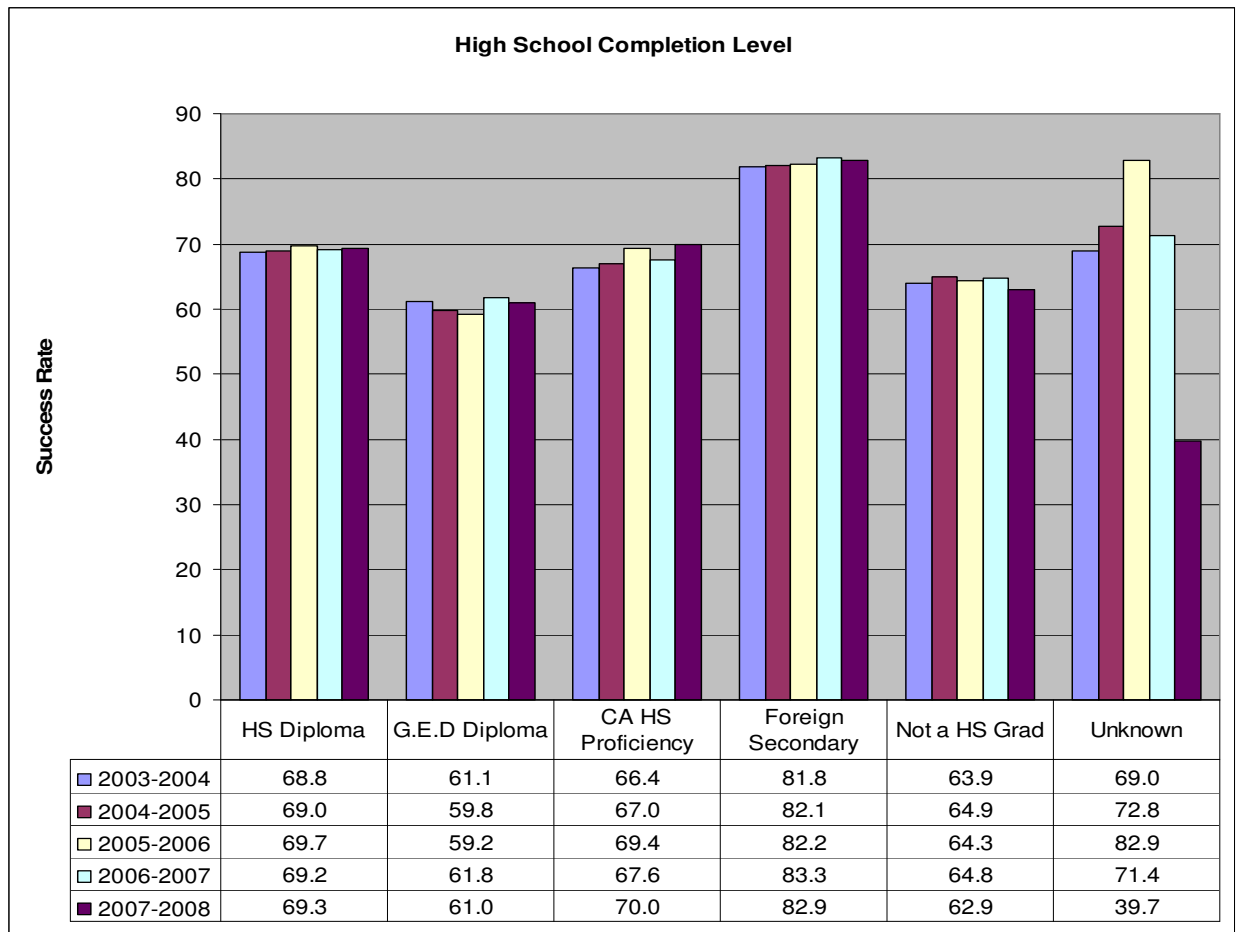
Full-time/Adjunct Faculty: Success Rates and Grades



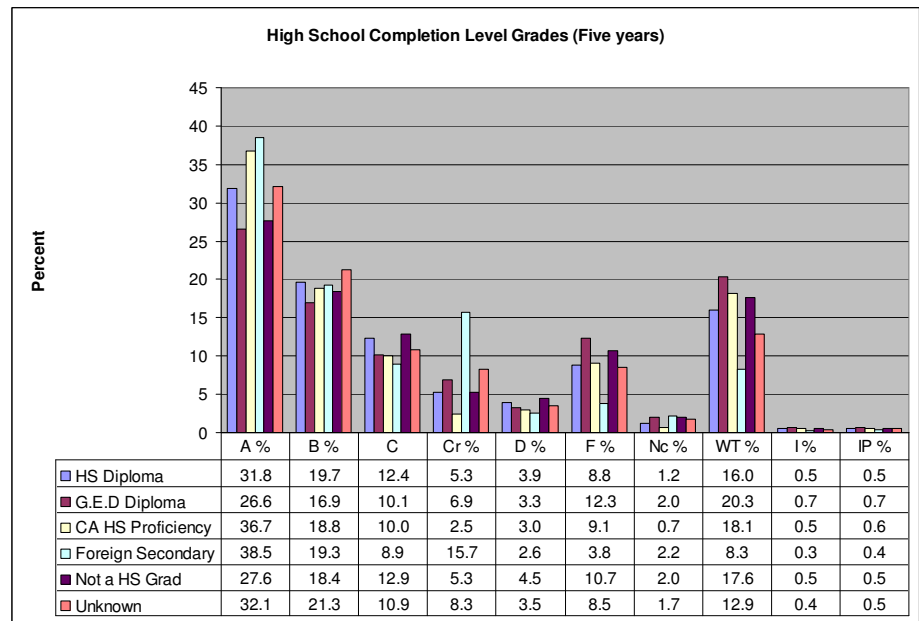
There are no appreciable differences in student success rates for courses taught by full-time faculty or adjunct faculty.



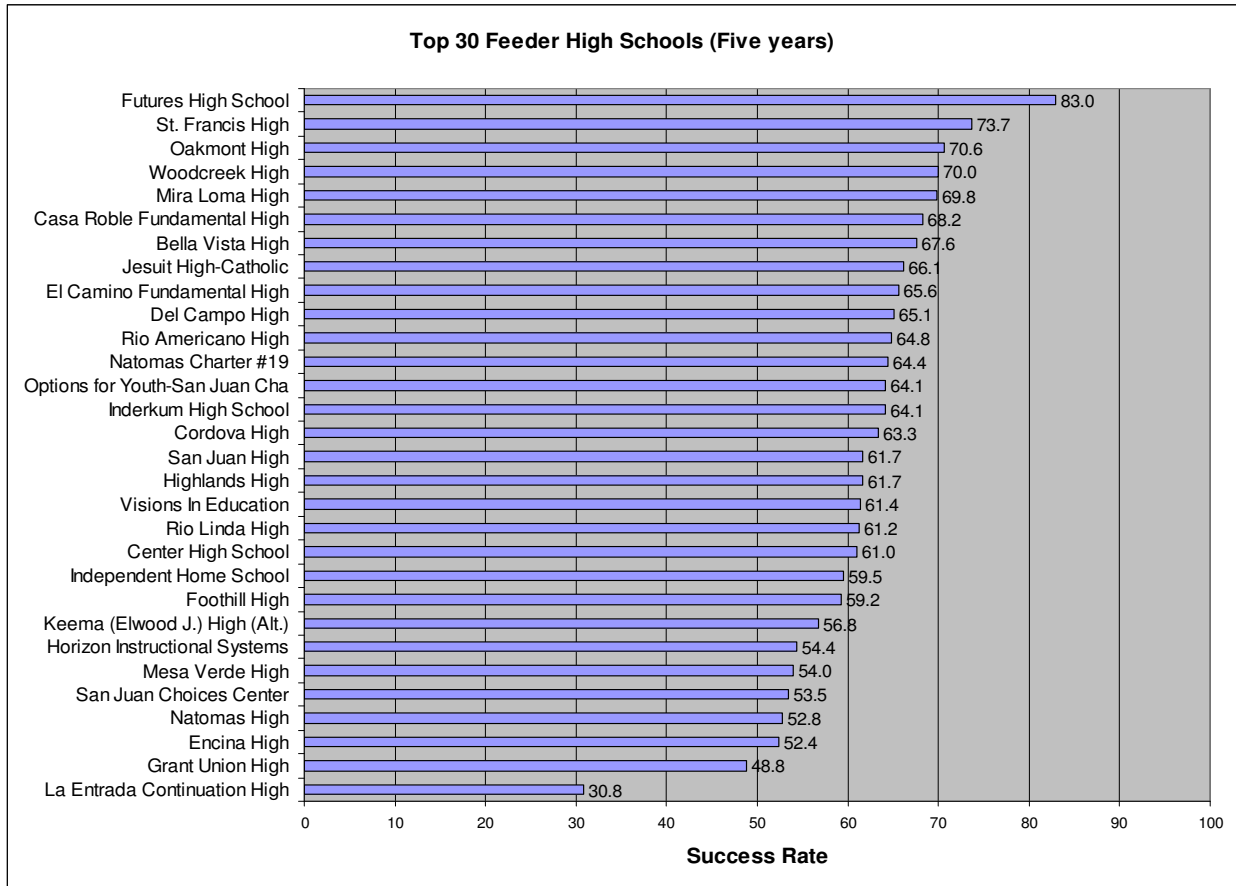
High School Completion Level: Success Rates and Grades



Distinct differences are seen across the categories for high school categories. The differences become more apparent when the distribution of grades to the right is evaluated for these groups.



Top 30 Feeder High Schools: Success Rates

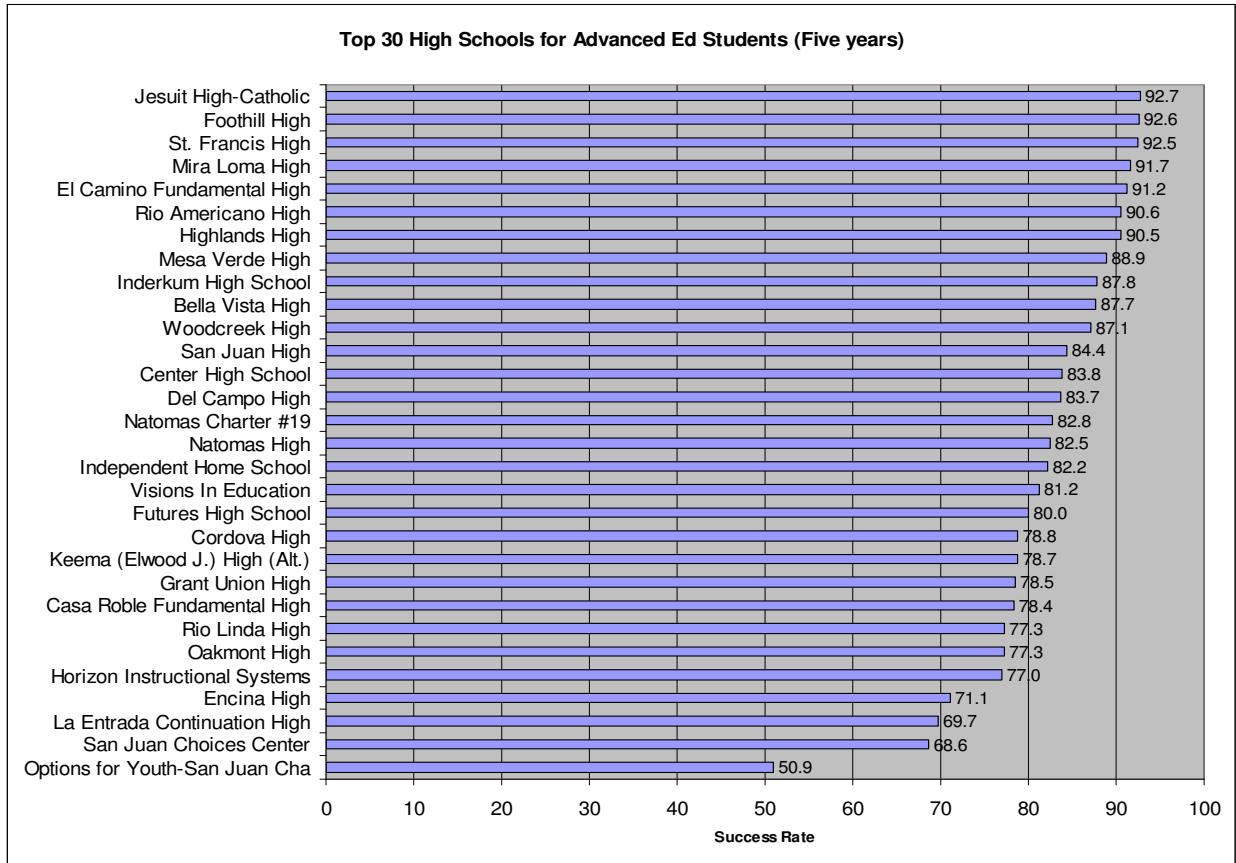


High School	Success Rate	Count
Futures High School	83.0	47
St. Francis High	73.7	266
Oakmont High	70.6	623
Woodcreek High	70.0	870
Mira Loma High	69.8	2,311
Casa Roble Fund. High	68.2	936
Bella Vista High	67.6	1,583
Jesuit High-Catholic	66.1	274
El Camino Fund. High	65.6	2,553
Del Campo High	65.1	2,400
Rio Americano High	64.8	2,032
Natomas Charter #19	64.4	317
Inderkum High School	64.1	373
Options for Youth-San Juan	64.1	245
Cordova High	63.3	1,725
Highlands High	61.7	1,103
San Juan High	61.7	1,167

High School	Success Rate	Count
Visions In Education	61.4	1,558
Rio Linda High	61.2	1,723
Center High School	61.0	1,797
Independent Home School	59.5	373
Foothill High	59.2	1,820
Keema (Elwood J.) High (Alt.)	56.8	338
Horizon Instructional Systems	54.4	281
Mesa Verde High	54.0	881
San Juan Choices Center	53.5	245
Natomas High	52.8	1,649
Encina High	52.4	653
Grant Union High	48.8	1,241
La Entrada Continuation High	30.8	91

The ranked success rates for the top 30 high schools are shown above. The lower table describes the number of students with the success rates that correspond to the bar chart.

