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Los Rios Community College District



# Key Effectiveness Indicators (KEI Report)

American River College  
Five-Year Profile  
Fall 2009

ARC Research Office  
Planning, Research & Development  
American River College  
October 2009





## 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 (2004-2005 to 2008-2009). 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 [www.arc.losrios.edu/research.htm](http://www.arc.losrios.edu/research.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 *ARC Physical Education Report* represents an in depth examination of enrollment patterns and repeats across the curriculum offered by Physical Education.

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

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## Enrollment Patterns

The next section examines enrollment patterns over the past five years at American River College.

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).

### *Important Definitions*

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

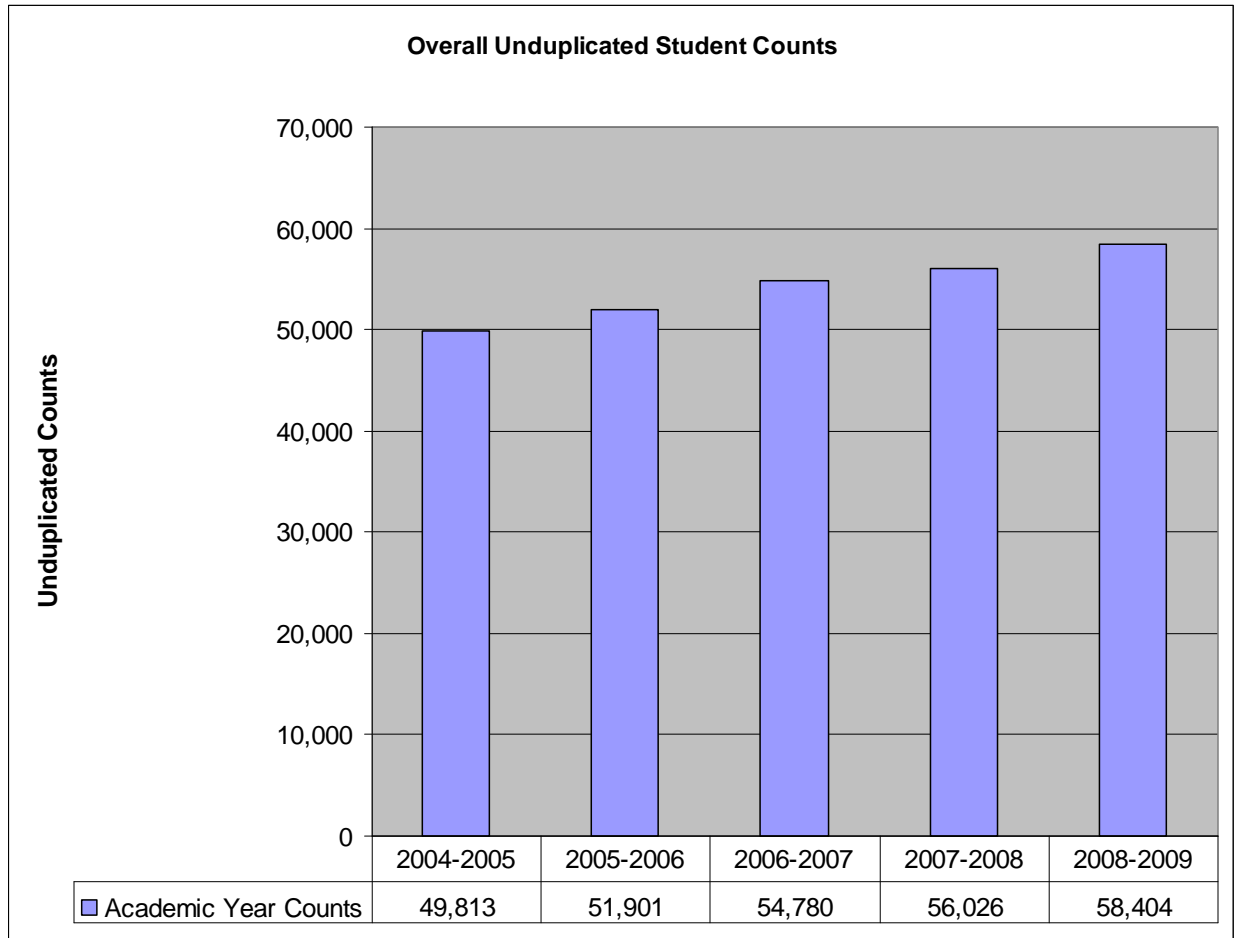
*These provide a simple count of individual students. A student is counted only one time regardless of how many courses he or she is enrolled in.*

#### ***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”.*

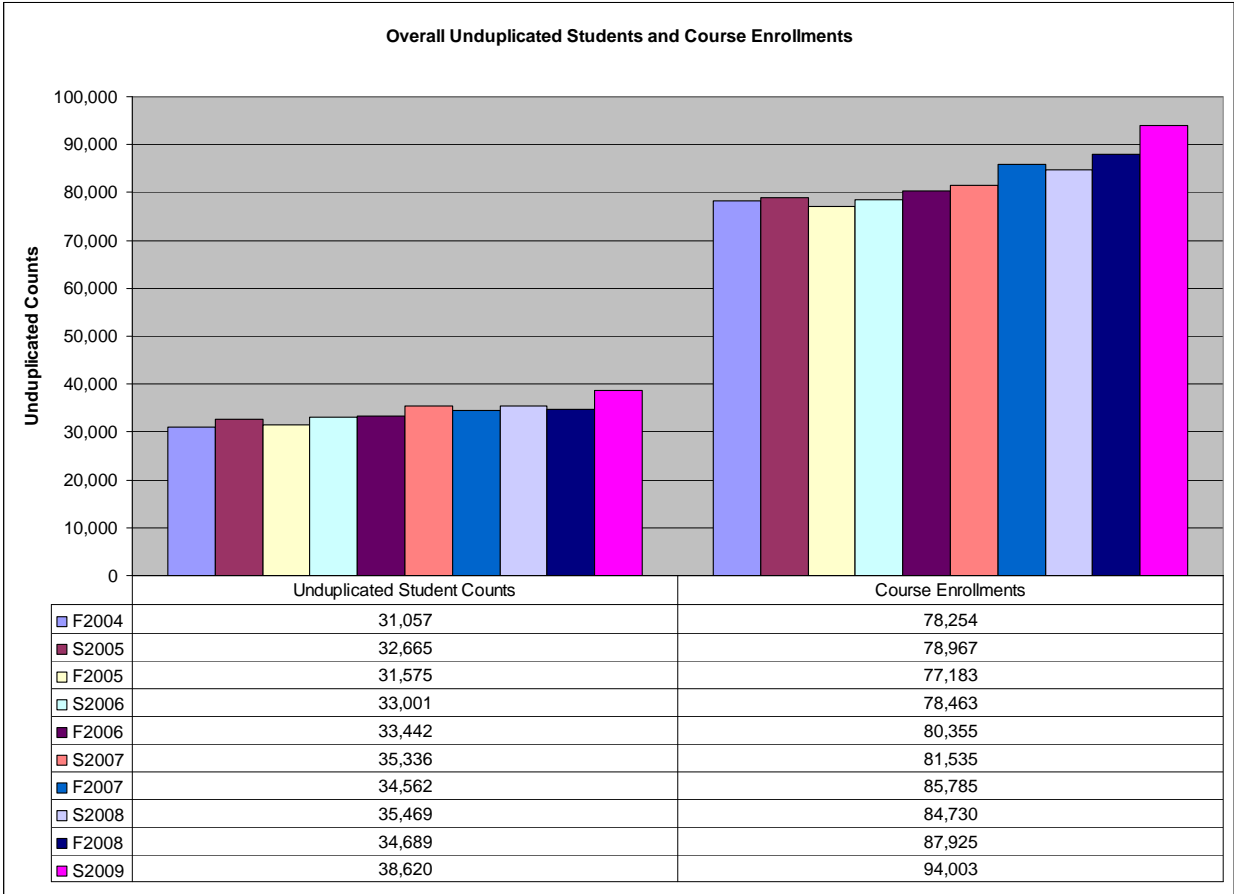


**ARC Annual Unduplicated Student Counts by Academic Year**



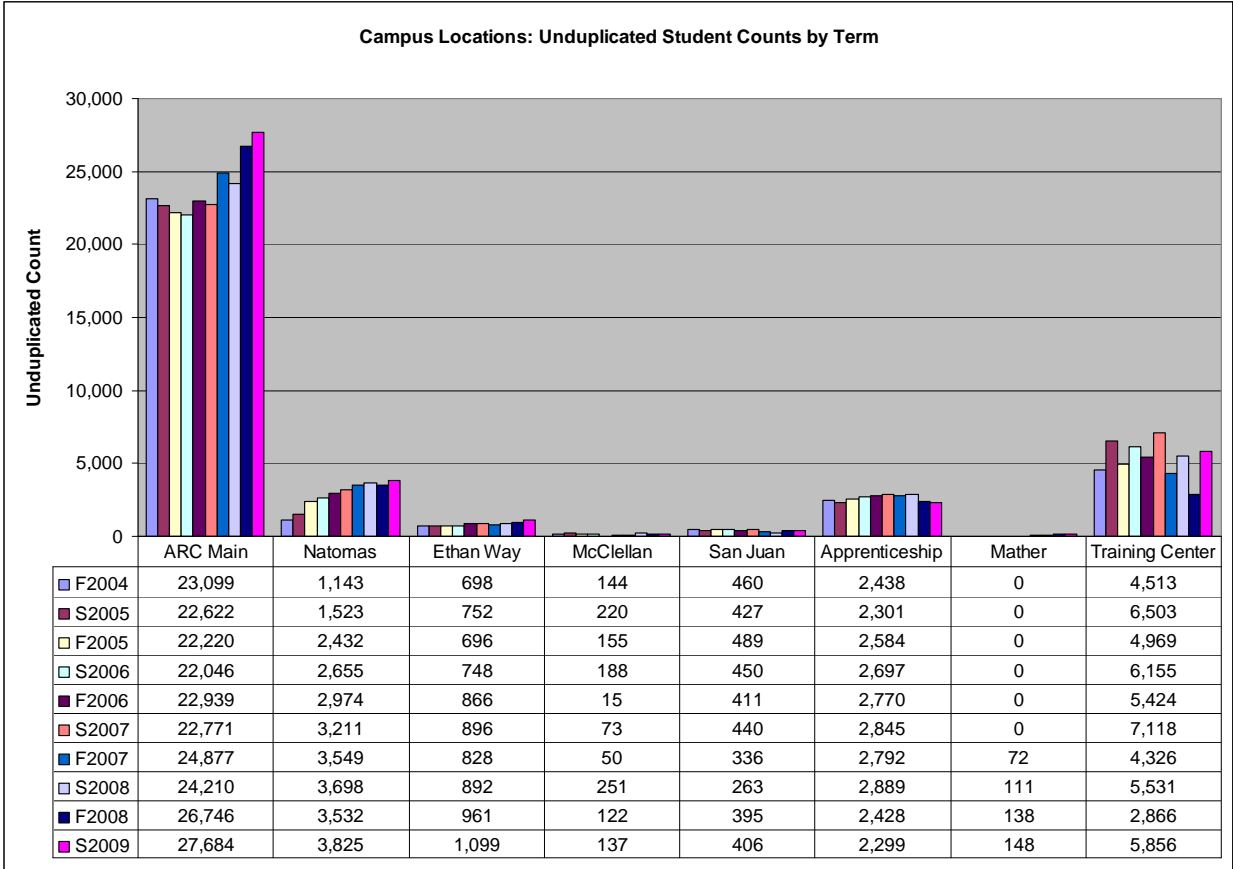
There are many ways to describe the overall enrollment at ARC. Though it is traditional for ARC to be listed as having 30,000 plus unduplicated students each term, it is important to note that over the past three years ARC has served well over 50,000 unduplicated students each academic year (summer, fall, and spring terms). The overall unduplicated student growth for the past five years was 17.2 percent.

**Overall Unduplicated Counts and Course Enrollments by Term**



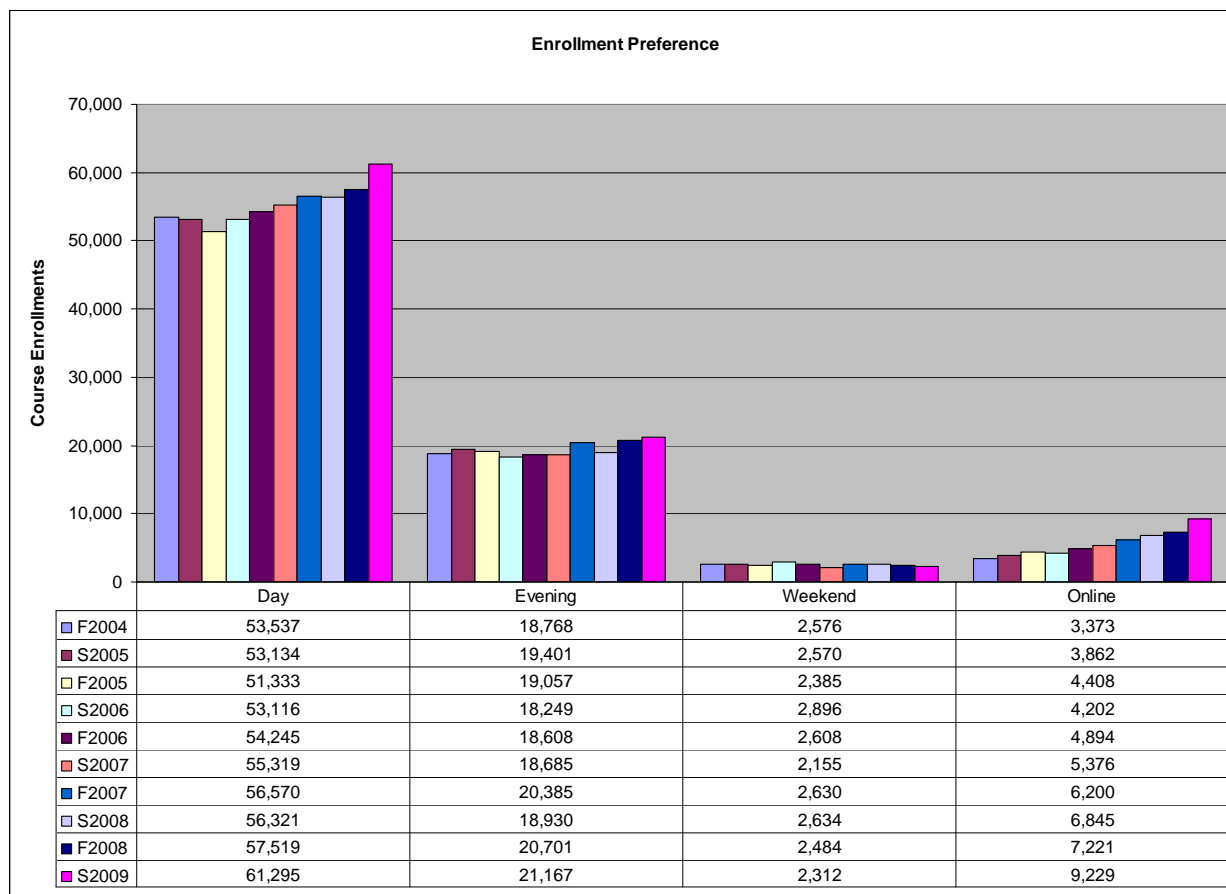
Another view of ARC student population describes a 24.4 percent increase for the unduplicated student counts from fall 2004 to spring 2009. The courses students have enrolled in for the same period has increased 20.1 percent.