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



High School	Success Rate	Count
Jesuit High-Catholic	92.7	55
Foothill High	92.6	162
St. Francis High	92.5	40
Mira Loma High	91.7	926
El Camino Fund. High	91.2	272
Rio Americano High	90.6	609
Highlands High	90.5	220
Mesa Verde High	88.9	153
Inderkum High School	87.8	164
Bella Vista High	87.7	171
Woodcreek High	87.1	70
San Juan High	84.4	90
Center High School	83.8	395
Del Campo High	83.7	196
Natomas Charter #19	82.8	122
Natomas High	82.5	177
Independent Home School	82.2	101
Visions In Education	81.2	692

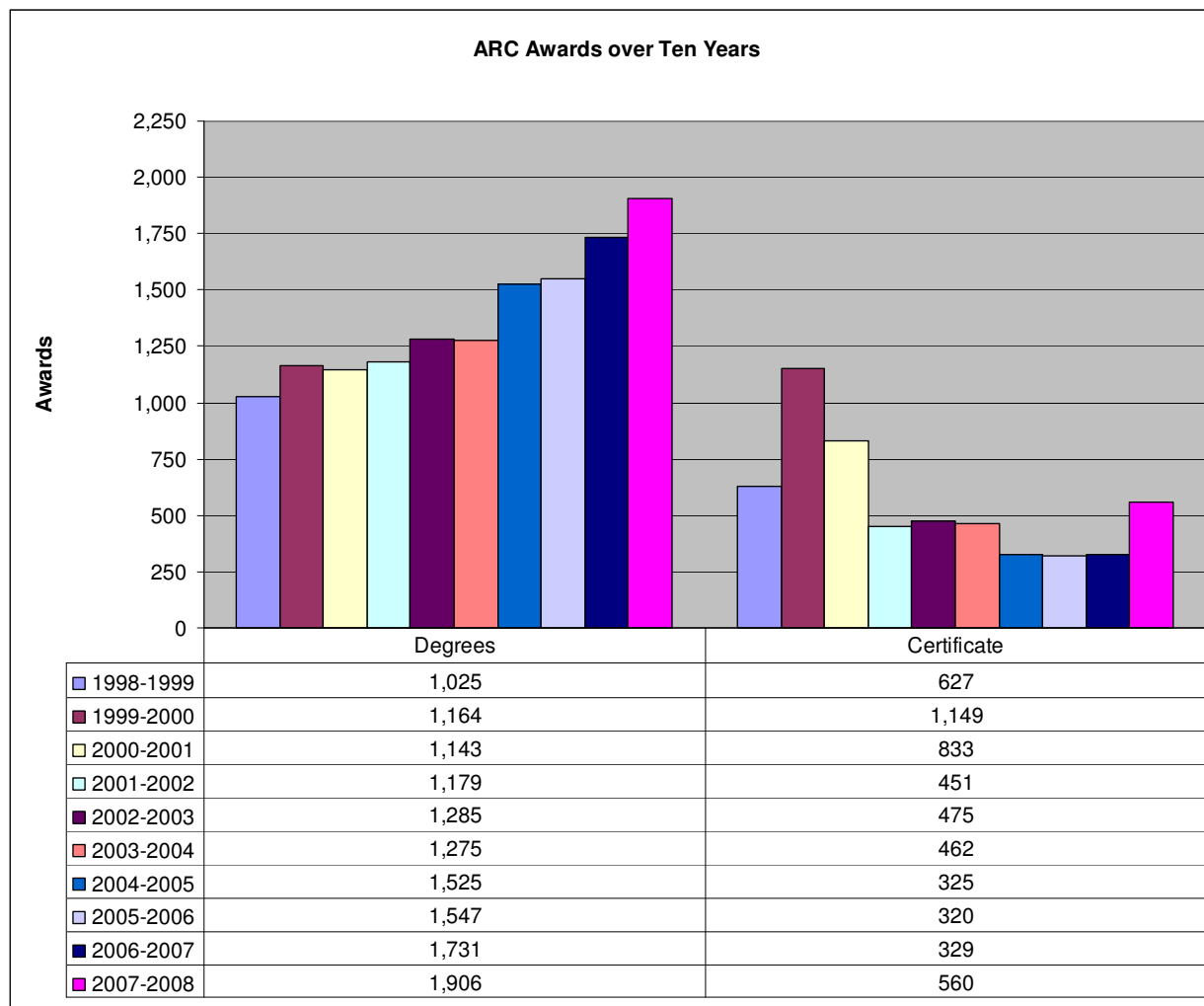
High School	Success Rate	Count
Futures High School	80.0	45
Cordova High	78.8	52
Keema (Elwood J.) High	78.7	89
Grant Union High	78.5	121
Casa Roble Fund. High	78.4	88
Oakmont High	77.3	44
Rio Linda High	77.3	299
Horizon Instructional Systems	77.0	122
Encina High	71.1	190
La Entrada Cont. High	69.7	198
San Juan Choices Center	68.6	86
Options for Youth-San Juan	50.9	57

The ranked success rates for the top 30 high schools for Advance Ed are shown above. The lower table shows the number of students and the success rates that correspond to the bar chart.

ARC Awards, Transfers and Transfer Ready

Traditional measures of an academic institution's achievement are its degrees conferred, and in the case of community colleges, its transfers and certificates as well. This section covers those four elements: degrees, certificates, transfer and transfer ready.

Degrees and Certificates for ARC (ARC Goal 1.2)

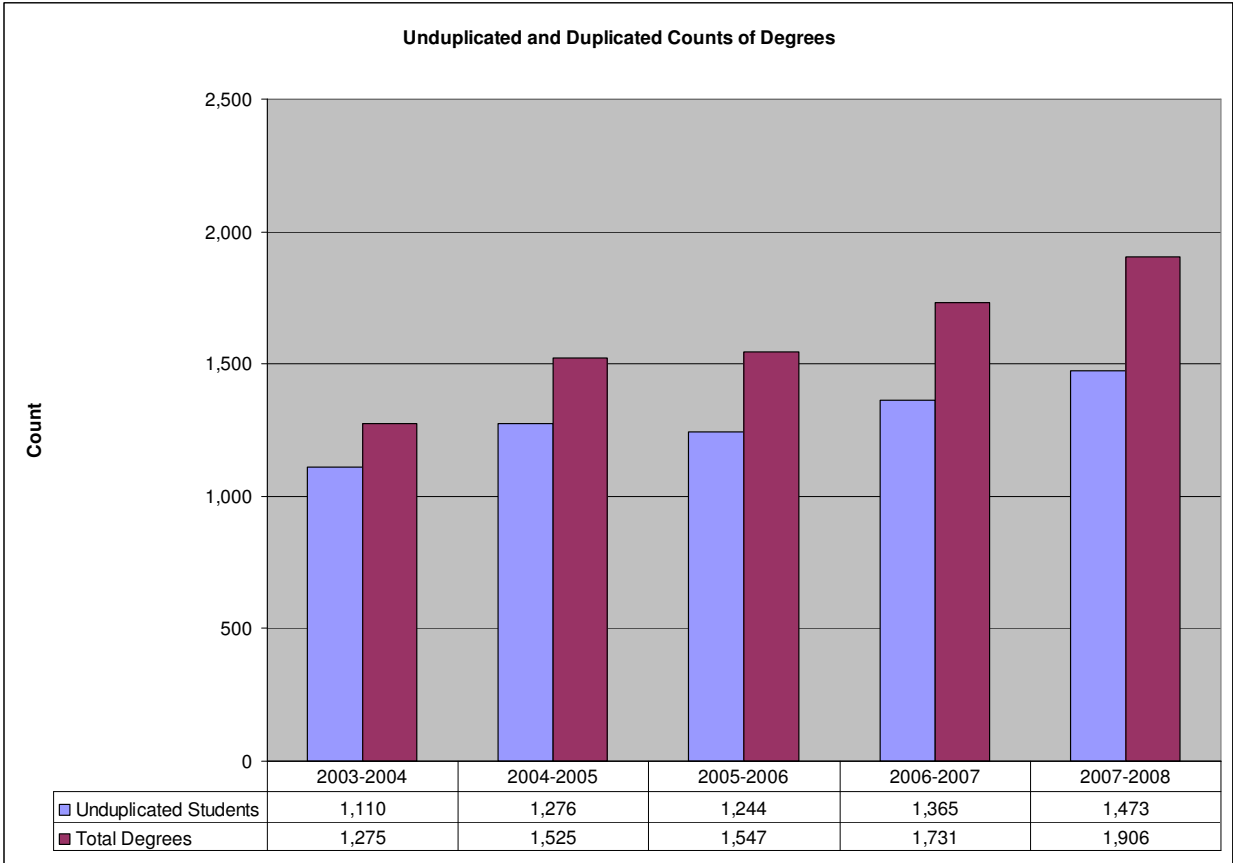


The number of AA/AS degrees awarded over the past 10 years has been steadily rising. Where the general overall unduplicated student growth over the past five academic years at ARC has been 13.3 percent, the increase in the total number of degrees awarded during the last nine years has been 86 percent. The number of certificates awarded in 2007-2008 has also increased significantly over the preceding six years.

The ARC Goal for increasing ARC awards over the past two years is shown below.

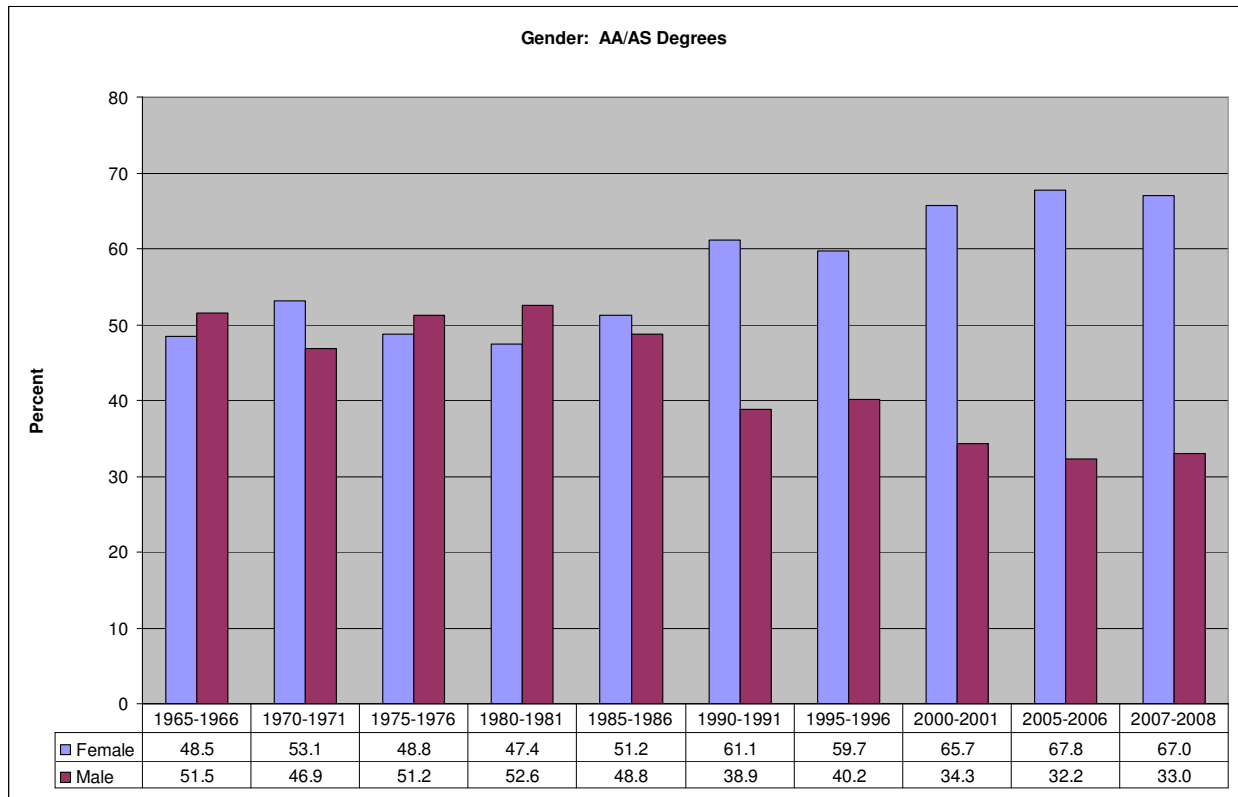
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME I: STUDENT SUCCESS		
Goal	Success Indicator	Achievement Detail
2. Increase the number of students who achieve their educational goals.	Increase degrees awarded by 1%	<ul style="list-style-type: none"> The number of degrees (AA/AS) increased 10.1% from 1,731 in 2006-2007 to 1,906 in 2007-2008.
	Increase certificates awarded by 1%	<ul style="list-style-type: none"> The number of certificates increased 70.2% from 329 in 2006-2007 to 560 in 2007-2008.

Unduplicated Counts for Student Degrees



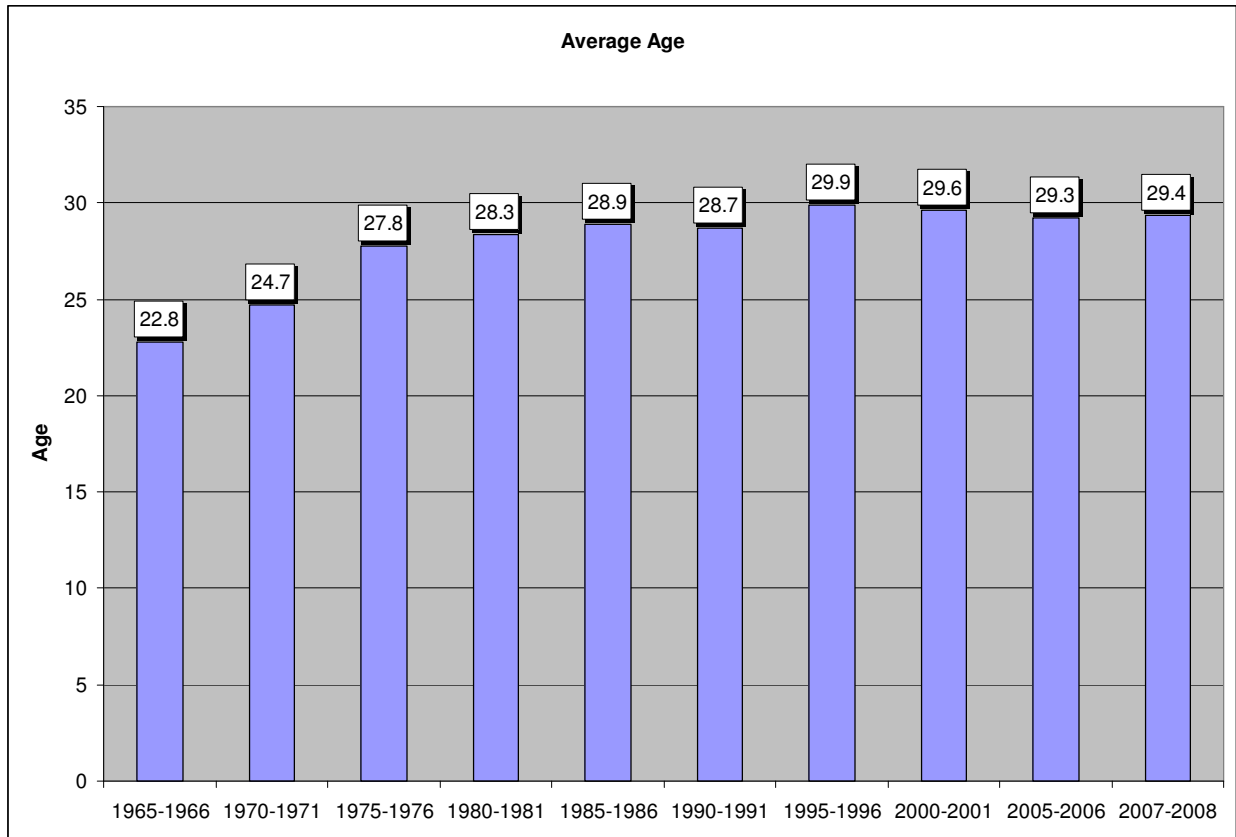
Over the past five years, the unduplicated number of students who received an AA/AS degree has increased from 1,110 to 1,473, a 33 percent increase. What has changed significantly over the past 5 years is an increase in the number of students who are awarded multiple degrees

AA/AS Degrees by Gender



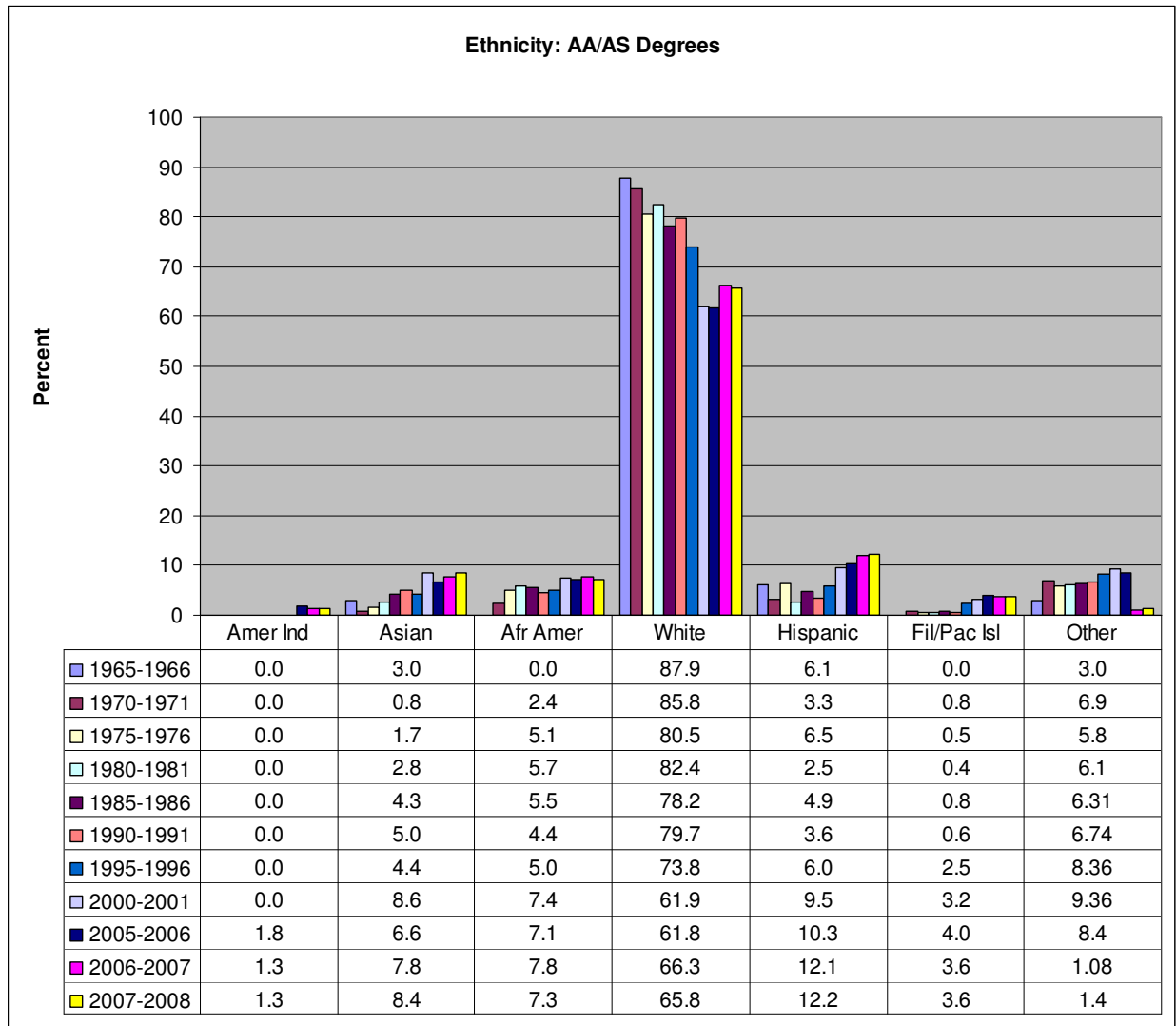
The data shown for AA/AS degrees awarded at ARC spans 43 years and describes a trend that is apparent in the 1990s when female students received a significantly higher proportion of degrees than male students. During the 2007-2008 academic year, two thirds, or 67 percent of the degrees awarded at ARC, were to female students. In 1990-1991 academic year, females represented 56% of the student population and this percent has only shifted slightly where in 2007-2008, about 54% of ARC students are female (if the Public Safety Training Center and Apprenticeship enrollments are removed), indicating that females earn a higher proportion of degrees at ARC than do males relative to the student gender ratio.

AA/AS Degrees by Average Age for Past 43 Years



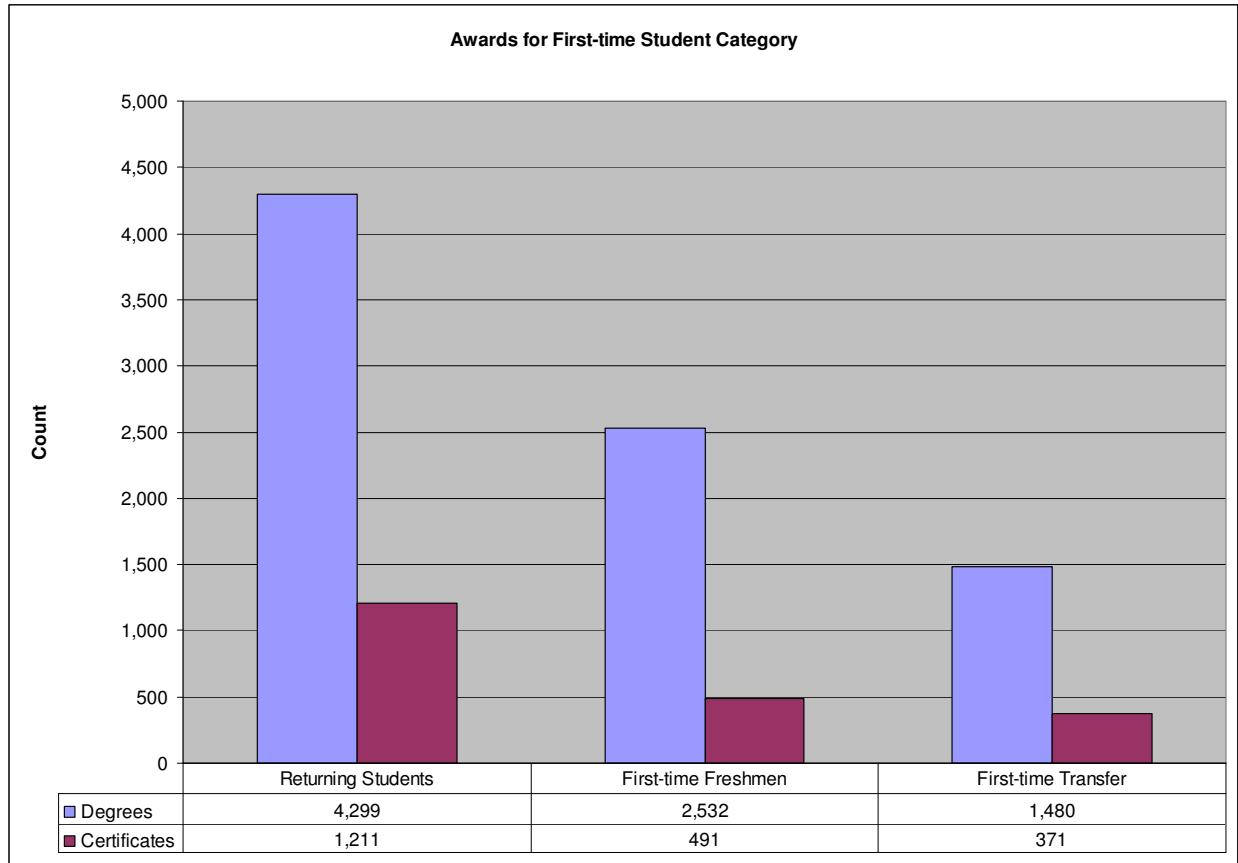
The chart shown above describes the average age for students receiving AA/AS degrees over the past 43 years. It is interesting to note the rather sharp decline for younger students from 1965-1966 to 1985-1986 and that the proportion of degrees for these older students has not shifted appreciably since 1985-1986.

AA/AS Degrees by Ethnicity



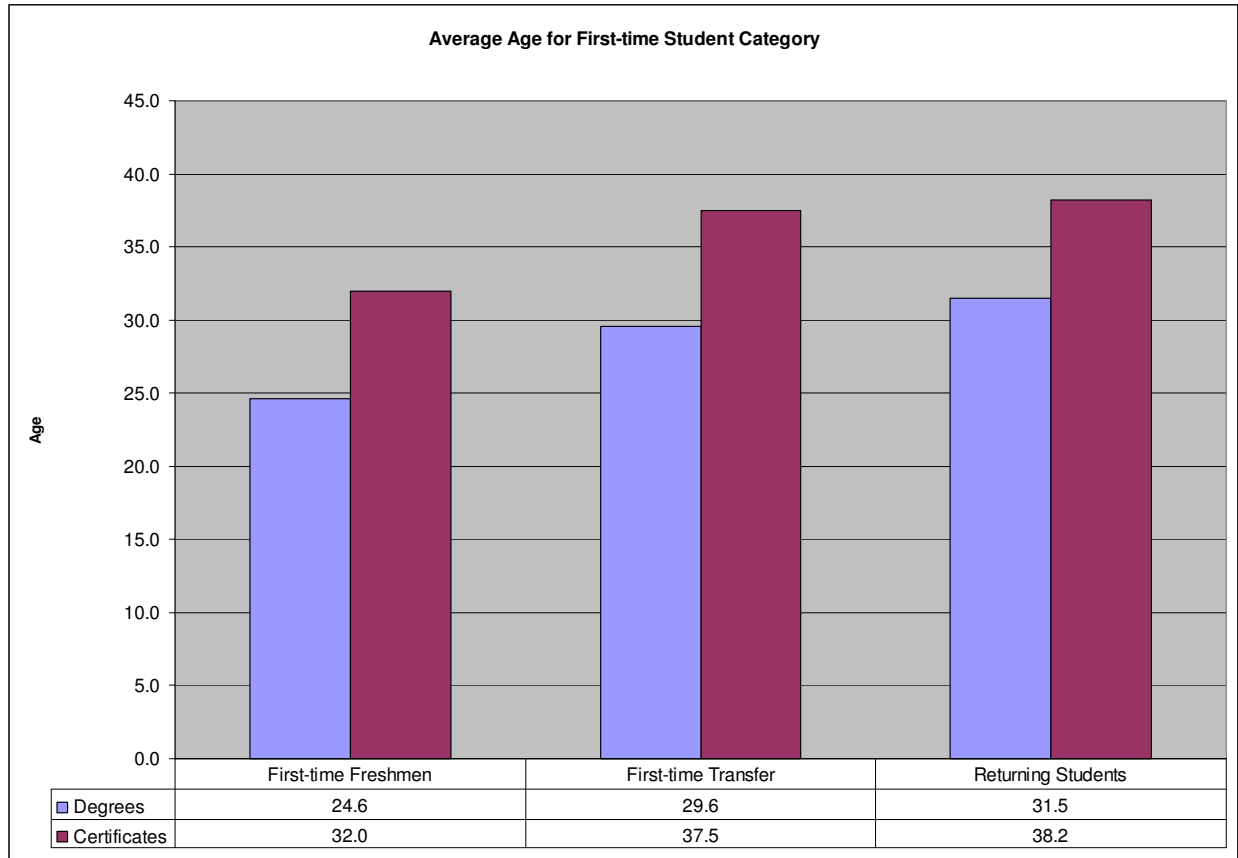
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown above have also occurred since 1964-1965 reflecting the shifts in student diversity on the ARC campus over the past 43 years.

Awards for First-time Freshmen, Reentry, and First-time Transfer



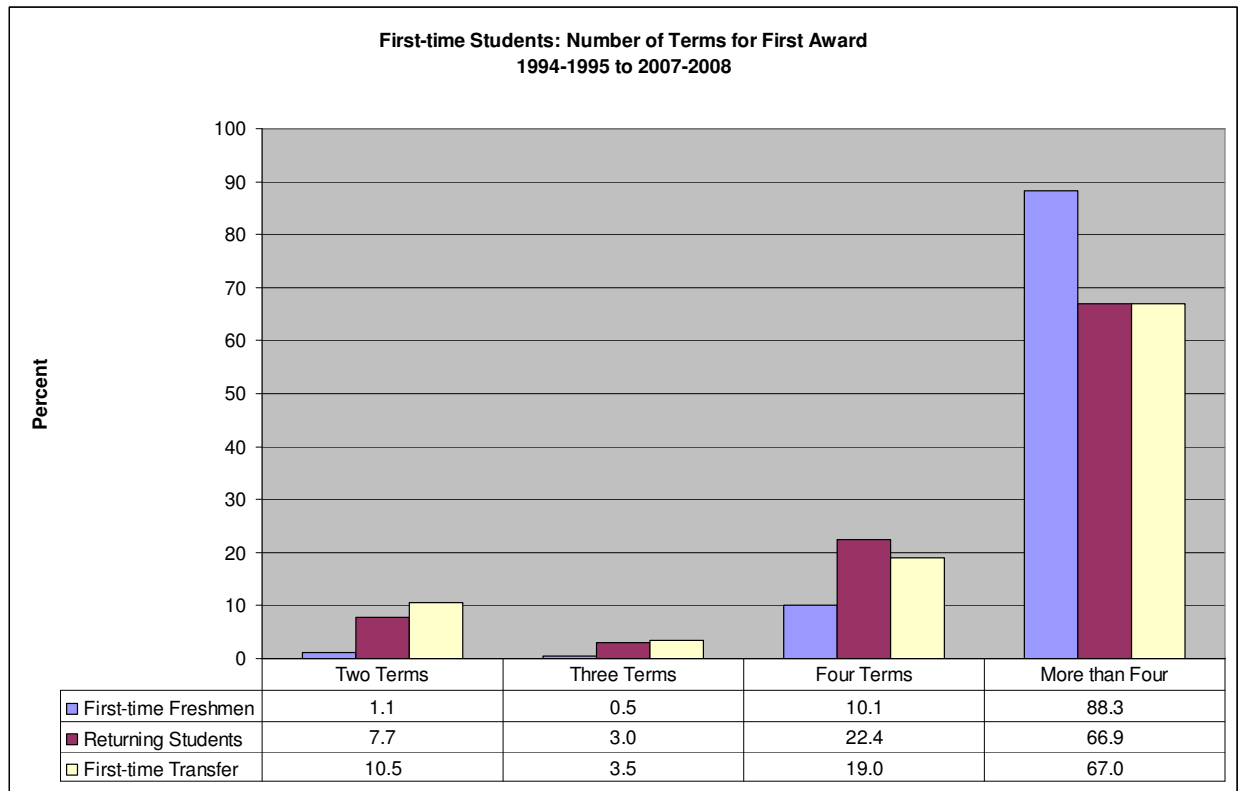
Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. Returning students (reentry) received 50.3 percent of the total degrees awarded in the past five academic years, and can be compared with the first-time freshmen who received 32.5 percent, and first-time transfer at 17.2 percent. The returning and transfer students together accounted for 67.5 percent of all degrees awarded and 76.0 percent of all certificates. From one perspective it is not farfetched to think of both returning and first-time transfer as first-time groups much like the traditional first-time freshmen. Both groups represent students who are starting at ARC after a stop out period or after enrolling at another community college or four year program (e.g., CSU or UC system). Further comparisons of the first-time students at ARC are shown next.