**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 19.8 percent from 23,099 in fall 2004 (F2004) to 27,684 in spring 2009 (S2009). 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 57.4 percent. The newest center established in 2007-2008 was the Mather Center which has grown 105 percent.

## Day, Evening, Weekend, and Online Course Enrollments by Term



Another view of enrollment activity is provided to describe student enrollment preferences for day, evening, weekend, and online courses. An increase of 14.5 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 (78%), the 173.6 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 unduplicated students who enrolled only in online courses over the past five years has grown from 1,061 in 2004-2005 to 2,459 in 2008-2009, a 139 percent increase.

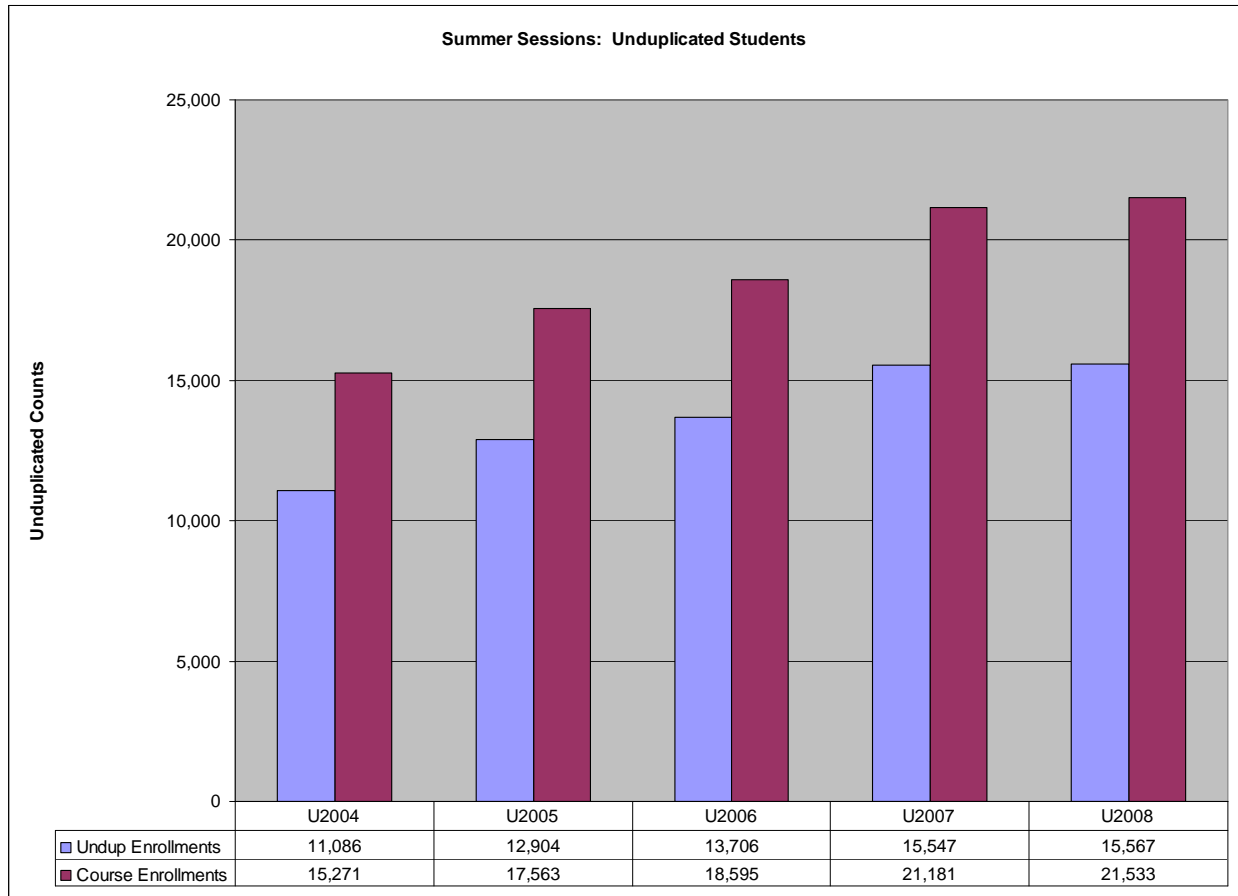
**Day enrollments** represent all courses held from 6:00 am through 4:29 pm.

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

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

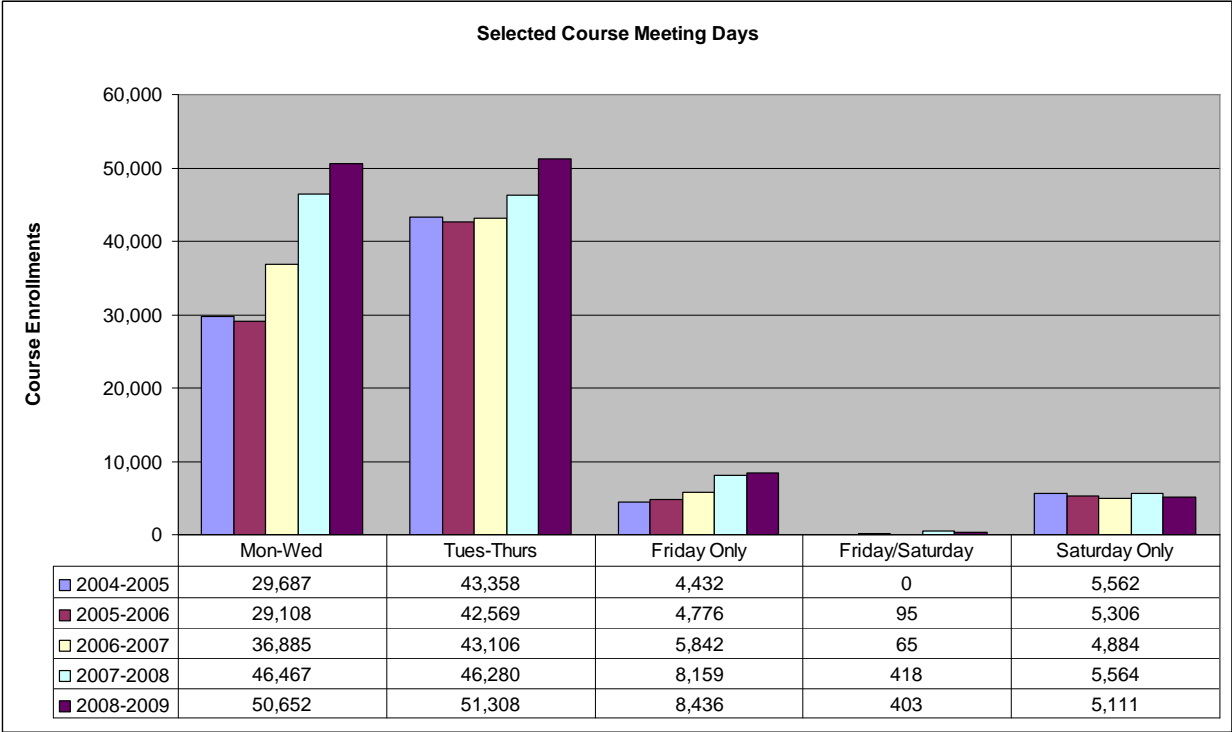
**Weekend enrollments** represent all enrollments for courses that have a Saturday and/or Sunday meet day, that also may have one or more meeting days assigned Monday through Friday. Of the 9,229 weekend enrollments shown above for spring 2009, 2,312 or 25.1 percent had scheduled meeting times only on Saturday and/or Sunday.

## 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 (40.4%) and for course enrollments (41%).

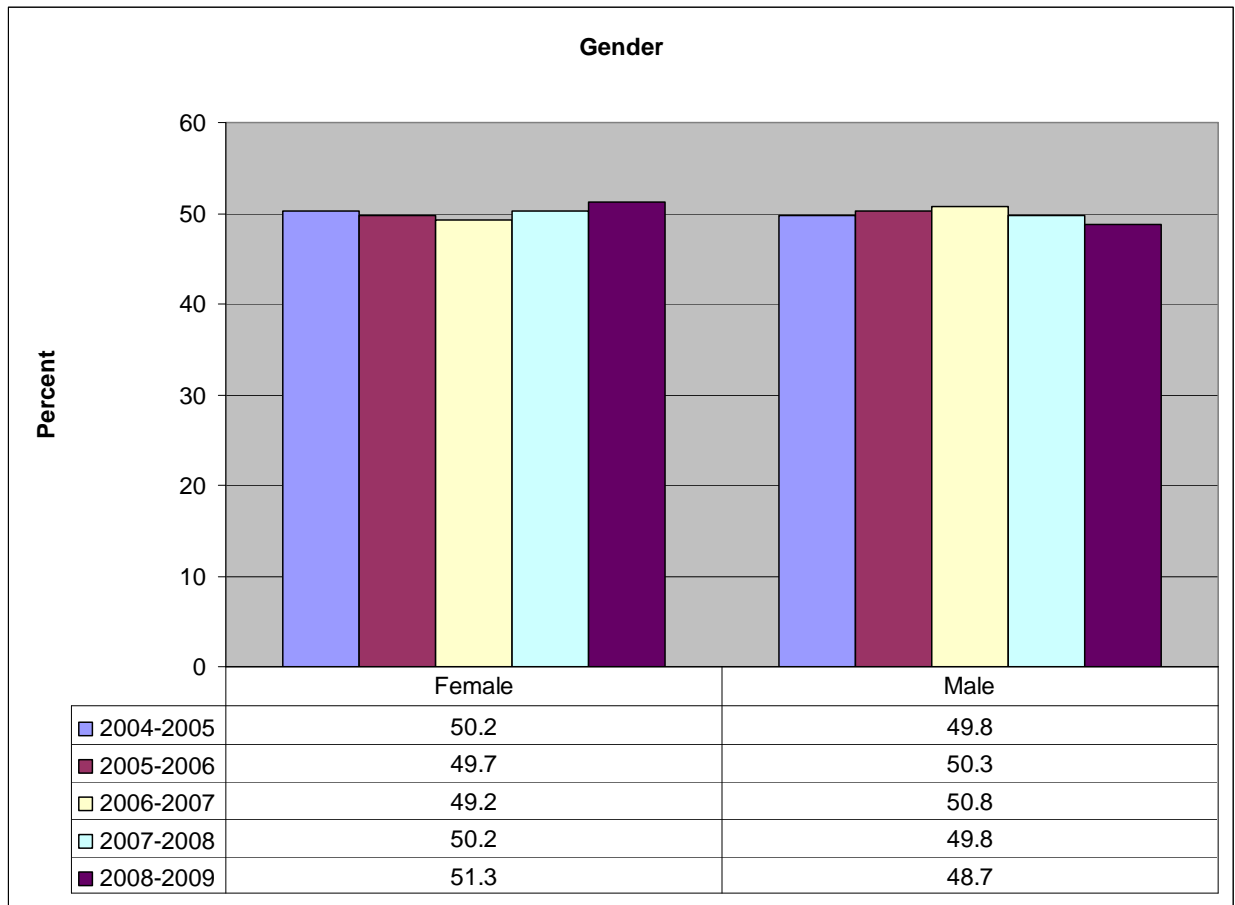
**Selected Course Meeting Days by Academic Year**



Over the past five years, strong enrollment growth is seen for the Mon-Wed, Tues-Thurs and Friday Only course meeting days. Though not as apparent from the graph, the Friday/Saturday meet days have experienced significant growth as well. Though not shown, it is important to note that over the past five years, 39 different combinations for Monday through Sunday course meeting days were in place. There were 13 combinations for courses associated with a Saturday and/or Sunday meet day.