Average Age at Time of Award for First-time Students



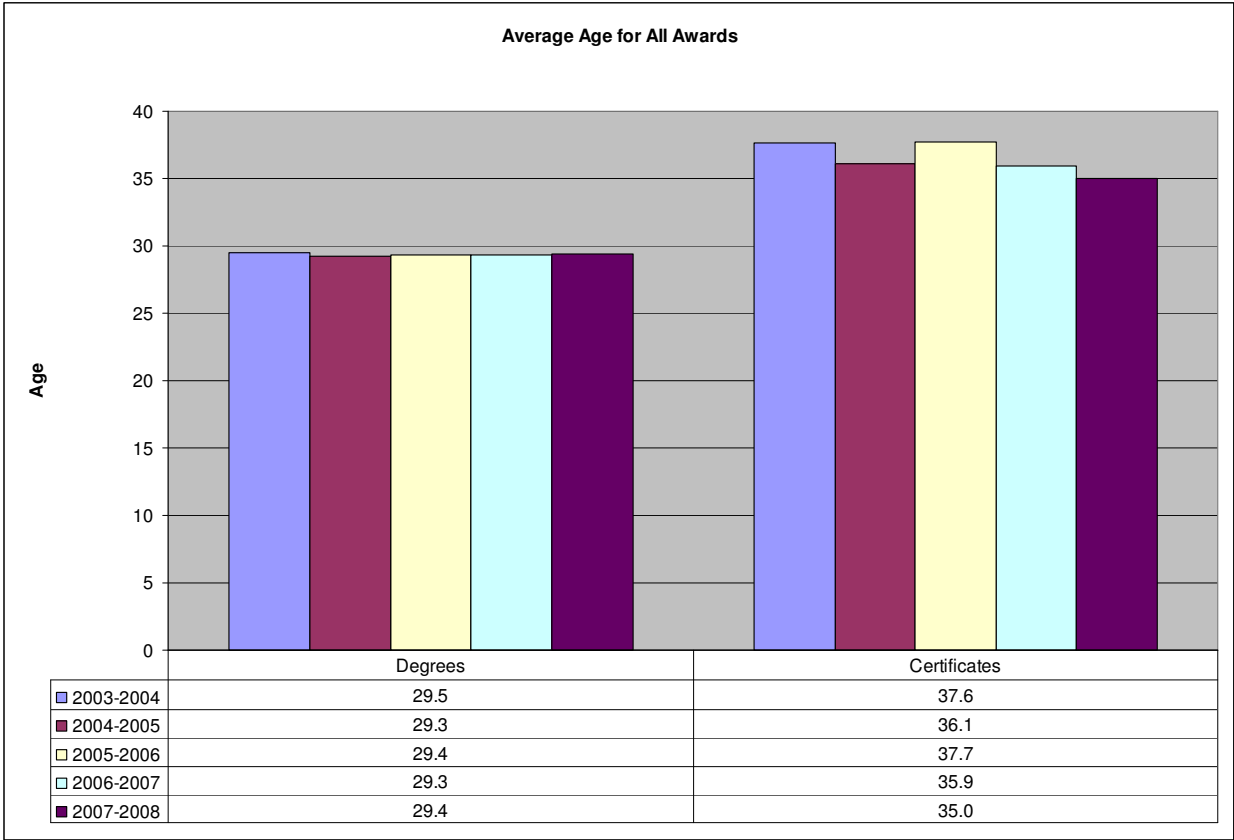
The average age of ARC students has hovered around 28 years for the past five years, and it should come as no surprise that a significant number of awards go to our older student population. The average age for first-time freshmen at the time of receiving a degree was 24.6 years old, and contrasts with first-time transfers students at 30.2 years and returning students at 31.4 years. Across all categories, the average age for students receiving certificates range from 32 to 38 years old.

Number of Terms to first ARC Award for First-time Students



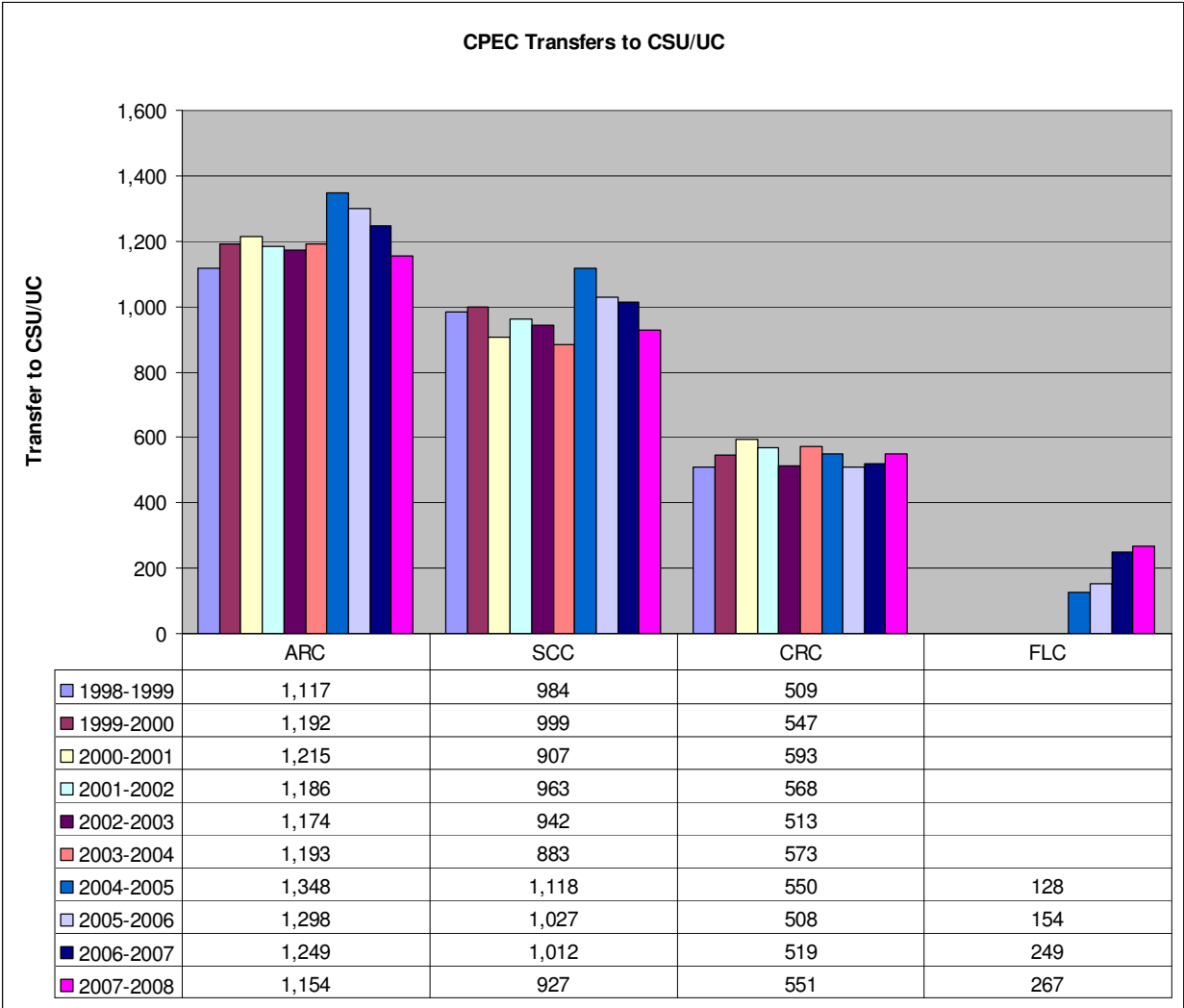
Data from the 1993-1994 academic year to present (2007-2008) was evaluated to determine the number of terms students completed before receiving their first ARC award (AA/AS or Certificate). Though both returning students and first-time transfer students received a greater proportion of awards at two, three and four terms after beginning at ARC than the first-time freshmen group, it is clear that a significant proportion of students require more than four terms to complete these goals. This picture of time to student accomplishment is incomplete as it is not yet possible to determine the number of terms students take to transfer to the CSU/UC system, instate private or out-of-state four year institutions.

Overall Average Age at Time of Award



The overall average age of students when they received awards is shown above. Overall the average age has remained relatively stable, and provides yet another example of the non traditional student population that ARC serves.

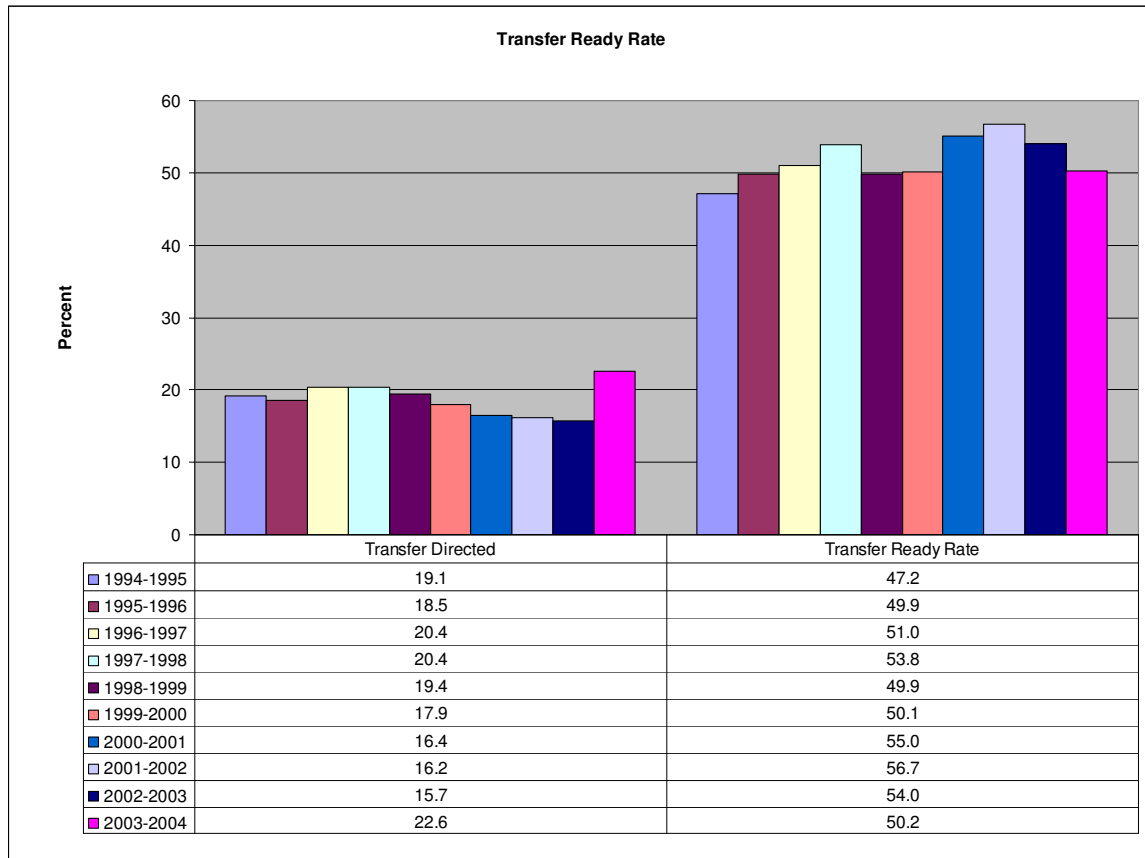
CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges (ARC Goal 1.2)



The California Postsecondary Education Commission (CPEC) provides data on transfers for community colleges to University of California system (UC) and the California State University systems (CSU). The National Clearing House data suggests that the actual number of ARC transfers may be 40% higher when out of state transfers numbers are considered as shown in the table below. Currently only the 2004-2005 and 2005-2006 data from the Clearing House is available, but the State Chancellor’s Office will be providing more data in the future, allowing ARC to get a more realistic perspective on their total transfers to four-year colleges in and out of the state.