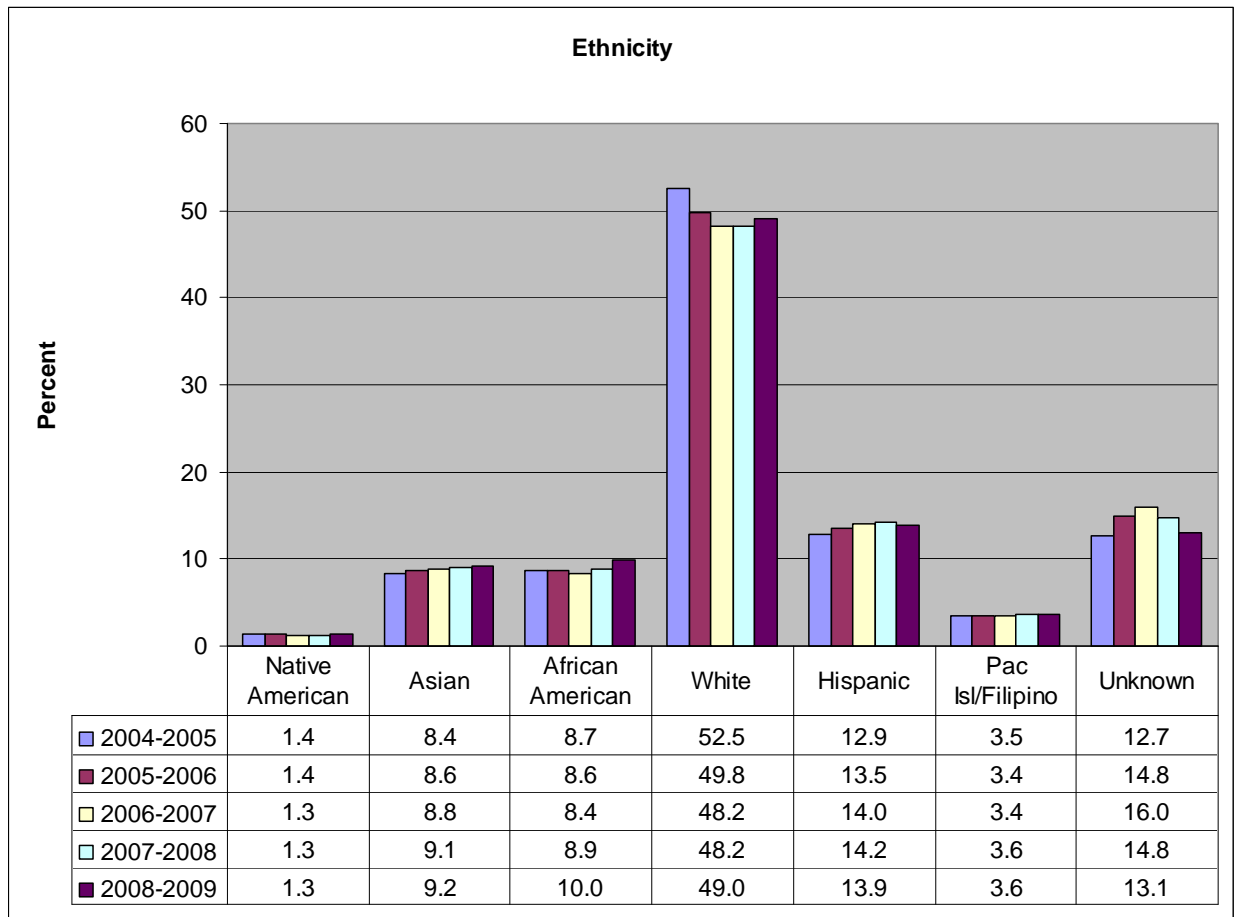


## Gender by Academic Year



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



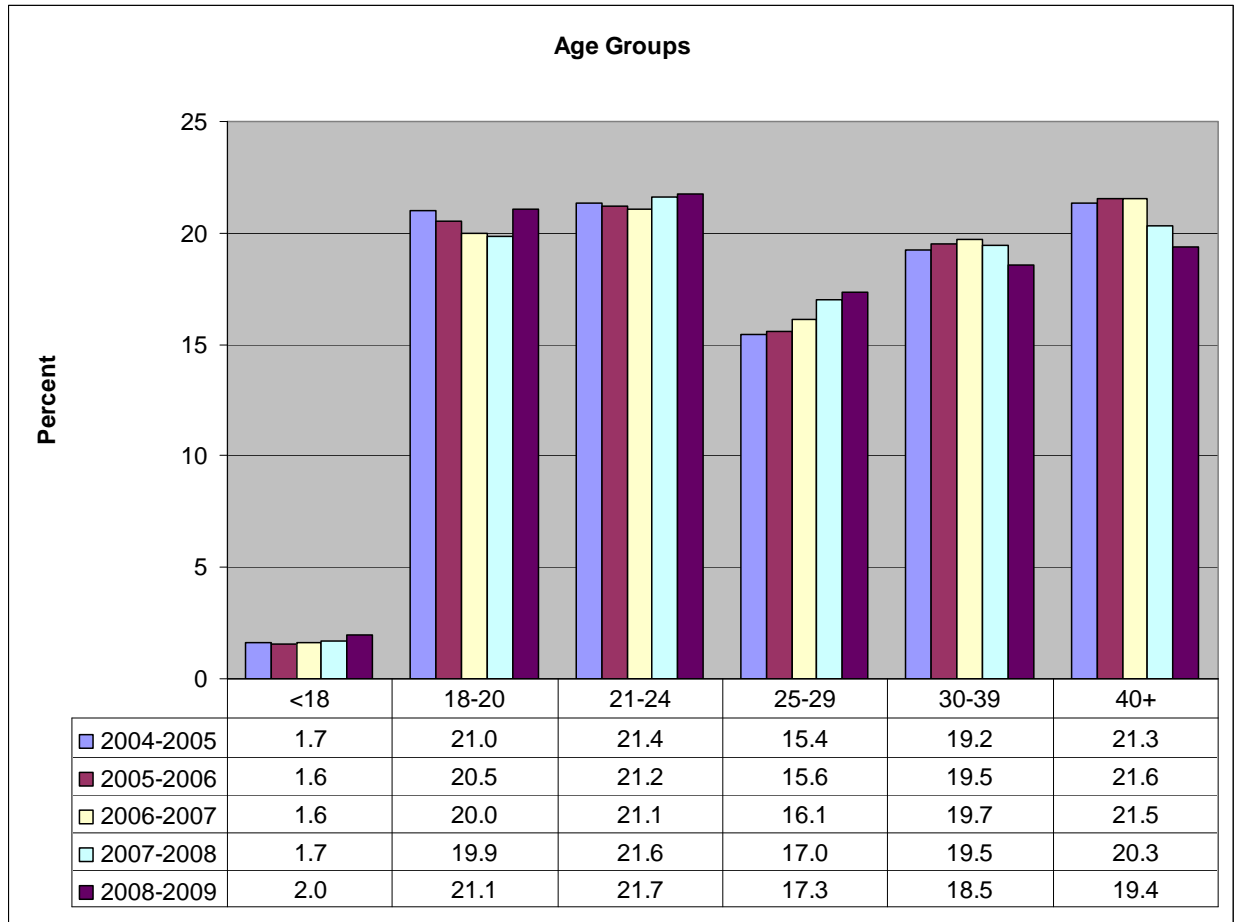
ARC's unduplicated student population continues to become more diverse where more than 50 percent of the student population is represented by non-white ethnic categories in 2008-2009. Over the past five years, the African American category grew 36.6 percent, followed by Asian at 30.6 percent, Hispanic at 27.9 percent, and Pacific Islander/Filipino at 22.7 percent. The growth from the unknown category (21.9%) appears to 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.

**Expanded Ethnic Categories by Academic Year**

Ethnic Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Chinese	936	959	1,053	1,131	1,197
Asian Indian	1,052	1,153	1,262	1,363	1,406
Japanese	484	478	542	525	463
Korean	619	611	632	660	708
Laotian	207	268	271	311	304
Cambodian	94	111	133	162	186
Vietnamese	735	757	775	946	1,031
Other Asian	2,124	2,336	2,573	2,665	2,871
African American	6,485	6,663	6,920	7,639	8,861
Filipino	1,863	1,833	1,963	2,149	2,198
Mex, Mex Amer.	5,057	5,119	5,361	5,965	6,767
Central American	384	344	335	392	450
South American	287	286	250	279	319
Other Hispanic	3,920	4,683	5,585	5,517	4,799
Native American	1,035	1,043	1,037	1,083	1,191
Other non-white	9,528	11,497	13,186	12,620	11,615
Guamanian	97	96	100	130	114
Hawaiian	139	127	157	157	152
Samoan	75	74	87	80	88
Other Pac. Isld	404	494	526	587	611
White	39,283	38,548	39,736	41,217	43,545

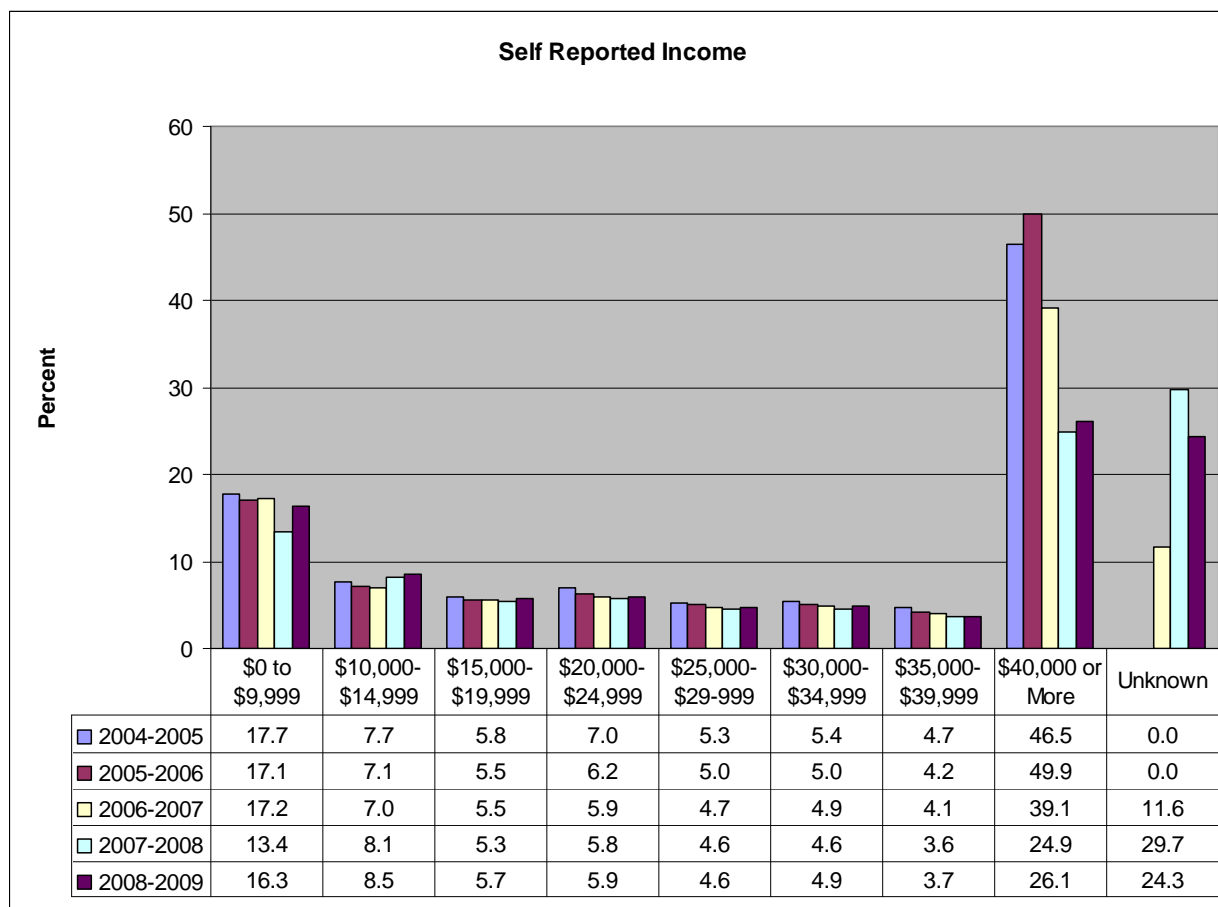
The ethnic categories shown above represent the groups and student counts by academic year currently defined by the State MIS system that are listed in the ARC application.

## Age Groups by Academic Year



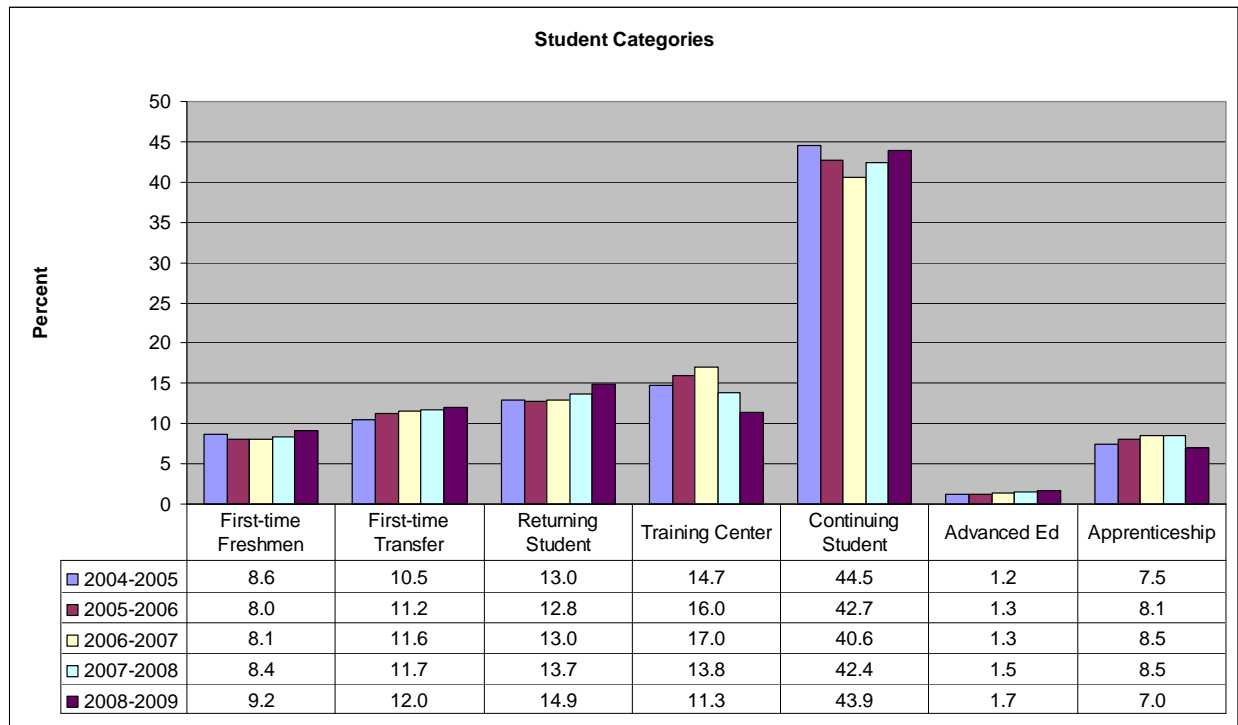
The most significant growth for age groups over the past five years is seen in the less than 18 year old category (41.4%). The under 18 category is primarily populated by Advanced Ed. students (high school students enrolling in ARC courses). The 25-29 year old group attending ARC has grown 33.4 percent over the five year period shown.