ARC	2002-2005	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CSU Transfers	973	983	1,128	1,099	1,043	936
UC Transfers	201	210	220	199	206	218
In State Private 4 yr			228	210		
Out of State Private 4 yr			223	181		
Total	1,174	1,193	1,799	1,689	1,249	1,154

Transfer Directed and Transfer Ready Rates

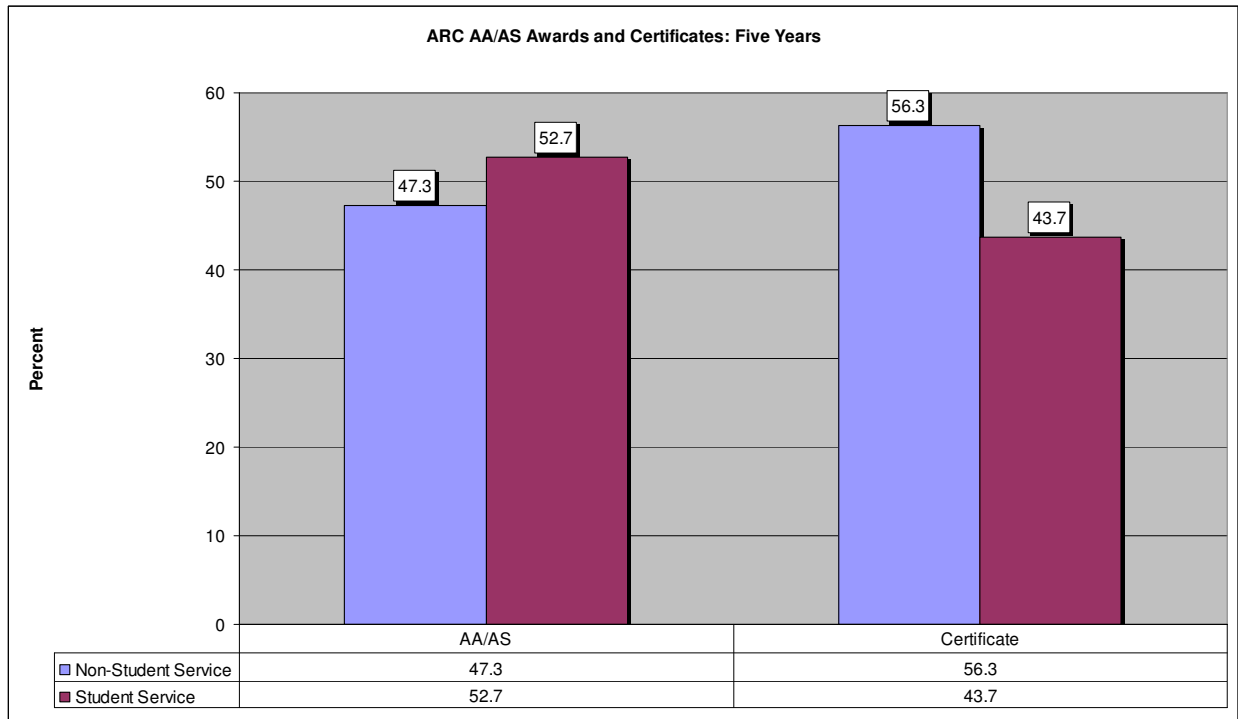


The academic years above represent starting freshmen cohorts who have four years to complete the requirements in this model as defined below. The 2003-2004 students would represent the most recent starting cohort available as the 2007-2008 data would represent the fourth year for this cohort. Perhaps, the most telling value in the table above for potential transfer students is the transfer directed percent, as this value indicates the percentage of students who have enrolled in both a transfer level English and transfer level math course. Increases such as seen for the 2003-2004 starting cohort (22.6%) are encouraging and a potential indicator of shifting student goals, in particular transfer.

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 best predictor of transferring to a four-year school are students who have enrolled in both the transfer level math and English courses, and as such become the denominator for students who complete all the other requirements for transfer to the CSU system. It should be noted that the requirements for UC are higher.

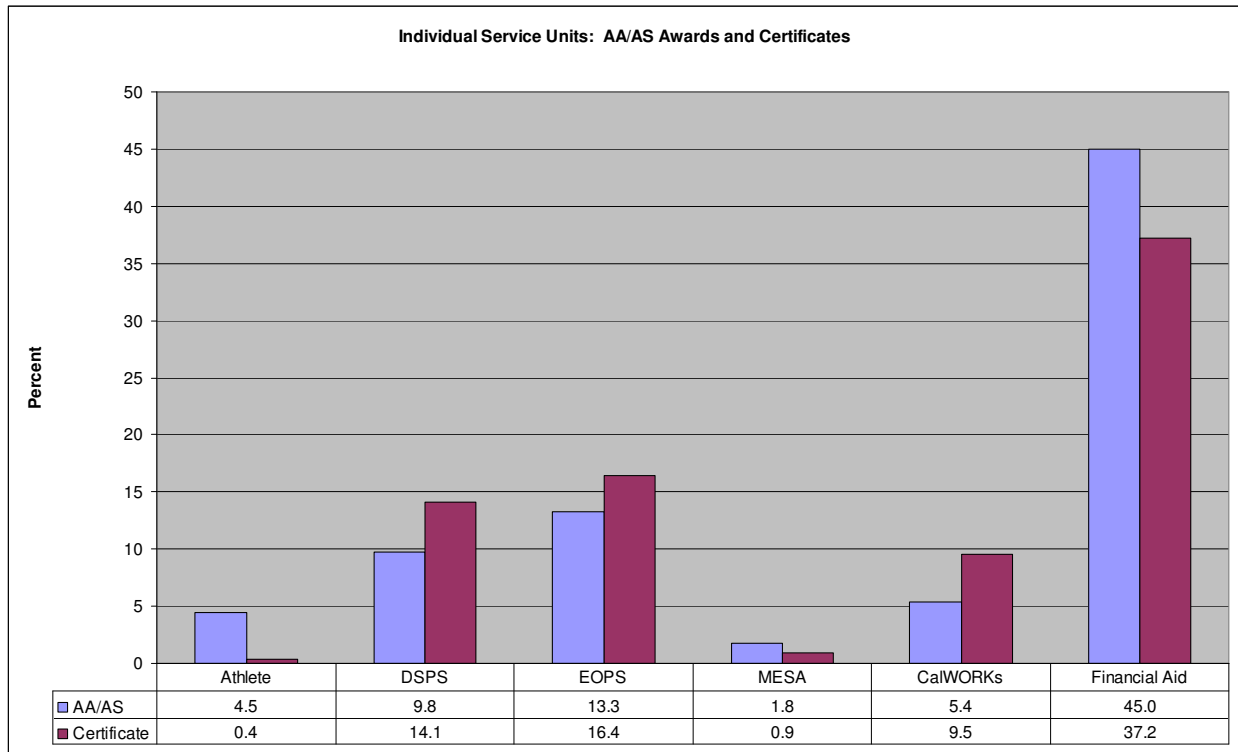
The **transfer ready** cohorts are those transfer directed students who also complete 56+ transfer units at ARC, have a 2.00+ GPA on those transfer units, and complete a transfer level English course and a transfer level math or statistics course with at least a “C” or “CR” grade - all within four years from the time of initial enrollment. The **transfer ready rate** is the percentage of transfer directed who complete the transfer ready requirements (**TR/TD x 100**). The vertical bars on the right side of the above graph show the various transfer ready rates for the nine cohorts.

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



The number of students participating in selected Student Service programs (EOPS, DSPS, MESA, CalWORKs, Athletes and Financial Aid) has grown 11.4 percent over the past five years. This growth contrasts with a 14.7 percent growth for students not participating in one of the Student Service programs described. Because access to Student Services programs is restricted by the funding levels they receive, these units do not have the same potential to grow as does the general student population. The student service population represented about 19.6 percent of the total unduplicated student population over the past five years, yet students affiliated with one or more the six student service groups listed above, accounted for 52.7 percent of the total AA/AS degrees awarded and 43.7 percent of all certificates. Perhaps what is most significant about these numbers is these groups provide services and support to a significant number of students who are generally perceived as underprepared for college level work.

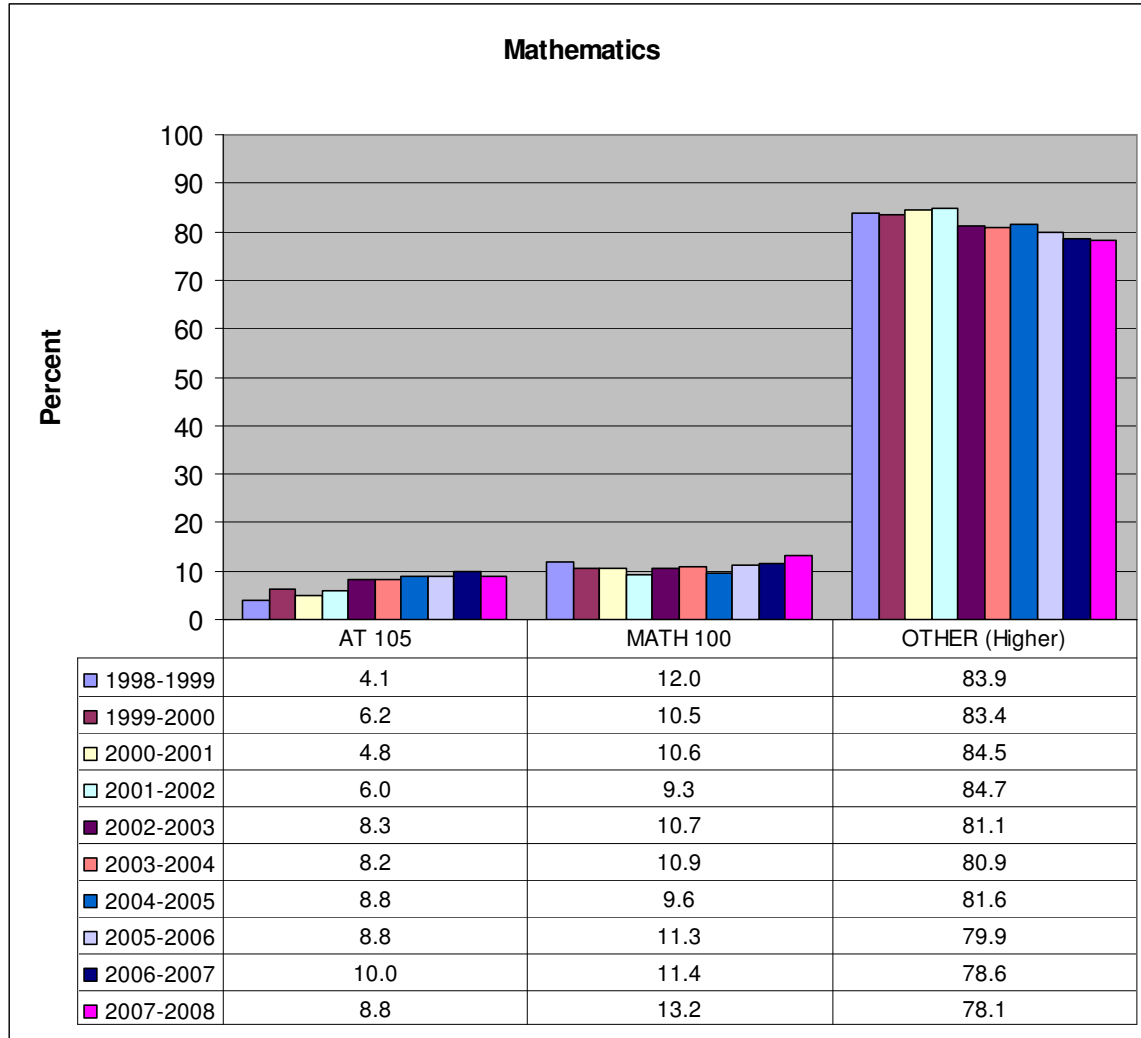
Awards for Individual Student Support Services over Five Academic Years



The chart above describes the percent of the total of ARC AA/AS degrees and certificates earned by students who participated in the student service units listed for 2003-2004 to 2007-2008. . It should be noted that students can participate in more than one service unit, and as such, the percentage of students receiving an award may be duplicated across other service units. The total number of degrees associated with students receiving financial aid represents 45 percent of the total AA/AS degrees awarded at ARC over the past five years and 37 percent of all certificates. None of the service units described above is truly independent from each other, all depending to a greater or lesser extent on financial aid. For example, groups such as EOPS, CalWORKs are fully integrated with and dependant on financial aid, and other service units such as MESA, Athletes, and DSPS have significantly high proportions of their students participating in financial aid programs. From one perspective all the groups are synergistically connected to financial aid, which means as financial aid improves its services to students, so can all the other service units better serve their students.

Impact of 2009 Graduation Standards on Math and English

Highest level of Math completed for students receiving AA/AS awards



The chart above describes the highest level of math taken for ARC students who received an AA/AS degree over the last ten academic years. Each of the ten academic years shown did contain students who received a degree but had no evidence of a math course taken at ARC which would meet the math requirement. For example, in 2007-2008, of 1,473 unduplicated AA/AS awards, 406 students or 38 percent did not complete the math requirement at ARC, and it must be assumed that this qualification was met through enrollment at another college or through a satisfactory score on the LRCC Math Competency Test. Though the number of students completing math 100 (Elementary Algebra) has remained relatively stable over the past ten years, it is evident that a significant number of students have used AT 105 (Mathematics for Automotive Technology) to meet the mathematics requirement for graduation. As the new graduation requirements take hold in 2009, the AT 105 will no longer be appropriate for graduation.

Impact of raising graduation standards: If the proportion of students using AT 105 and Math 100 in 2006-2007 to meet the math requirement for graduation reflects the population of students in 2009 when

the new graduation standards are implemented, **twenty two percent** or a little more than 1 in 5 of the students who petition for an award will need to take a higher level math course. Examine the next table to view the range of student majors that used AT 105 and Math 100 to meet the math requirement.

Highest Level Math Completed for Graduation by Major

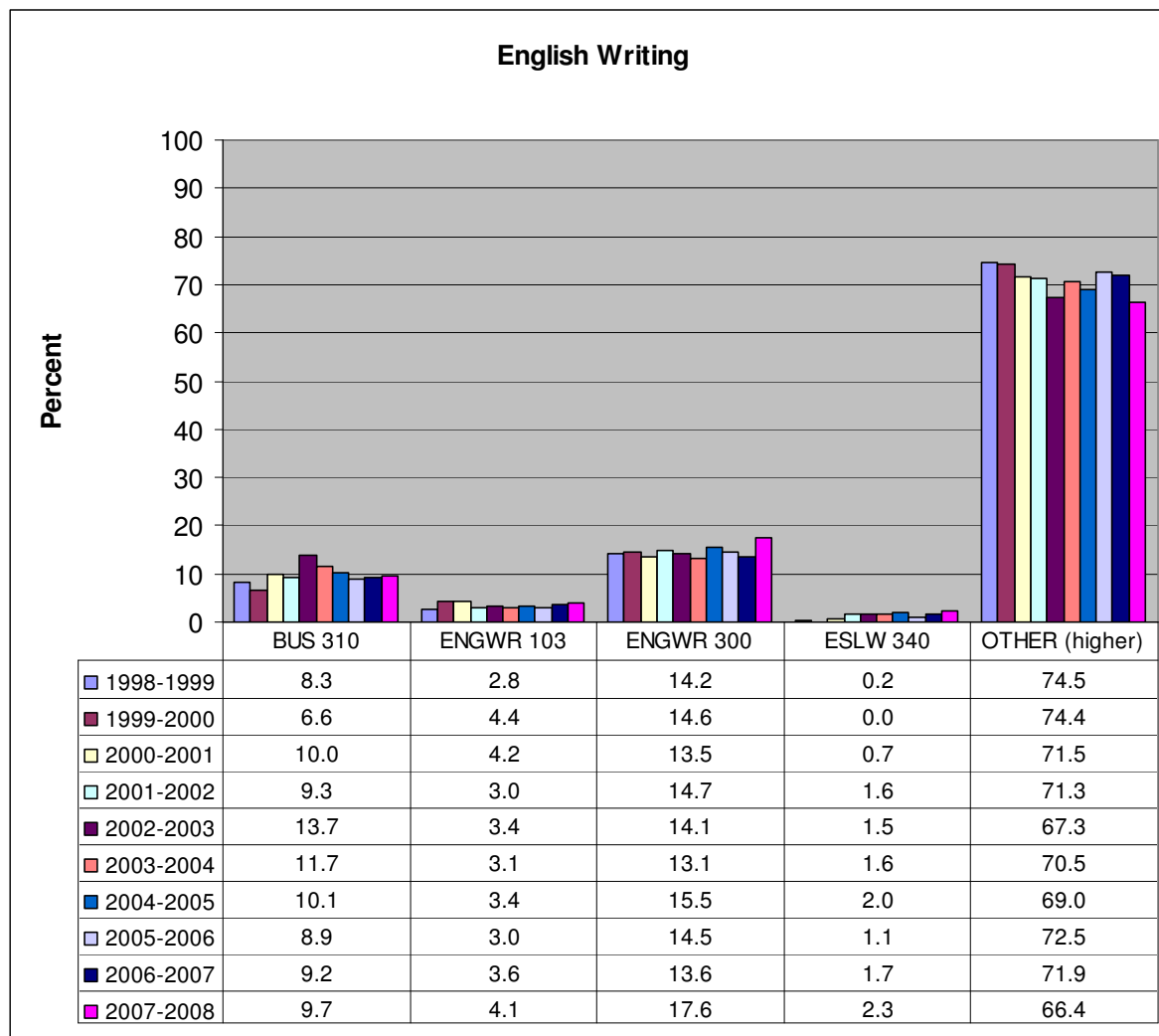
This table represents the highest level Math or equivalent course students enrolled in to meet graduation standards across majors. Note the percent of students by major who enrolled in AT 105 (Mathematics for Automotive Technology), Math 100 (Elementary Algebra) and a Higher Math, (a higher level math course). This data reflects the ten years described in the prior graph for Math.