## 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 about 24 percent of the students in 2008-2009.

## Student Enrollment Status by Academic Year



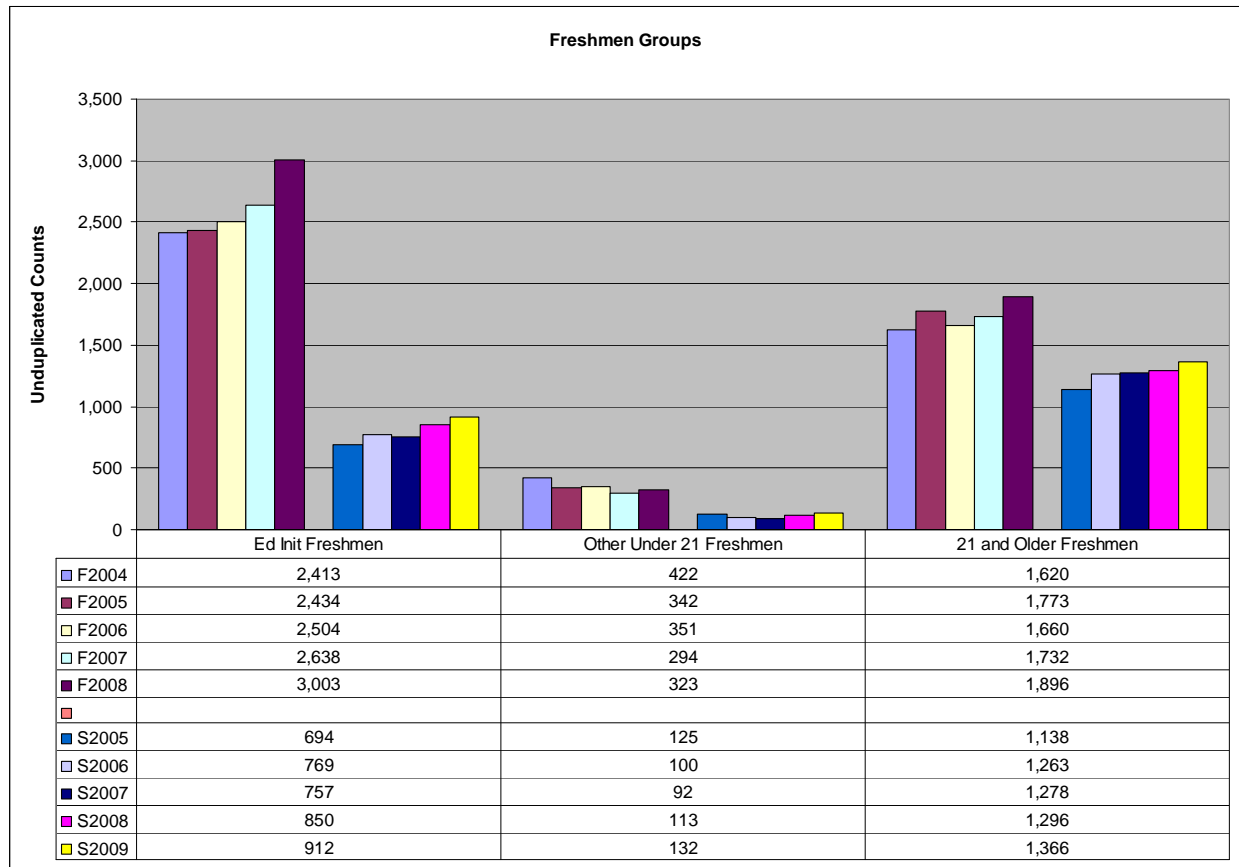
It is traditional to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are many other subcategories that represent significant student populations that merit attention.

### 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.

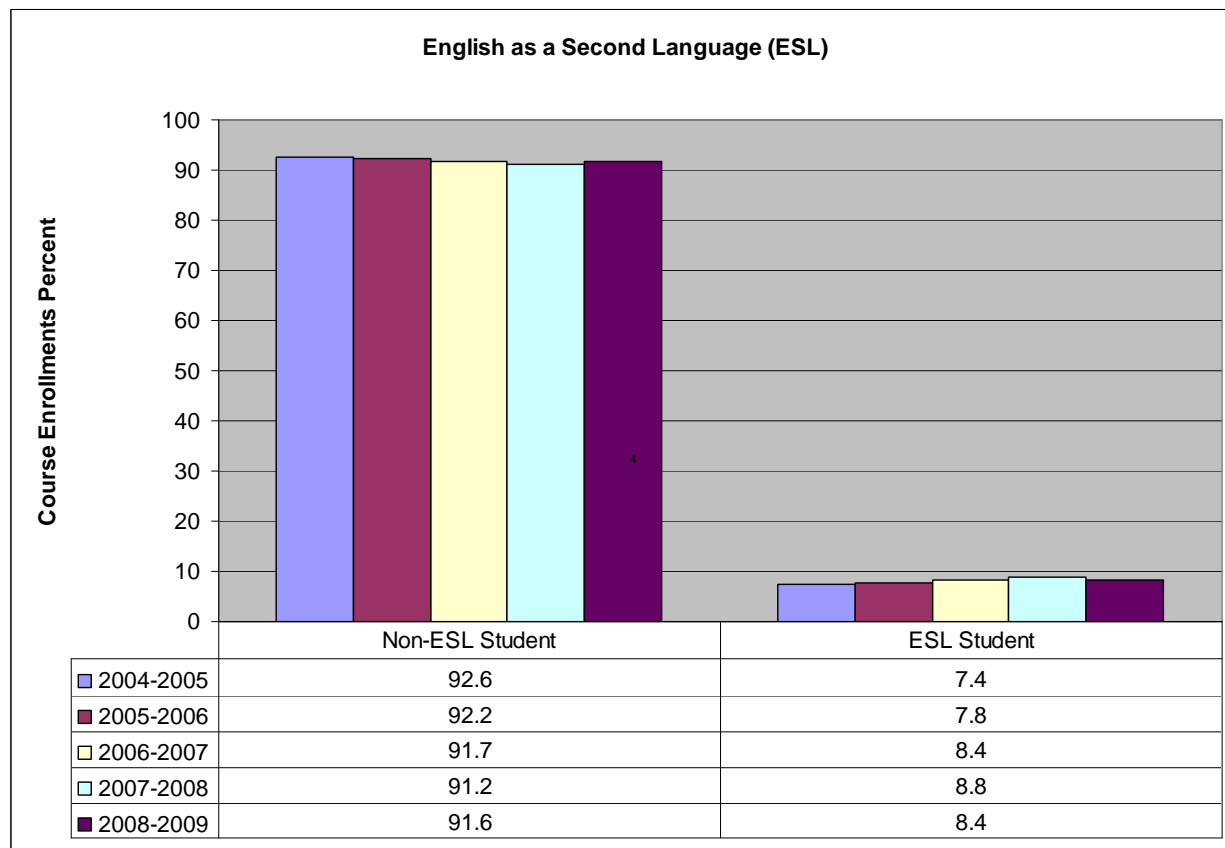


## Ed Initiative Freshmen Groups by Term



The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen. The Educational Initiative cohort is defined as: First-time freshman status, high school graduate or equivalency, less than 21 years of age, and no record of college units earned prior to entry at ARC. 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 24.4 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 grown from 4,085 to 5,764, an increase of 34.8 percent and represents yet another indicator of ARC's growing diversity.

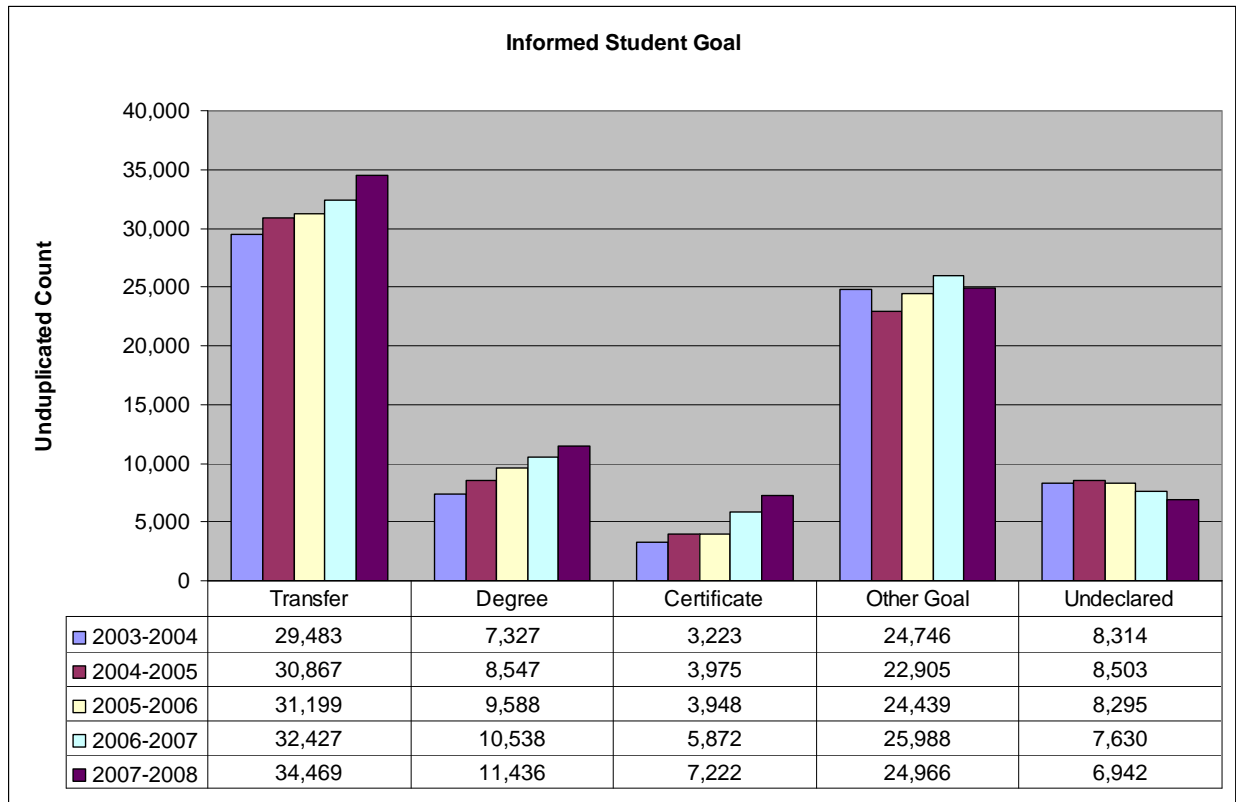
Examine the next page for the range of languages students report are their first language and the shifts within cultural populations over the past five academic years.

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

Primary Language	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Total	Percent
Afrikaans	70	49	33	59	62	273	0.10
American Sign Language	83	57	60	68	82	350	0.13
Amharic	62	60	67	73	85	347	0.13
Arabic	92	91	88	108	100	479	0.18
Bahasa (Indonesian)	27	15	15	16	14	87	0.03
Bengali	7	15	16	15	21	74	0.03
Burmese	8	11	7	11	8	45	0.02
Chinese (Cantonese)	118	132	134	181	190	755	0.28
Chinese (Mandarin)	103	127	123	138	169	660	0.24
Chinese (Other)	20	19	23	15	19	96	0.04
Chinese (Shanghai)	3	5	3	4	1	16	0.01
Czech	14	11	10	9	4	48	0.02
Danish	2	4	3	1	3	13	0.00
Dutch	6	6	5	5	7	29	0.01
English	42,497	44,661	46,939	46,515	48,215	228,827	83.72
Farsi (Persian)	228	265	276	291	304	1,364	0.50
Finnish	12	24	20	25	15	96	0.04
Flemish	7	14	9	7	11	48	0.02
French	32	34	46	46	43	201	0.07
German	21	22	23	32	34	132	0.05
Greek	7	9	6	5	7	34	0.01
Hebrew	2	3	5	3	5	18	0.01
Hindi	133	131	141	148	128	681	0.25
Hmong	23	150	226	237	341	977	0.36
Hungarian	10	14	13	14	13	64	0.02
Indian	94	116	115	118	128	571	0.21
Indian (Hindi)	79	109	125	113	121	547	0.20
Indian (Kannada)	2	6	1	3	6	18	0.01
Indian (Konkani)	3	2	1			6	0.00
Italian	9	9	9	11	7	45	0.02
Japanese	66	62	57	65	62	312	0.11
Kiswahili	12	12	9	10	8	51	0.02
Korean	165	190	193	204	224	976	0.36
Laotian	66	68	66	83	56	339	0.12
Latvian	4	1	5	5	4	19	0.01
Lithuanian	1	3	2	5	2	13	0.00
Malay	2	1	8	6	6	23	0.01
Norwegian				1	1	2	0.00
Other	467	572	589	610	519	2,757	1.01
Polish	23	25	26	23	19	116	0.04
Portuguese	39	41	45	50	43	218	0.08
Rumanian	221	279	279	283	258	1,320	0.48
Russian	1,708	1,833	1,995	2,243	2,412	10,191	3.73
Serbo-Croatian	39	35	43	43	37	197	0.07
Slovak		2	3	10	11	26	0.01
Spanish	994	1,236	1,338	1,325	1,297	6,190	2.26
Swahili	10	11	13	11	15	60	0.02
Swedish	6	9	2	6	9	32	0.01
Tagalog (Philippines)	211	216	234	224	235	1,120	0.41
Tamil (Ceylon)	5	4	7	3	1	20	0.01
Tamil (India)	15	12	13	9	11	60	0.02
Telugu	5	4	9	6	9	33	0.01
Thai	26	27	25	25	30	133	0.05
Turkish	8	12	9	15	11	55	0.02
Twi (Ghana)		3		1	2	6	0.00
Ukrainian	633	690	740	834	912	3,809	1.39
Unknown	2,430	13	4	1,191	2875	6,513	2.38
Urdu (Pakistan)	41	52	62	67	79	301	0.11
Vietnamese	237	267	297	353	340	1,494	0.55
Welsh	4	8	10	8	3	33	0.01

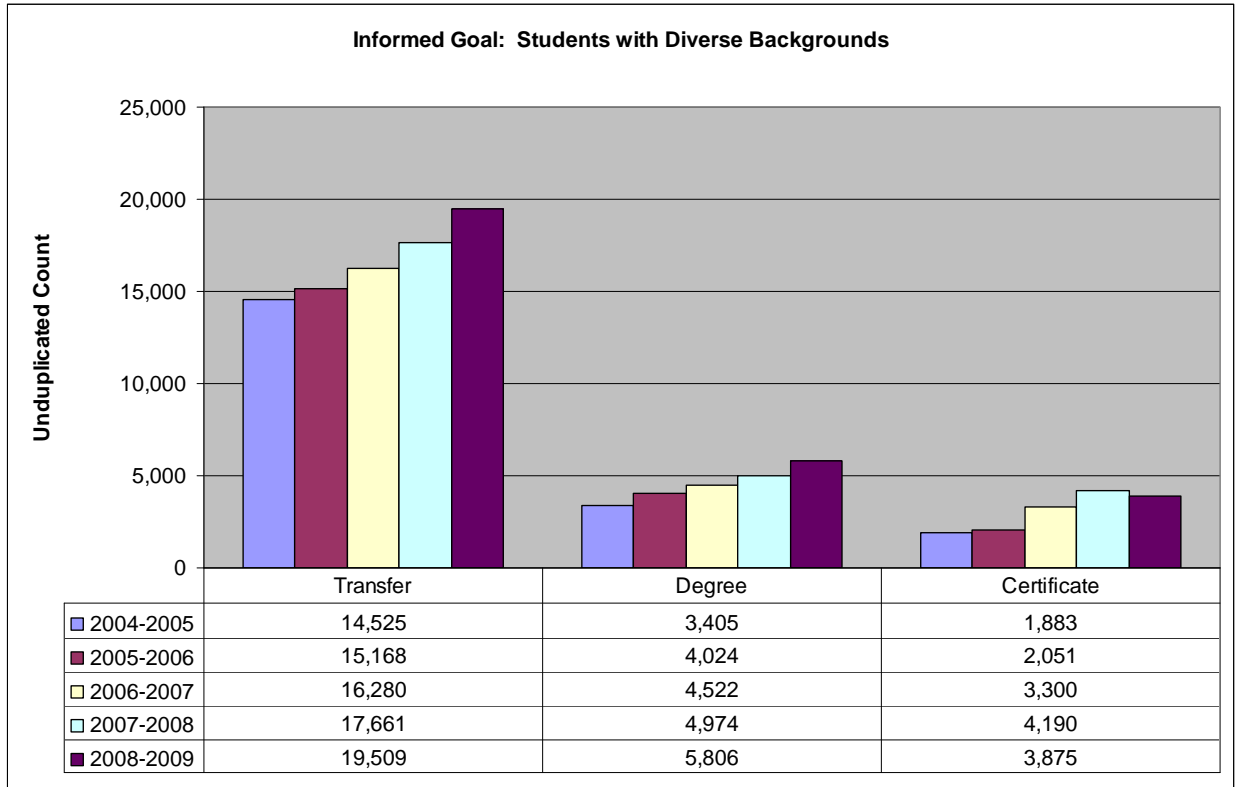
The unduplicated counts over the past five years are included to provide perspective on the 60 primary language categories listed by students at ARC.

## Informed Goal by Academic Year



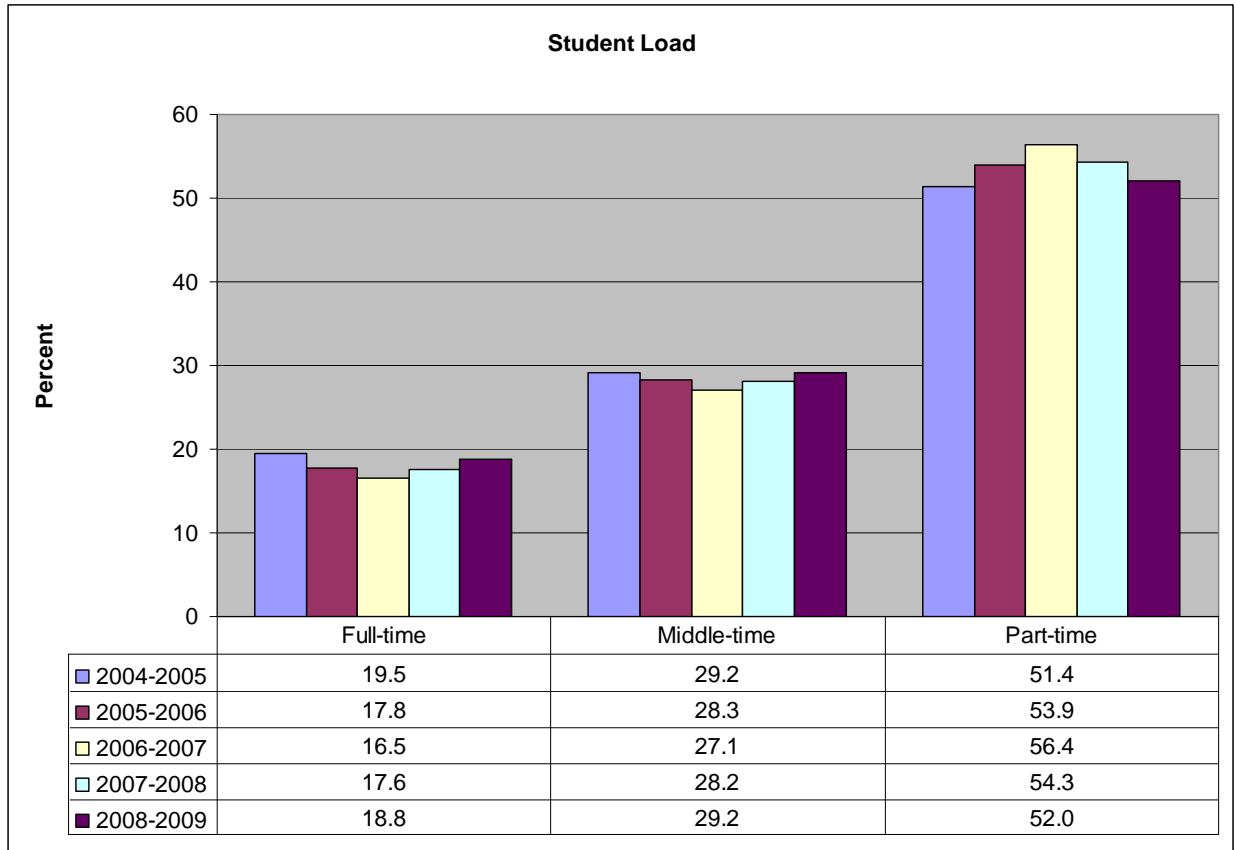
Students indicating Transfer to a four-year college as an informed goal have increased 22.8 percent over the past five years. Students selecting the AA/AS degree as their primary goal have increased 59 percent and for certificates 80 percent. The Undeclared category has declined by 17.7 percent over the past five years. As the goal can be updated each term, the numbers above can represent duplicated counts within each academic year.

**Informed Goal: Students with Diverse Backgrounds**



Students with diverse backgrounds (all ethnic categories except white) displayed significant gains for the goal of transfer (34%), degrees (76%) and certificates (106%) over the past five years.

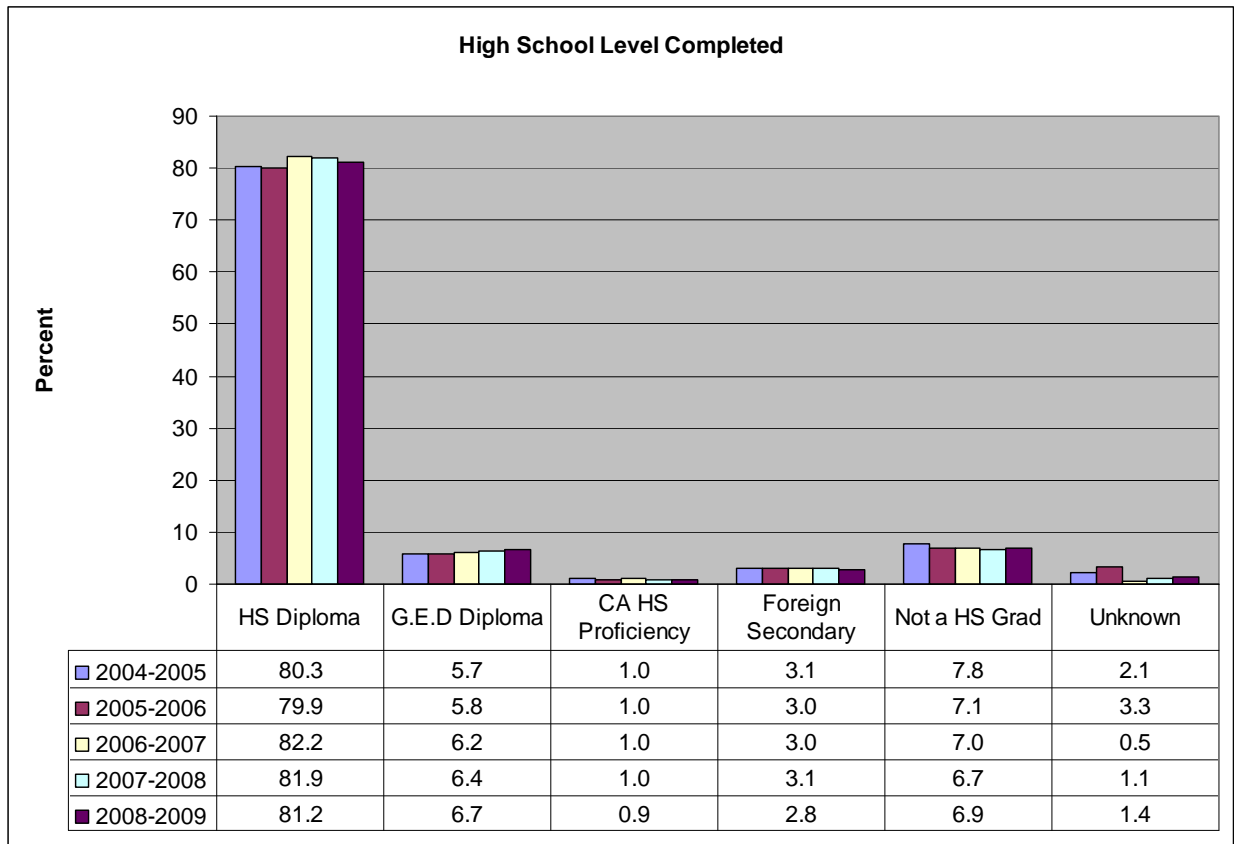
**Academic Load Status by Academic Year**



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 52 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

High School	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	Total	5 year Pct Chg
El Camino Fundamental High	181	207	230	210	232	1060	28.2
Visions In Education	99	155	191	276	291	1012	193.9
Del Campo High	221	194	193	207	196	1011	-11.3
Mira Loma High	195	190	206	205	186	982	-4.6
Rio Linda High	134	146	166	168	238	852	77.6
Rio Americano High	176	155	179	145	177	832	0.6
Foothill High	145	147	159	182	169	802	16.6
Grant Union High	117	149	144	137	204	751	74.4
Center High School	138	148	154	122	165	727	19.6
Natomas High	127	133	176	106	140	682	10.2
Bella Vista High	137	108	147	140	145	677	5.8
Cordova High	141	134	133	133	114	655	-19.1
Highlands High	99	90	108	125	109	531	10.1
San Juan High	102	95	114	107	111	529	8.8
Mesa Verde High	89	83	83	92	108	455	21.3
Casa Roble Fund. High	88	88	84	76	96	432	9.1
Adult School Sacramento	21	74	69	86	96	346	357.1
Encina High	64	44	65	78	90	341	40.6
Independent Home School	16	61	32	116	116	341	625.0
Woodcreek High	93	69	62	48	55	327	-40.9
Oakmont High	32	46	65	76	105	324	228.1
Inderkum High School	0	0	1	126	193	320	19200.0
El Sereno Altern. Educ.	44	40	72	65	58	279	31.8
Keema (Alt.)	23	48	50	42	93	256	304.3
Folsom High	43	69	44	45	47	248	9.3
Options for Youth-San Juan	23	35	51	53	84	246	265.2
Hiram W. Johnson High	50	58	23	26	23	180	-54.0
Roseville High	24	34	42	27	52	179	116.7
Horizon Instructional Systems	25	33	45	37	38	178	52.0
Woodland Senior High	40	37	36	9	33	155	-17.5
Overall	2,687	2,870	3,124	3,265	3,764	15,710	40.1

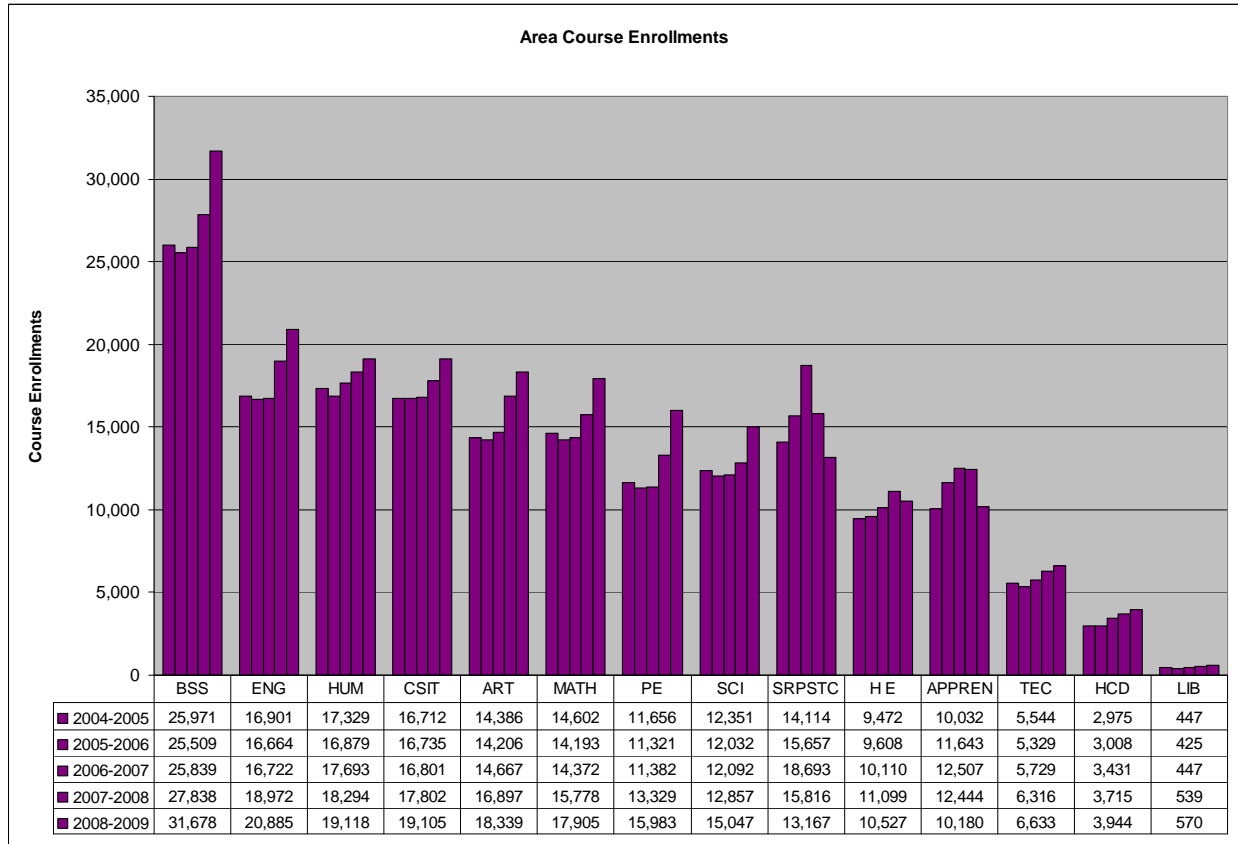
In the table above, ARC's top 30 high schools are rank ordered on the five-year total. The data show the raw counts of recent high school graduates who enrolled at ARC as first-time freshmen. There has been a net gain of 1,077 students from ARC's top high schools (40.1%) over the past five years.