Major	AT 105 Pct	Math 100 Pct	Higher Math pct	Total AA/AS
Accounting	0.0	0.0	100.0	3
Accounting - Financial	6.7	16.7	76.7	60
Accounting Paraprofessional	10.6	34.0	55.3	94
Anthropology	0.0	17.6	82.4	17
Art	25.0	25.0	50.0	12
Art - Ceramics/Sculpture	0.0	0.0	100.0	1
Art - General	0.0	50.0	50.0	2
Art - History of Art	0.0	0.0	100.0	1
Art - Painting/Drawing	12.5	12.5	75.0	8
Art - Photography/Filmmaking	0.0	0.0	100.0	1
Art - Transfer	15.8	15.8	68.4	19
Art New Media	20.0	35.0	45.0	40
Auto Component Service Tech	80.0	0.0	20.0	5
Automotive Analysis	100.0	0.0	0.0	3
Automotive Technology	79.0	0.0	21.0	62
Biotechnology	0.0	0.0	100.0	11
Business - Administrative Assistant	43.8	25.0	31.3	16
Business - General	21.4	36.8	41.8	182
Business - General Office	44.4	22.2	33.3	9
Business - Management	0.0	0.0	100.0	1
Business - Transfer	0.0	1.1	98.9	181
Business, Small - Management	50.0	25.0	25.0	4
CIS - Computer Network Mgmt	7.7	25.6	66.7	39
CIS - Computer Programming	9.1	9.1	81.8	11
CIS - Database Management	0.0	33.3	66.7	3
CIS - Microcomputer Apps	16.9	33.7	49.4	89
CIS - PC Support Management	20.7	24.1	55.2	29
CIS - Programming	0.0	7.1	92.9	42
CIS - Software Applications	0.0	0.0	100.0	1
CIS - Transfer	0.0	0.0	100.0	2
CMOS Mask Design	0.0	33.3	66.7	3
Carpenter Apprenticeship	100.0	0.0	0.0	2
Chemical Dependency Studies	34.6	7.7	57.7	26
Community Journalism	37.5	0.0	62.5	8
Computer Information Science	0.0	0.0	100.0	4
Culinary Arts/Restaurant Mgmt	61.5	11.5	26.9	26
Design Technology	3.4	5.2	91.4	58
Diesel Technology	100.0	0.0	0.0	1
Drafting Technology	0.0	0.0	100.0	2

Major	AT 105 Pct	Math 100 Pct	Higher Math pct	Total AA/AS
Early Childhood Education	37.0	28.1	35.0	303
Electrical Apprenticeship	0.0	0.0	100.0	2
Electronic Engine Mgt Sys Tech	87.5	0.0	12.5	8
Electronic Systems Technology	0.0	10.0	90.0	10
Electronics Communication Tech	0.0	23.1	76.9	13
Electronics Digital Sys Tech	2.1	21.3	76.6	47
Engineering Technology	0.0	0.0	100.0	15
English	0.0	0.0	100.0	1
Engineering Tech - Civil Engineering	0.0	0.0	100.0	1
Engineering Tech - Mechanical Engineering	0.0	0.0	100.0	1
FC: Fashion Merchandising	0.0	0.0	100.0	1
Family and Consumer Science	50.0	0.0	50.0	2
Fashion Design	14.3	28.6	57.1	14
Fashion Merchandising	0.0	36.4	63.6	11
Fire Technology	24.5	24.5	50.9	53
Funeral Service Education	60.0	25.0	15.0	20
General Education - Transfer	0.0	0.3	99.7	625
General Office	26.8	39.0	34.1	41
General Science	1.7	9.8	88.5	174
Geographic Information Systems	0.0	18.8	81.3	16
Geography	0.0	0.0	100.0	1
Gerontology	33.3	12.1	54.5	33
Gerontology - Business	0.0	0.0	100.0	1
Gerontology - Case Mgmt/Soc Srv	0.0	0.0	100.0	1
Gerontology - Recreation	0.0	50.0	50.0	4
Gerontology-Case Mgmt/Soc Srv	22.2	33.3	44.4	9
Gerontology-Social/Policy Adv	0.0	0.0	100.0	2
HM-Culinary Arts	25.0	50.0	25.0	4
HM-Restaurant Management	0.0	50.0	50.0	2
Hotel Management	0.0	0.0	100.0	1
Human Services	39.4	12.1	48.5	165
Interior Planning and Design	28.6	14.3	57.1	56
Interpreter Training Program	0.0	33.3	66.7	3
Jazz Studies	0.0	0.0	100.0	3
Journalism/Mass Communication	0.0	0.0	100.0	1
Landscape Industry	53.3	26.7	20.0	15
Languages and Literature	0.0	18.2	81.8	55
Legal Assisting	34.5	26.9	38.7	119
Liberal Arts	2.5	6.2	91.3	3755
Liberal Studies	0.0	0.0	100.0	1
Liberal Studies/Elem Education	0.0	0.0	100.0	3
Management	45.5	27.3	27.3	11
Management - Business	40.9	27.3	31.8	22
Management - Government	0.0	0.0	100.0	1
Management - Modern	100.0	0.0	0.0	1
Marketing	22.2	22.2	55.6	9
Mathematics	0.0	0.0	100.0	486
Mechtronics	0.0	100.0	0.0	1
Medical Office	0.0	50.0	50.0	4
Music	0.0	12.5	87.5	16
Music - Business Management	0.0	0.0	100.0	2
Music - Jazz Studies	0.0	0.0	100.0	7

Major	AT 105 Pct	Math 100 Pct	Higher Math pct	Total AA/AS
Music, Commercial - Business	50.0	50.0	0.0	4
Music, Commercial - Recording	13.6	13.6	72.7	22
Natural Resources	0.0	0.0	100.0	20
Nursery Industry	21.1	21.1	57.9	19
Nursing - RN	7.7	33.2	59.1	247
Office Administration	30.8	46.2	23.1	13
Paramedic	11.1	11.1	77.8	18
Physical Science/Mathematics	0.0	0.0	100.0	98
Psychology	0.0	0.0	100.0	66
Real Estate	13.3	40.0	46.7	30
Recreation Management	20.0	30.0	50.0	10
Registered Nursing	1.9	50.9	47.2	53
Respiratory Care	1.9	51.9	46.2	52
Restaurant Management	0.0	0.0	100.0	1
Retail Management	20.0	0.0	80.0	5
Science - General	0.0	15.1	84.9	364
Sheet Metal Apprenticeship	0.0	100.0	0.0	1
Sign Language - Human Services	100.0	0.0	0.0	1
Sign Language - Interpreter	22.2	14.8	63.0	27
Sign Language Std - Human Srv	25.0	0.0	75.0	4
Sign Language Studies	33.3	11.1	55.6	18
Small Business Management	20.0	20.0	60.0	10
Social Sciences	3.6	5.5	90.8	469
Technical Communications	0.0	16.7	83.3	6
Theater Arts	50.0	0.0	50.0	2
Theater Arts - Acting	0.0	50.0	50.0	4
Theater Arts - Technical	0.0	0.0	100.0	4
Theatre Arts - Acting	0.0	16.7	83.3	6
Theatre Arts - Film Option	0.0	0.0	100.0	1
Theatre Arts - Technical	25.0	50.0	25.0	4
Total Quality Management	0.0	66.7	33.3	3
Welding Technology	0.0	0.0	100.0	15

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



The chart above describes the highest level of English writing taken for ARC students who received an AA/AS degree over the last ten academic years. Each of the ten academic years shown did contain students who received a degree but had no evidence of an appropriate English writing course taken at ARC which would meet the English requirement. Like math, it must be assumed that this qualification was met through enrollment at another college or equivalency.

Approximately 1 of three students are completing BUS 310 (Business Communications), ENGWR 103 (Practical Communication), and ENGWR 300 (College Composition) and ESLW 340 (Advanced Composition) as the highest course completed for meeting their English requirement for graduation.

Impact of raising graduation standards: If the proportion of students using ENGWR 103 in 2007-2008 to meet the English requirement for graduation reflects the population of students in 2009 when the new graduation standards are implemented, slightly more than **four percent** of the student's petitioning for an AA/AS award will need to take a higher level English course. Examine the next table to view the range of majors that used ENGWR 103 to meet the English graduation requirement.

Highest Level English Writing Completed for Graduation by Major

This table represents the highest level English or equivalent course students enrolled in to meet graduation standards across majors. Note the percent of students by major who enrolled in BUS 310 (Business Communications), ENGWR 103 (Practical Communication), and ENGWR 300 (College Composition), ESLW 340 (Advanced Composition) or Other, (a higher level English course). This data reflects the ten years described in the prior graph for English.

	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Accounting		33.3	33.3	33.3		3
Accounting - Financial		2.5	82.7	4.9	9.9	81
Accounting Paraprofessional	2.7		85.5	6.4	5.5	110
Advertising/Sales Promotion				100.0		1
Anthropology		11.8			88.2	17
Art	6.7	13.3			80.0	15
Art - Ceramics/Sculpture					100.0	1
Art - General		50.0			50.0	2
Art - History of Art					100.0	1
Art - Painting/Drawing	25.0	25.0			50.0	8
Art - Photography/Filmmaking				50.0	50.0	2
Art - Transfer	10.0	20.0		5.0	65.0	20
Art New Media	14.9	31.9	4.3	4.3	44.7	47
Auto Component Service Tech	33.3	66.7				3
Automotive Analysis			66.7		33.3	3
Automotive Technology	45.8	22.9	25.0	2.1	4.2	48
Biotechnology				8.3	91.7	12
Business - Adm Assistant			81.3	6.3	12.5	16
Business - General	4.0	10.2	74.0	1.1	10.7	177
Business - General Office		9.1	81.8		9.1	11
Business - Management					10	1
Business - Transfer		12.9	16.6	3.1	67.5	163
Business, Small - Management			50.0		50.0	4
CIS - Computer Network Mgmt		19.1	63.8		17.0	47
CIS - Computer Programming		27.3	45.5		27.3	11
CIS - Database Management		33.3	66.7			6
CIS - Microcomputer Apps	6.1	15.3	58.2	4.1	16.3	98
CIS - PC Support Management		5.7	74.3	2.9	17.1	35
CIS - Programming	6.3	14.6	37.5	4.2	37.5	48
CIS - Software Applications	50.0		50.0			2
CIS - Transfer		50.0			50.0	2
CMOS Mask Design	20.0	40.0			40.0	5
Carpenter Apprenticeship	100.0					1
Chemical Dependency Studies	14.3	19.0	4.8		61.9	21
Community Journalism			12.5		87.5	8
Computer Information Science					100.0	3
Culinary Arts/Restaurant Mgmt	28.1	25.0	15.6	3.1	28.1	32
Design Technology	9.6	32.7	7.7	1.9	48.1	52
Diesel Technology	100.0					1
Drafting Technology		50.0			50.0	2
Early Childhood Education	16.4	14.4	5.4	2.0	61.7	298
Electrical Apprenticeship		50.0			50.0	2

	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Electronic Engine Mgt Sys Tech	50.0	25.0	25.0			4
Electronic Systems Technology	19.0	47.6	4.8	4.8	23.8	21
Electronics Communication Tech	39.1	30.4	13.0		17.4	23
Electronics Digital Sys Tech	48.3	20.0	15.0	3.3	13.3	60
Engineering Technology	16.7	33.3	8.3		41.7	12
English					100.0	1
Engr Tech - Civil Engr		50.0			50.0	2
Engr Tech - Mechanical Engr		100.0				1
FC: Fashion Merchandising					100.0	2
Family and Consumer Science					100.0	1
Fashion Design	9.1	18.2	18.2	9.1	45.5	11
Fashion Merchandising	7.7	53.8	7.7		30.8	13
Fire Technology	24.1	35.2	1.9		38.9	54
Funeral Service Education	25.0	40.0	25.0		10.0	20
General Education - Transfer		3.7	1.3	0.8	94.2	618
General Office		2.2	88.9	6.7	2.2	45
General Science	0.6	24.5	0.6		74.2	155
Geographic Information Systems	8.3	25.0			66.7	12
Geography		100.0				1
Gerontology	6.5	32.3	9.7		51.6	31
Gerontology - Business					100.0	1
Gerontology - Case Mgmt/SocSrv					100.0	1
Gerontology - Recreation	25.0	25.0	25.0		25.0	4
Gerontology-Case Mgmt/Soc Srv		25.0	25.0		50.0	8
Gerontology-Social/Policy Adv					100.0	2
HM-Culinary Arts		50.0			50.0	4
HM-Restaurant Management	50.0	50.0				2
Hospitality Management					100.0	1
Hotel Management			100.0			1
Human Services	21.5	20.2	9.2	3.7	45.4	163
Information Systems Security			100.0			1
Interior Planning and Design	18.4	14.3	6.1	6.1	55.1	49
Interpreter Training Program		33.3			66.7	3
Jazz Studies		25.0			75.0	4
Journalism/Mass Communication					100.0	1
Landscape Industry	18.2	18.2	18.2		45.5	11
Languages and Literature		3.0			97.0	67
Legal Assisting	1.8	38.5	10.1	1.8	47.7	109
Liberal Arts	0.9	10.6	2.4	1.0	85.1	3659
Liberal Studies					100.0	1
Liberal Studies/Elem Education					100.0	2
Management	5.9	5.9	70.6		17.6	17
Management - Business	10.0	20.0	45.0	5.0	20.0	20
Management - Government		100.0				1
Management - Modern			100.0			2
Marketing	10.0		80.0		10.0	10
Mathematics	0.9	10.5	2.5	0.9	85.2	439
Mechtronics			100.0			1
Medical Office			100.0			4
Music	5.9	11.8		11.8	70.6	17
Music - Business Management	25.0		25.0		50.0	4
Music - Jazz Studies		20.0			80.0	10

	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Music, Commercial - Business	25.0	25.0	50.0			4
Music, Commercial - Recording		23.8			76.2	21
Natural Resources	11.8	11.8			76.5	17
Nursery Industry	11.8	52.9	5.9		29.4	17
Nursing - RN	0.4	57.7			41.8	239
Office Administration			92.3	7.7		13
Paramedic		33.3			66.7	15
Physical Science/Mathematics		12.9	1.1	2.2	83.9	93
Psychology		15.3			84.7	59
Real Estate		3.0	81.8	3.0	12.1	33
Recreation Management	11.1	11.1			77.8	9
Registered Nursing		45.9			54.1	61
Respiratory Care	1.8	59.6		3.5	35.1	57
Restaurant Management		100.0				1
Retail Management			75.0		25.0	4
Science - General		21.6	1.1	0.6	76.7	356
Sheet Metal Apprenticeship					100.0	1
Sign Language - Human Services	100.0					1
Sign Language - Interpreter	4.0	36.0			60.0	25
Sign Language Std - Human Srv		40.0			60.0	5
Sign Language Studies	5.9	23.5	11.8		58.8	17
Small Business Management	30.0	20.0	10.0		40.0	10
Social Sciences	1.1	10.9	1.9	0.6	85.5	470
Technical Communications					100.0	8
Theater Arts		50.0			50.0	2
Theater Arts - Acting	33.3				66.7	3
Theater Arts - Technical		25.0			75.0	4
Theatre Arts - Acting			16.7		83.3	6
Theatre Arts - Film Option					100.0	1
Theatre Arts - Technical	25.0	75.0				4
Theatre Arts-Film Option					100.0	1
Total Quality Management		50.0	50.0			2
Welding Technology	45.5	18.2	18.2		18.2	11

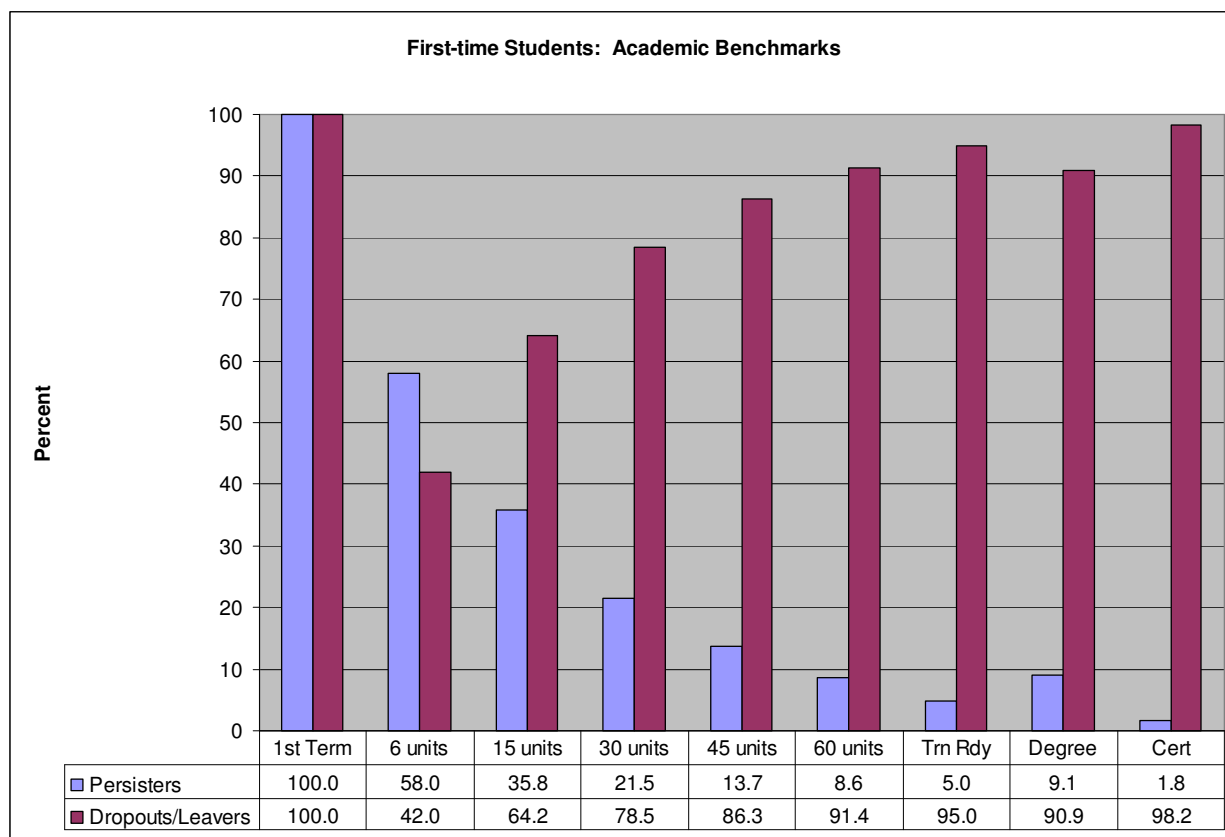
Academic Benchmarks (Student Persistence)

Traditionally Persistence is measured by computing the percentage of new students that continue their enrollment through subsequent semesters. Over the past five years, the overall first year attrition rate for first-time freshmen who do not persist from fall to fall at ARC has been about 50%. But this view is incomplete as it has not taken into account the significant number of other first-time students at ARC that include first-time transfers and returning students. For example, in fall 2007 the unduplicated number of first-time freshmen was 4,188, first-time transfers were 4,351 and returning students were 5,262 students. Though it has been traditional to only examine the first-time freshmen, it has masked the challenges associated with the other first-time student groups at ARC. For the purposes of this report, the first-time freshmen, first-time transfer, and returning student will collectively be examined as first-time students.

To refine and gather more information about persistence, we have created several checkpoints called benchmarks of achievement. These benchmarks are: completed 6 units, 15 units, 30 units, 45 units, and 60 units. Also included are: having received a certificate, an associate degree, or reached transfer ready status (56+ transfer units, 2.0+ GPA, completion of a transfer level English/ESL and transfer level math course).

We prefer benchmarks of achievement to persistence rates because a student cannot accomplish them without also persisting and we get both measures rolled into one. Additionally, any student cohort can be examined with the achievement benchmarks. For example, students who are identified as first-time freshmen can be compared across academic benchmarks with both first-time transfer and returning student cohorts to establish historical benchmarks against which to measure the progress of these first time students. All of these first-time students initially enrolled during the 2003 and 2004 fall semesters (n=23,232) and were given four years to reach the various benchmarks.

Academic Benchmarks for ARC First-time Students (ARC Goal I.3)

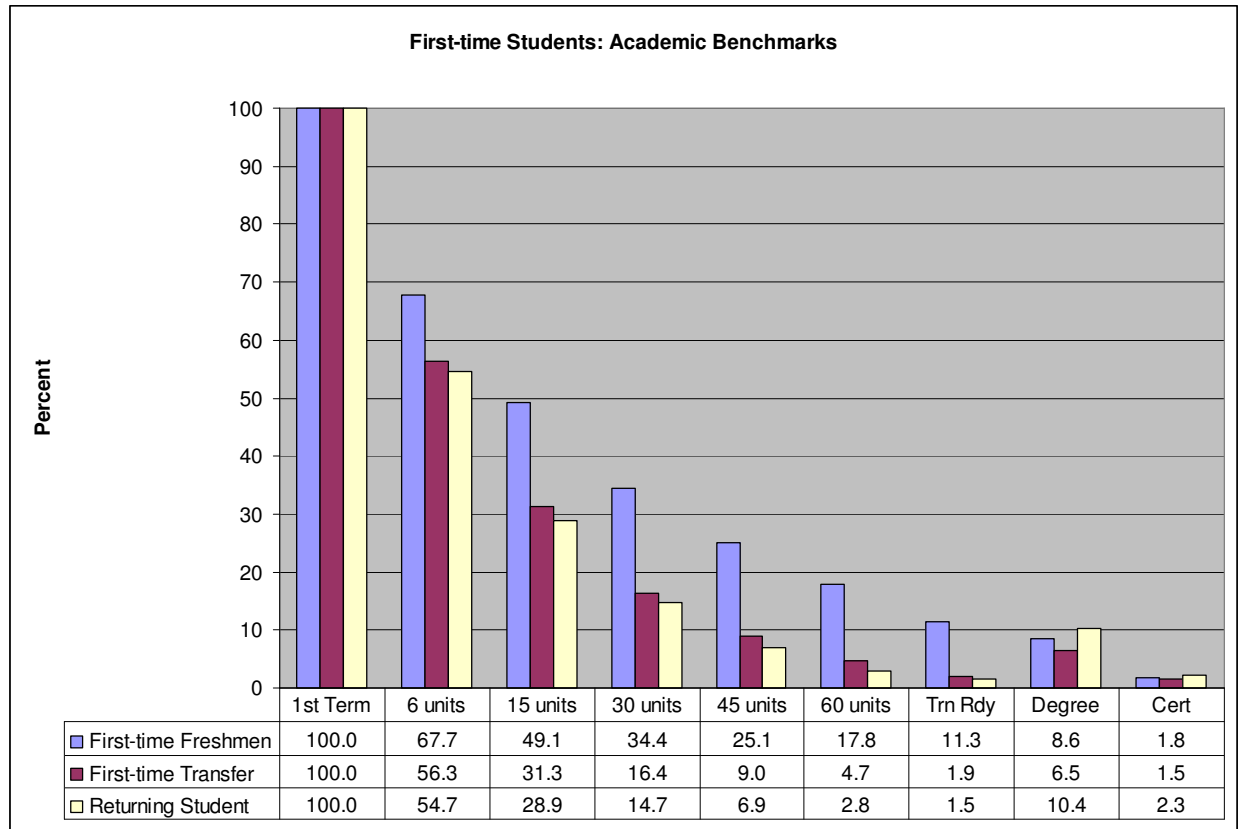


The chart above describes the journey that first-time students take at ARC. The Academic Benchmarks provide an informative picture of the progression of students through the system by illustrating how many ARC first-time students complete the various benchmarks within a four year period. Shown are the aggregated results of two first-time student cohorts starting in fall 2003 and fall 2004 (n=23,232). The lighter shaded bars indicates the students who have completed each benchmark (Persisters), and the darker shaded bars, the number of students who have not (Dropouts/Leavers). For example, of 23,232 first-time students shown above that were given four years to complete the academic benchmarks, 1,989 finished 60 units (8.6%), 2,113 received an AA/AS degree (9.1%) and 417 received a certificate (1.8%).

Another view of student persistence is provided by the Accountability Reporting for the Community Colleges (ARCC) February 2008 report that examines first-time freshmen who have completed 6 units in their first term. The higher numbers reported below do not account for the students who failed to achieve the 6 unit threshold.

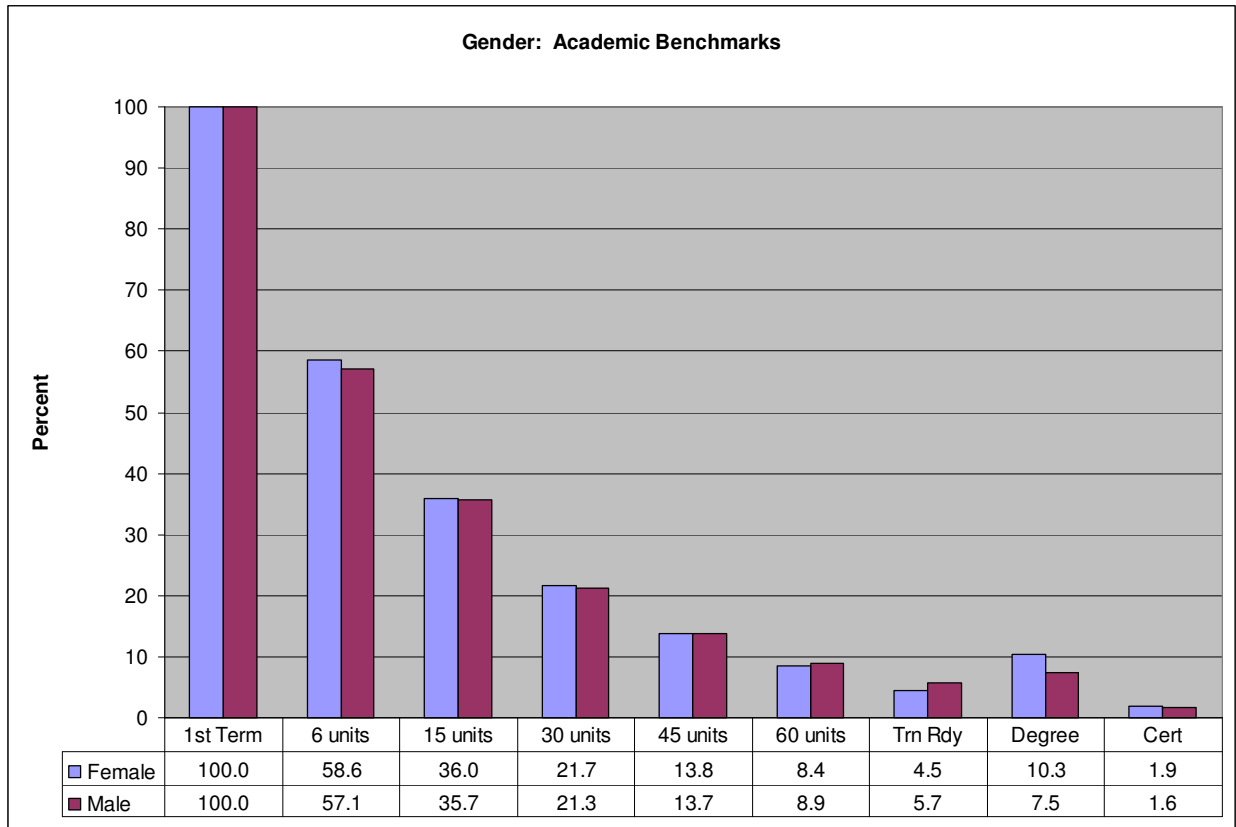
AMERICAN RIVER COLLEGE 2007-2008 GOALS		
INSTITUTIONAL OUTCOME I: STUDENT SUCCESS		
Goal	Success Indicator	Achievement Detail
3. Improve student retention and persistence.	First-time student persistence from fall to fall (ARCC 1.2)	<ul style="list-style-type: none"> First-time freshmen persistence increased .6% from 68.1% the 2000-2001 to 2005-2006 cohort to 68.7% for the 2001-2002 to 2006-2007 cohort.