### **Top Thirty High Schools with Advanced Ed Students by Academic Year**

High School	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	Total	5 year Pct Chg
Mira Loma High	139	126	99	84	78	526	-43.9
Visions In Education	43	60	102	126	132	463	207.0
Rio Americano High	78	63	87	97	118	443	51.3
Center High School	30	40	65	58	58	251	93.3
Inderkum High School	1	6	51	68	92	218	9100.0
Encina High	5	2	61	63	54	185	980.0
Rio Linda High	43	61	33	23	22	182	-48.8
El Camino Fundamental High	28	48	34	24	38	172	35.7
Bella Vista High	27	20	29	26	42	144	55.6
Highlands High	19	28	33	35	29	144	52.6
Natomas High	16	14	18	34	60	142	275.0
Foothill High	23	16	12	37	40	128	73.9
Independent Home School	19	9	5	33	61	127	221.1
Del Campo High	22	25	24	27	26	124	18.2
Mesa Verde High	16	41	21	6	15	99	-6.3
Natomas Charter #19	10	20	21	28	20	99	100.0
Horizon Instructional Systems	6	18	19	17	28	88	366.7
Grant Union High	6	14	18	24	24	86	300.0
La Entrada Continuation High	14	33	18	6	9	80	-35.7
Sheldon High School	5	2	1	1	67	76	1240.0
Casa Roble Fundamental High	19	18	13	12	9	71	-52.6
Keema (Elwood J.) High (Alt.)	3	3	12	19	25	62	733.3
San Juan High	6	12	2	20	20	60	233.3
Futures High School	0	5	2	23	23	53	360.0
San Juan Choices Center	6	11	9	12	15	53	150.0
Options for Youth-San Juan	16	4	9	7	14	50	-12.5
Jesuit High-Catholic	10	4	9	11	14	48	40.0
Woodcreek High	5	9	16	13	4	47	-20.0
Cordova High	7	12	6	12	8	45	14.3
Oakmont High	4	4	7	10	14	39	250.0
Overall	626	728	836	956	1,159	4,305	21.2

The table above describes the top 30 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 533 Advanced Ed students (85.1%) over the past five years.

## Area Course Enrollments by Academic Year



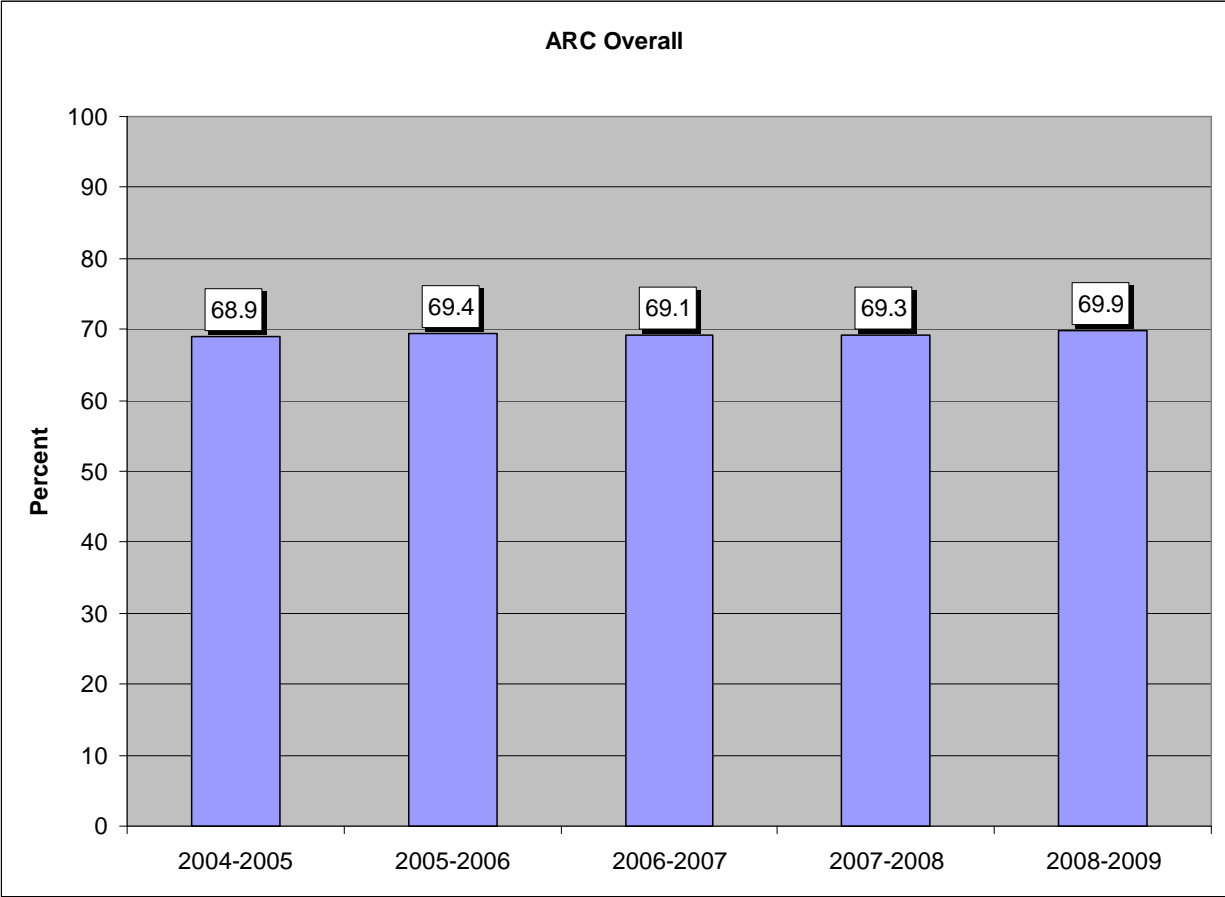
In the graph within each academic area are five vertical bars showing the changes in course enrollments over the past five years. These “academic area bars” are also ordered by size, which means that the Behavioral/Social Science (BSS) area heads the list with the greatest overall number of course enrollments. 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 and 2008-2009.

## Student Performance

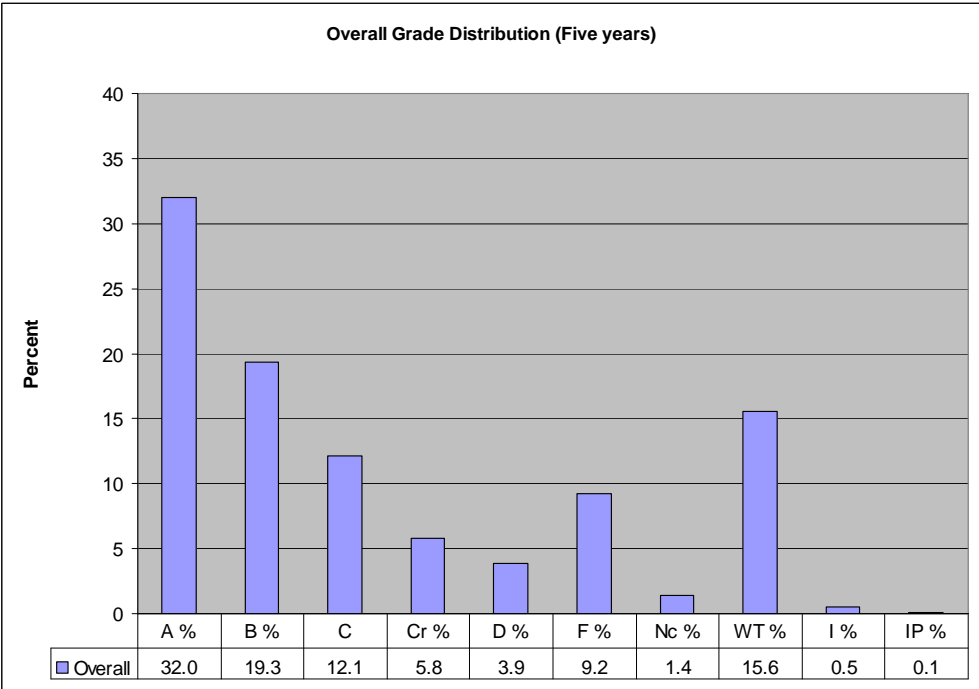
Traditionally GPA has been used as one measure of student performance, but GPA does not reflect grade notations such as WT (withdrew from class with notation on transcript), CR and NC (credit and no-credit) or I (incomplete) and IP (in progress). To overcome these limitations for GPA, a definition of **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 was generated to provide readers with a more detailed perspective of success rate.

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 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.

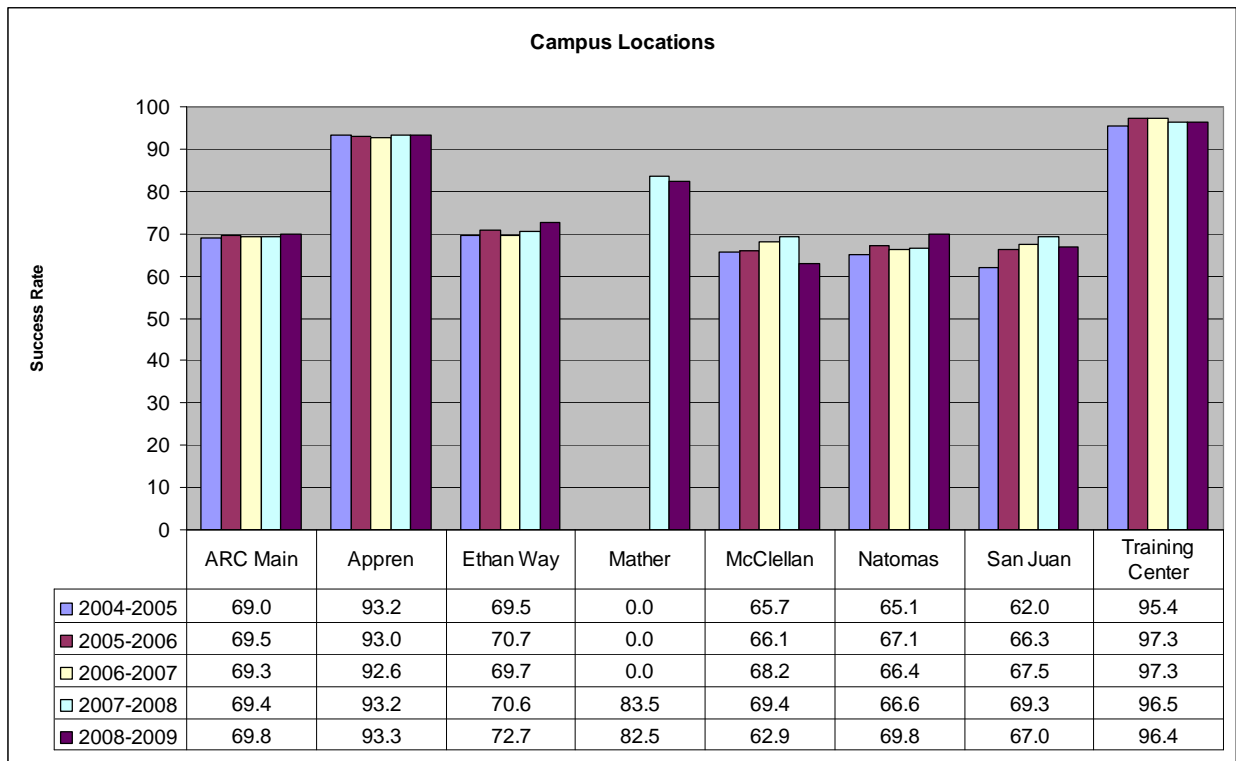
**Overall ARC Success Rates**



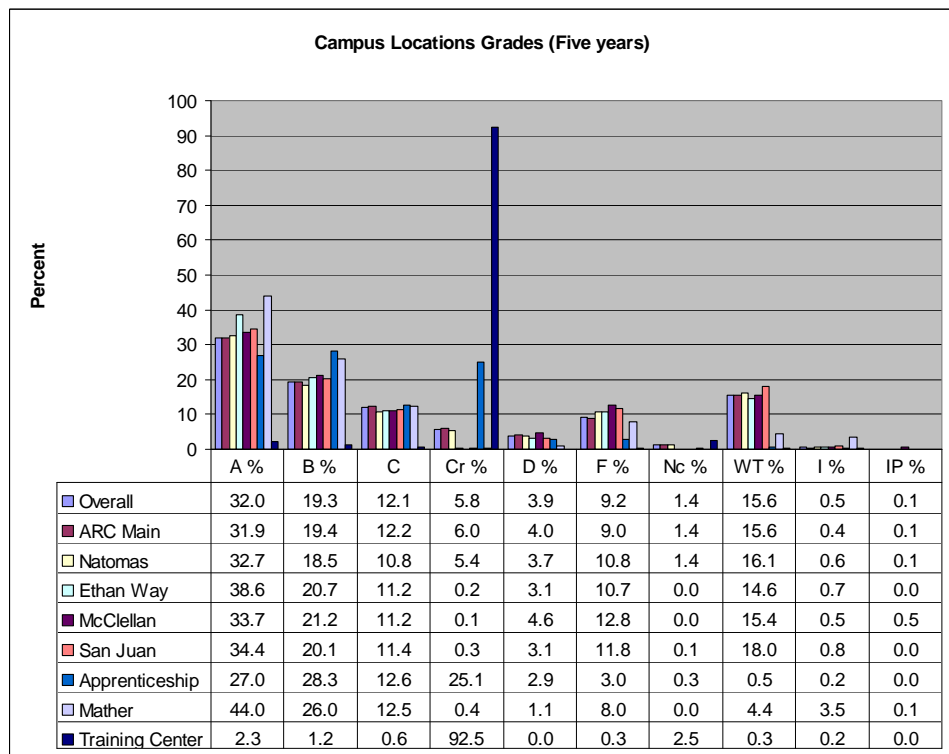
The ARC success rate has remained relatively stable over the past five years. The overall five year grade distribution shown to the right and on the following pages indicates that overall, the most frequent grade awarded at ARC over this period has been the “A” Grade notation.



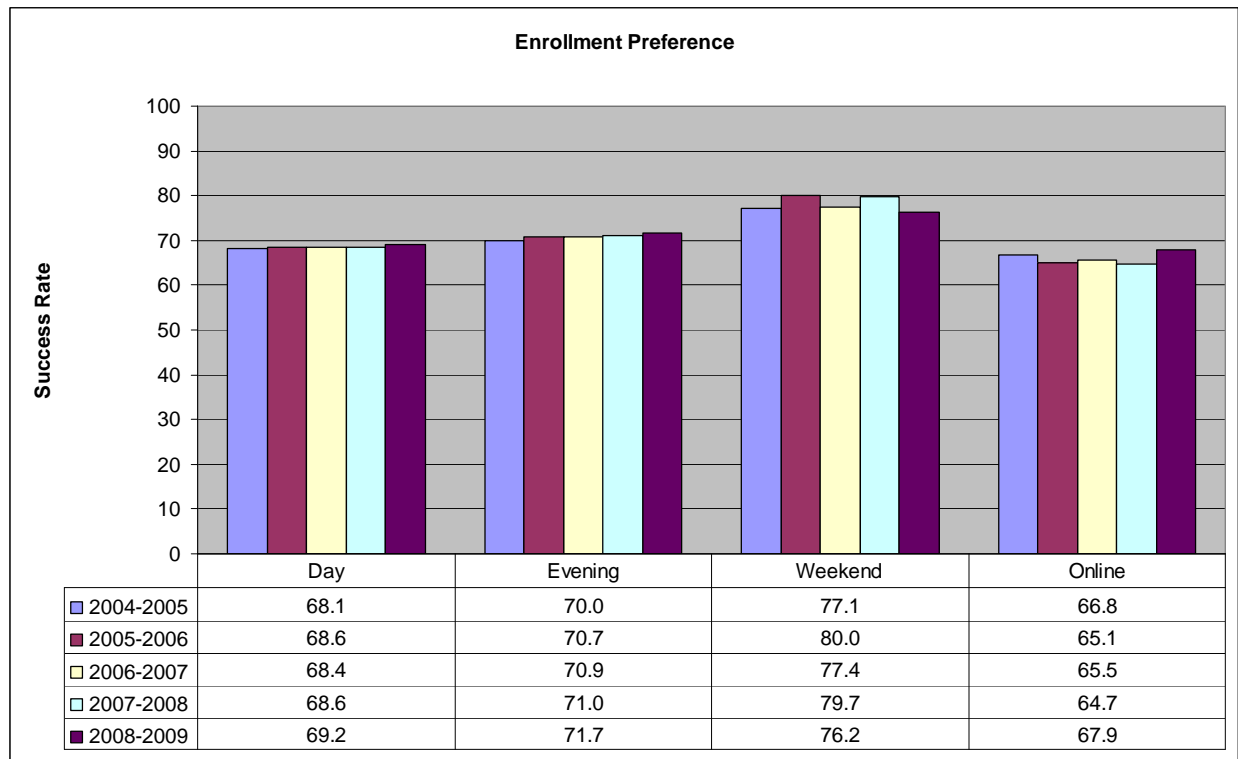
## Campus Location: Success Rates and Grades



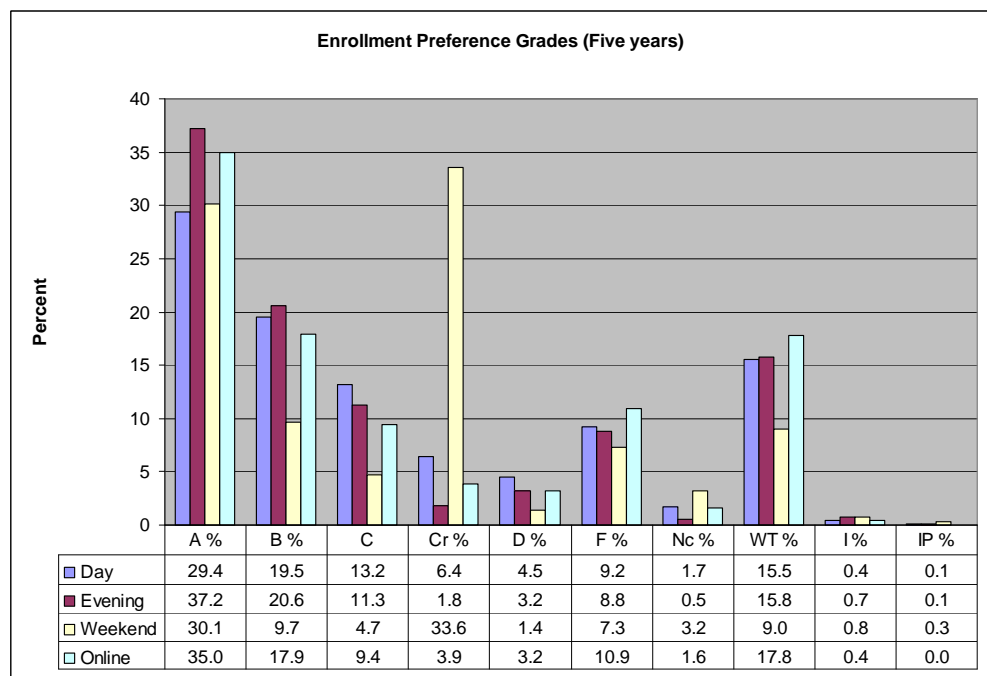
The success rates for each ARC campus location over five years are shown above. The high percentage of the C/Cr grade notations seen to the right represents the large proportion of Cr/Nc grades given by the Public Safety Training Center for professional continuing education courses. Note the contrast 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



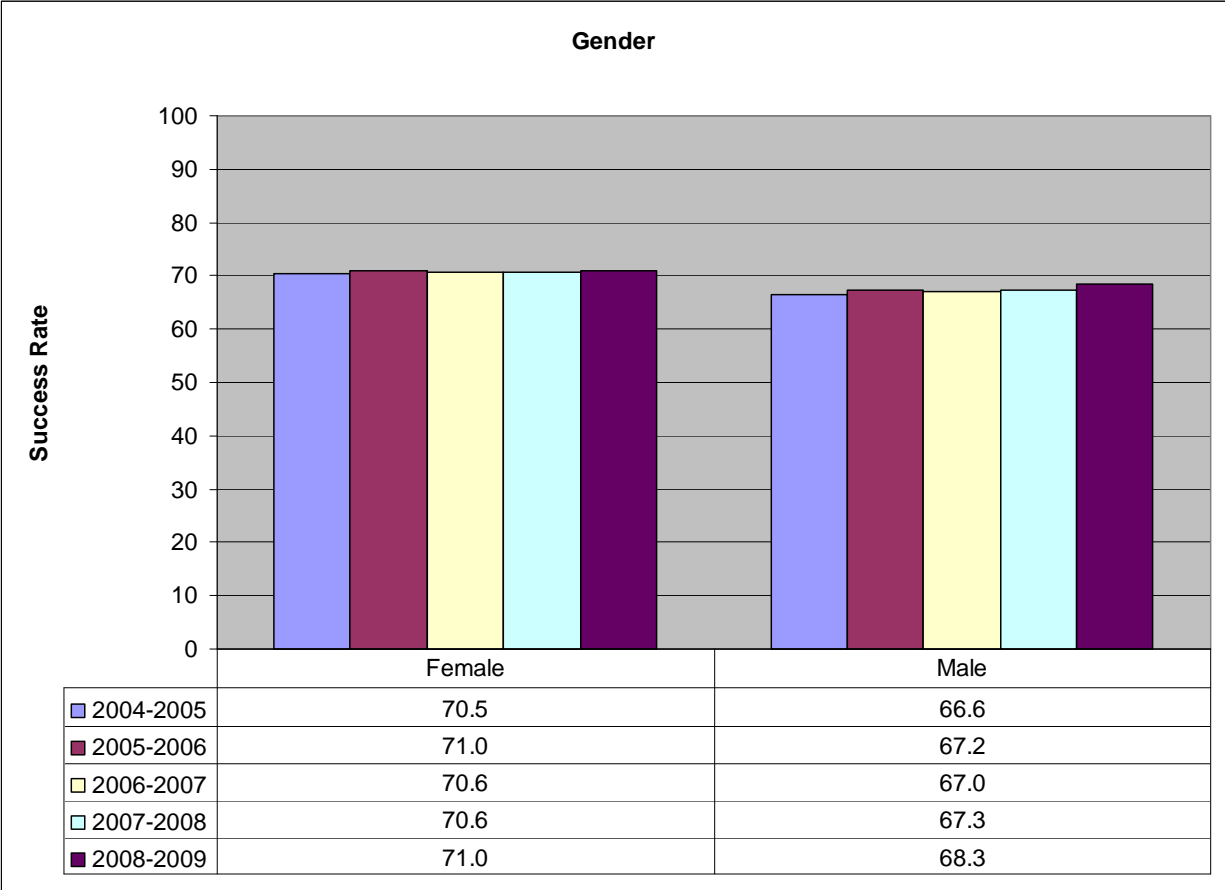
The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and may illustrate the differences associated with students who work (weekend and evening), students who augment their current classroom schedule with online courses, and the population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



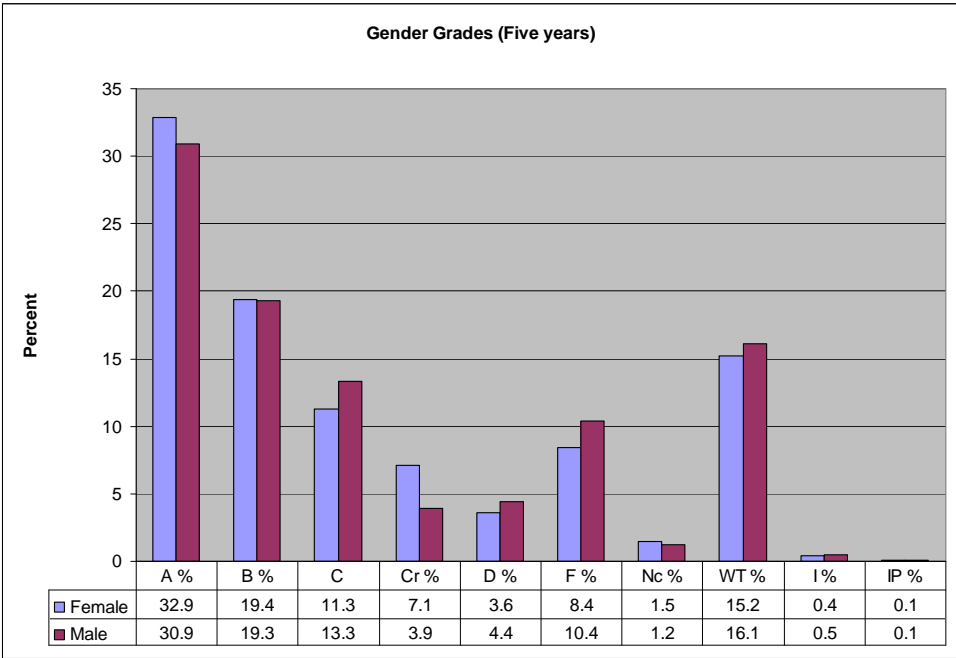
Refer to the enrollment section for these categories on page 5 for definitions of Day, Evening, Weekend, and Online categories.