First-time Student: Academic Benchmarks



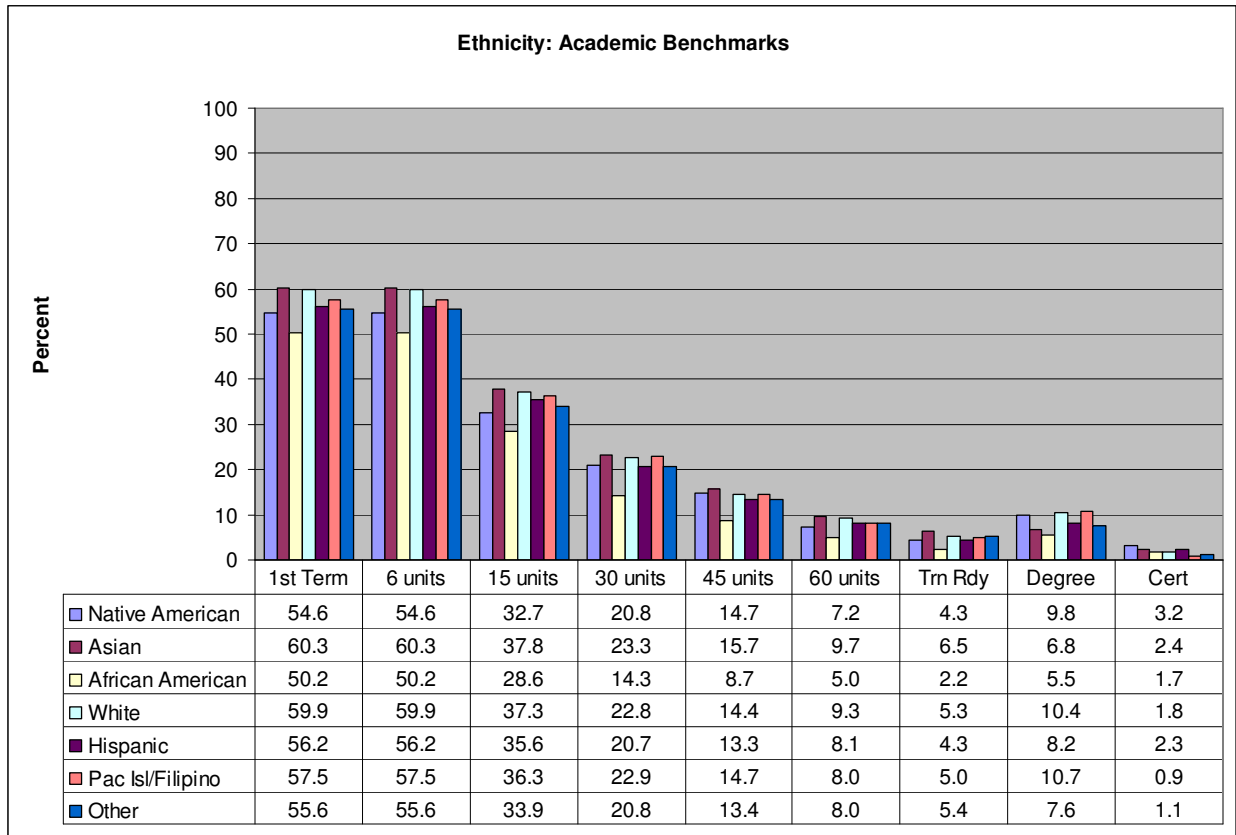
The chart above describes the progression for the three first-time student categories. The combined fall 2002 and 2003 first-time students represented 23,232 students. Though it would appear that first-time freshmen are represented by higher values through most of the academic benchmarks, it is interesting to note that the proportion of degrees earned by both first-time transfers and returning students. The data would suggest that both first-time transfers and returning students have accumulated units at other colleges or in prior years at ARC that have been applied to graduation requirements.

First-time Student - Gender: Academic Benchmarks



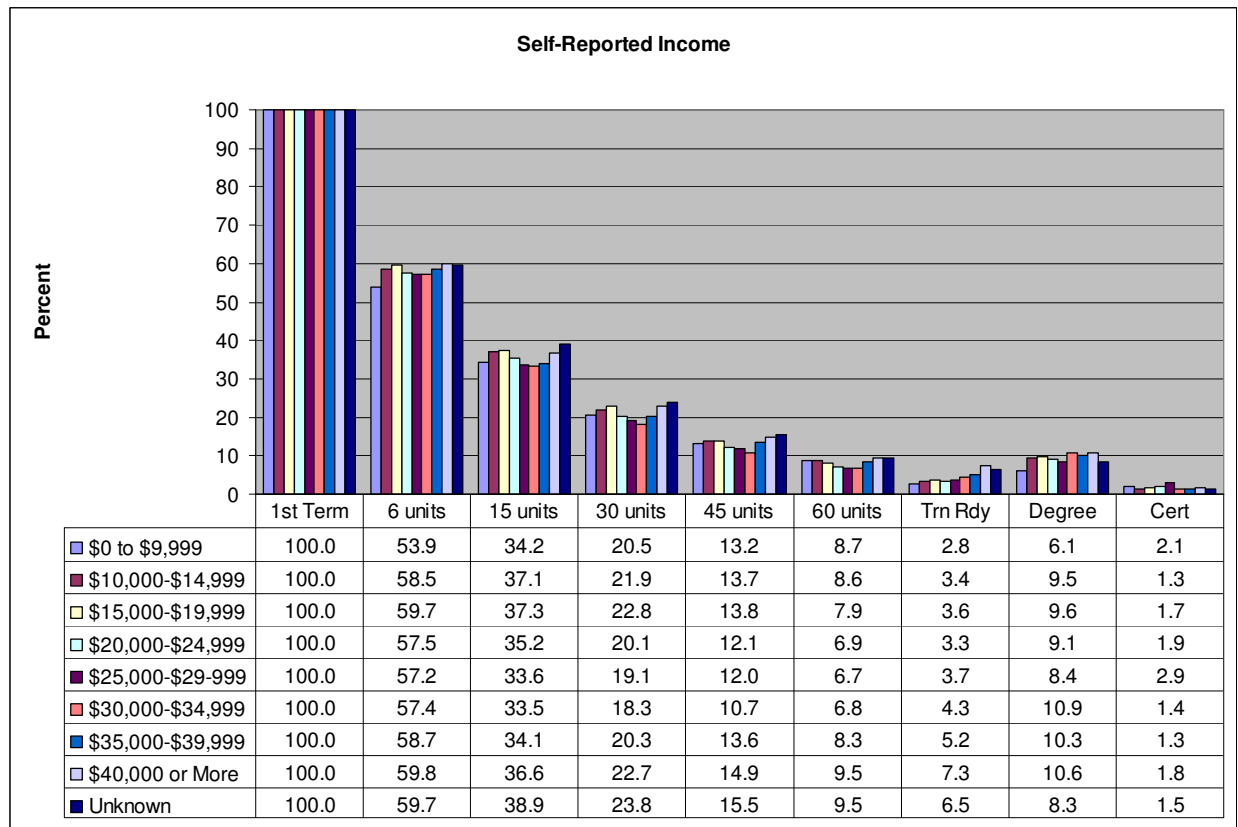
There are no significant differences noted for gender across the academic benchmarks for first-time students other than the proportion of degrees earned by females for the first-time student cohorts. As noted earlier, females have received two thirds of all degrees awarded over the past five years.

First-time Student - Ethnicity: Academic Benchmarks



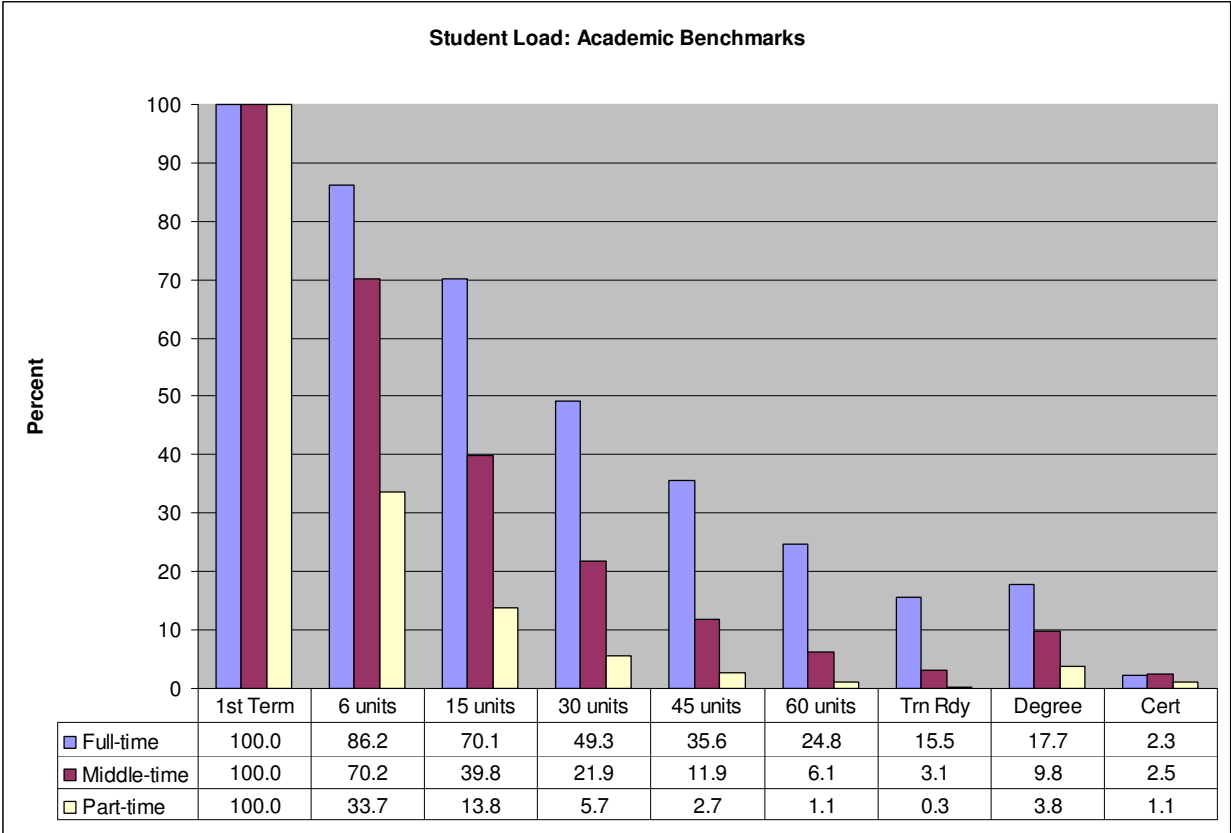
The graph above describes the progression across the academic benchmarks for the first-time students, where differences do exist across the ethnic categories shown above.

First-time Student - Self-Reported Income: Academic Benchmarks



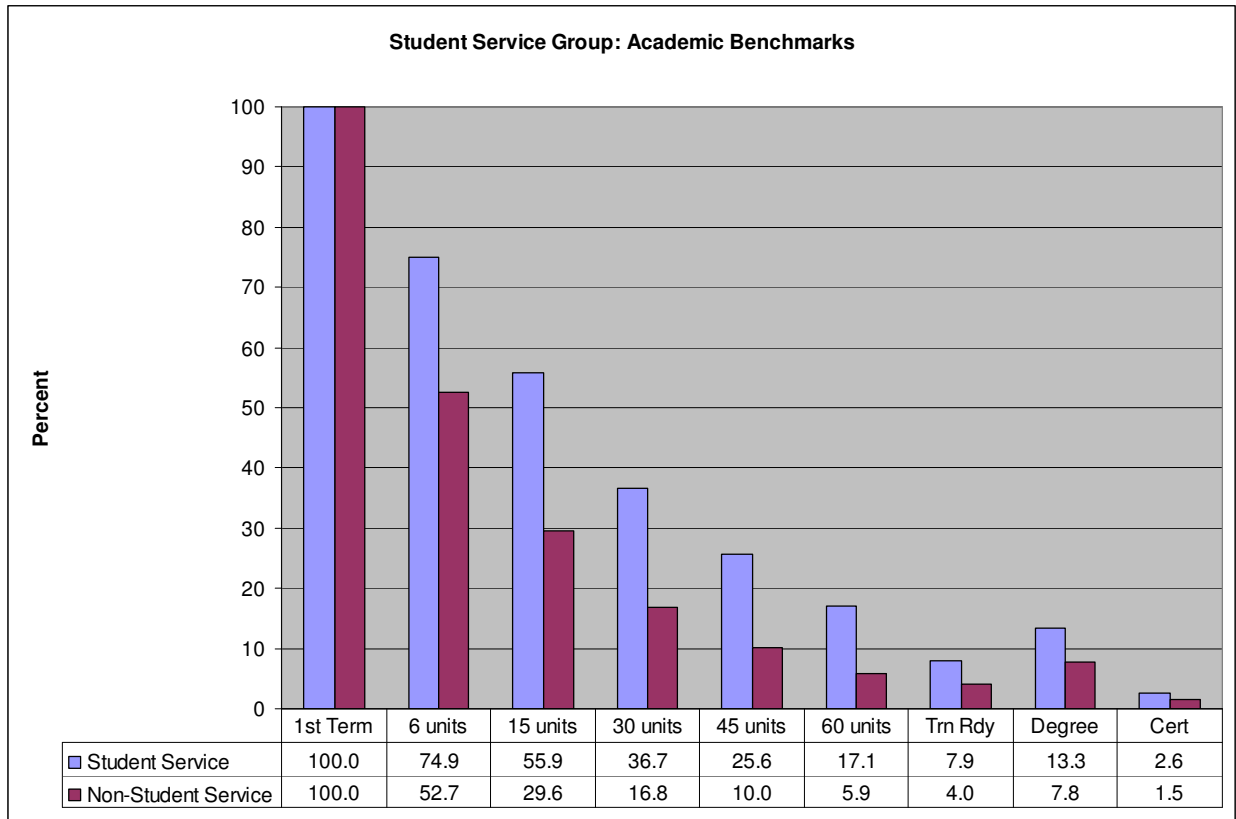
Again as shown earlier with student success rates, the impact of socio-economic status as defined by self-reported income is evident above, where first-time students associated with lower self-reported income levels demonstrate lower levels of persistence and progress across the academic benchmarks when compared with progressively higher levels of income.

Student Load: Academic Benchmarks



First-time students enrolling in 12 or more units when entering ARC, persist and complete the academic benchmarks at a significantly higher level than middle-time (6 to 11.5 units) or part-time (.5 to 5.5 units). Full-time status is generally linked to socio-economic status or financial aid support. In general, students who can afford to enroll as a full-time student also have the advantage of being able to participate in a range of academic support programs and student services available at ARC.

First-time Student - Student Service Units: Academic Benchmarks



First-time freshmen who participated in one or more selected student service groups (EOPS, DSPS, MESA, CalWORKs, Athletics, or Financial Aid), persist and complete the academic benchmarks at a higher level than students not associated with these support services. This has held true since 1994.