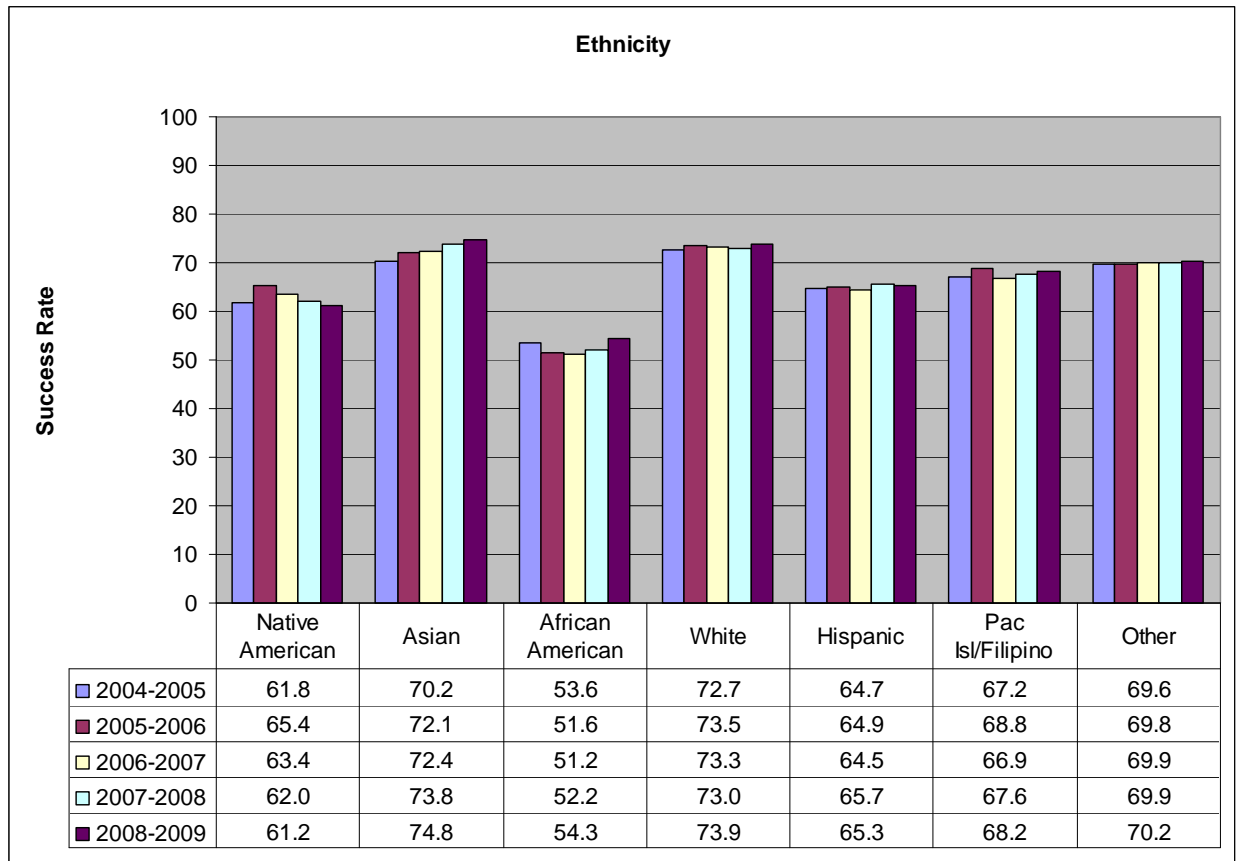
**Gender: Success Rate and Grades**



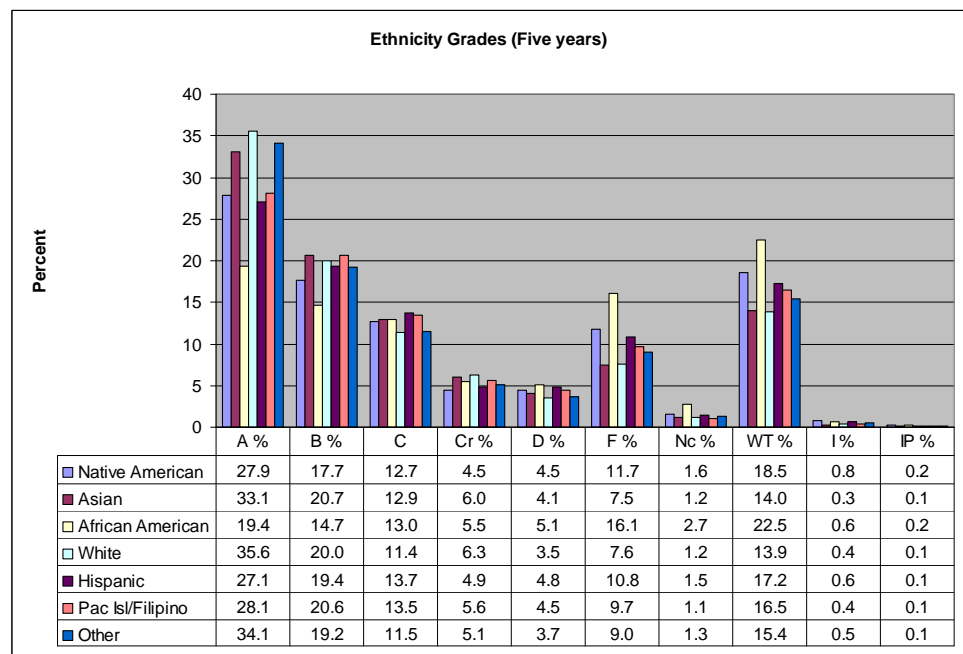
Female students demonstrate higher success rates than males and the subtle differences are further seen in the grade distribution shown to the right.



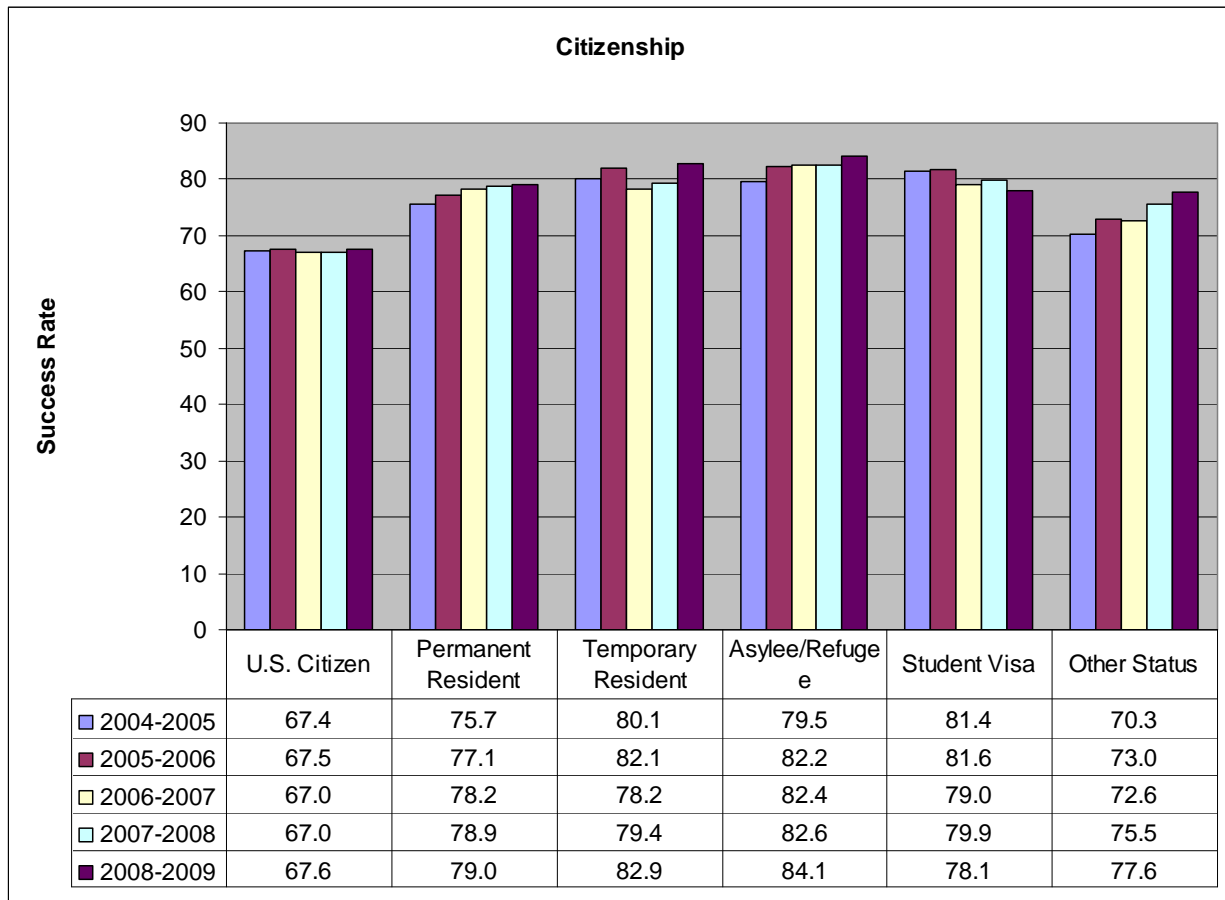
## Ethnicity: Success Rates and Grades



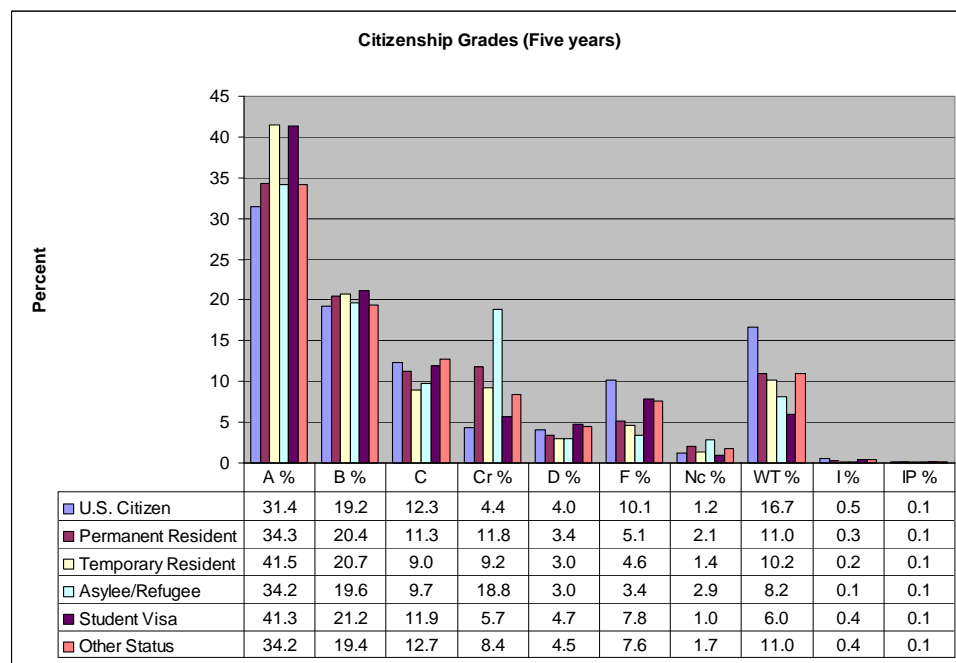
Significant differences are evident across different ethnic categories, and are further seen in the grade distribution to the right.



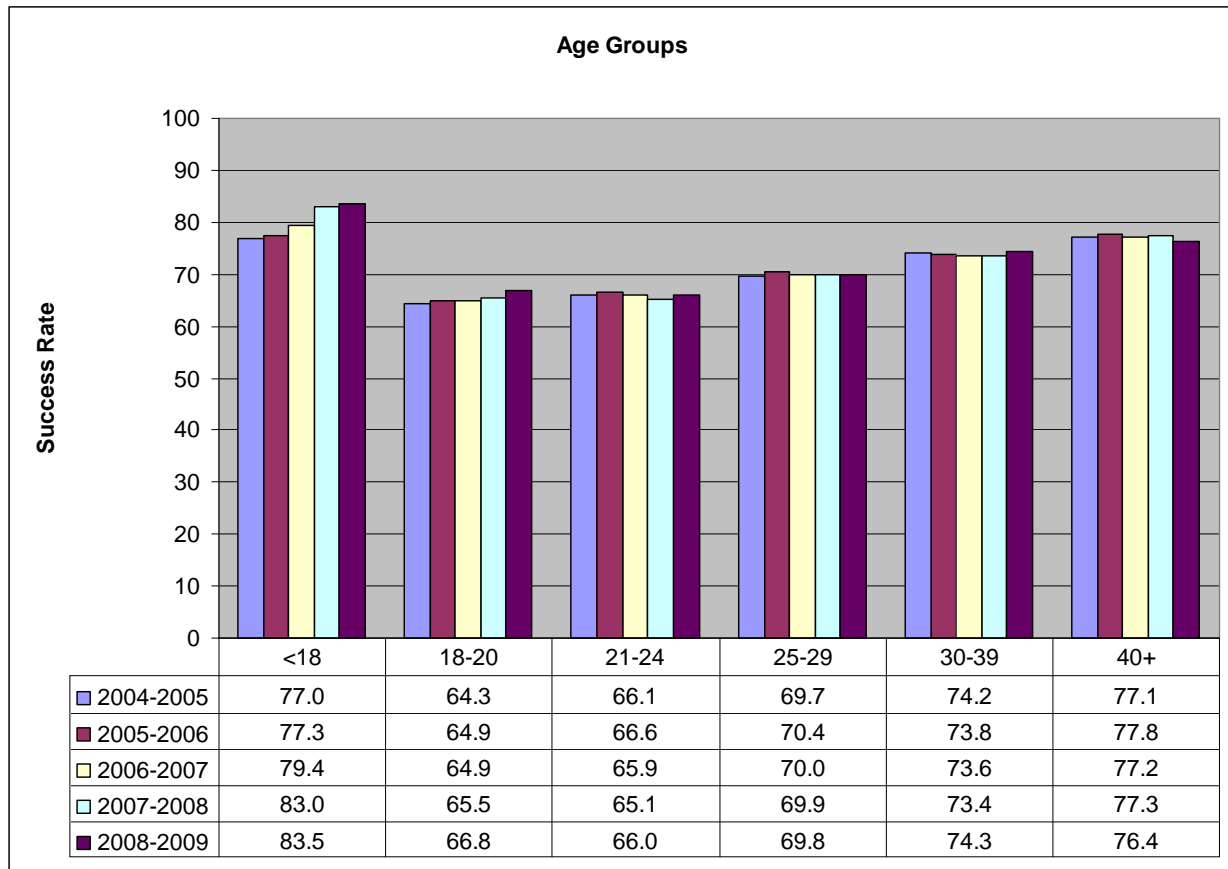
## Citizenship: Success Rate and Grades



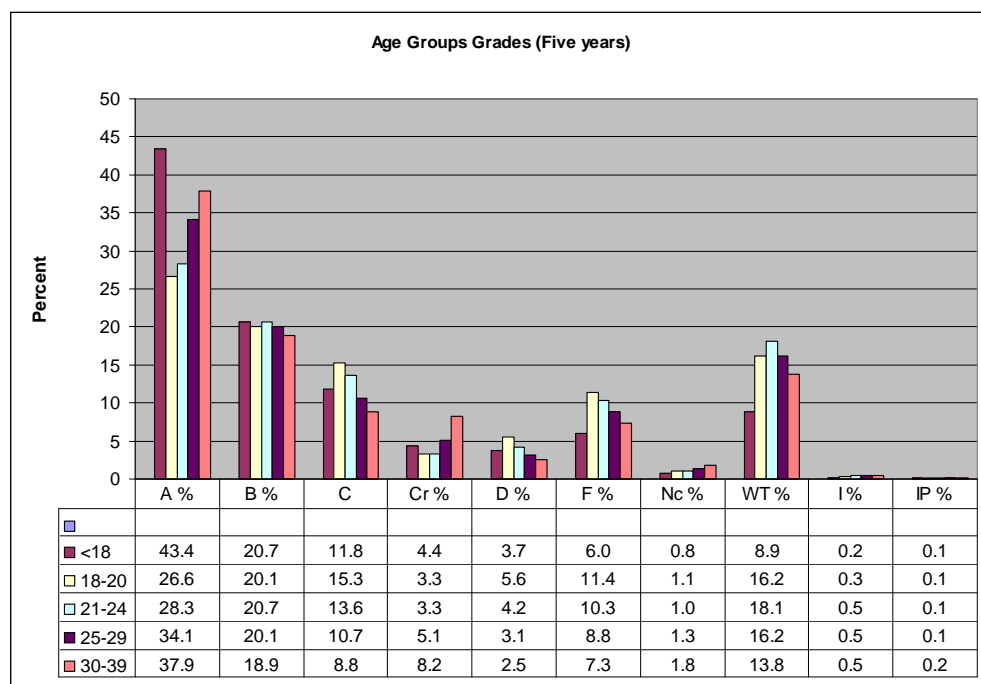
It is interesting to note that every citizenship category shown above has higher success rates than those for the U.S. Citizen group. These non U.S. Citizen groups represented about 14% of the total student population in 2007-2008, and further illustrate the shifting landscape of diversity enrolled at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



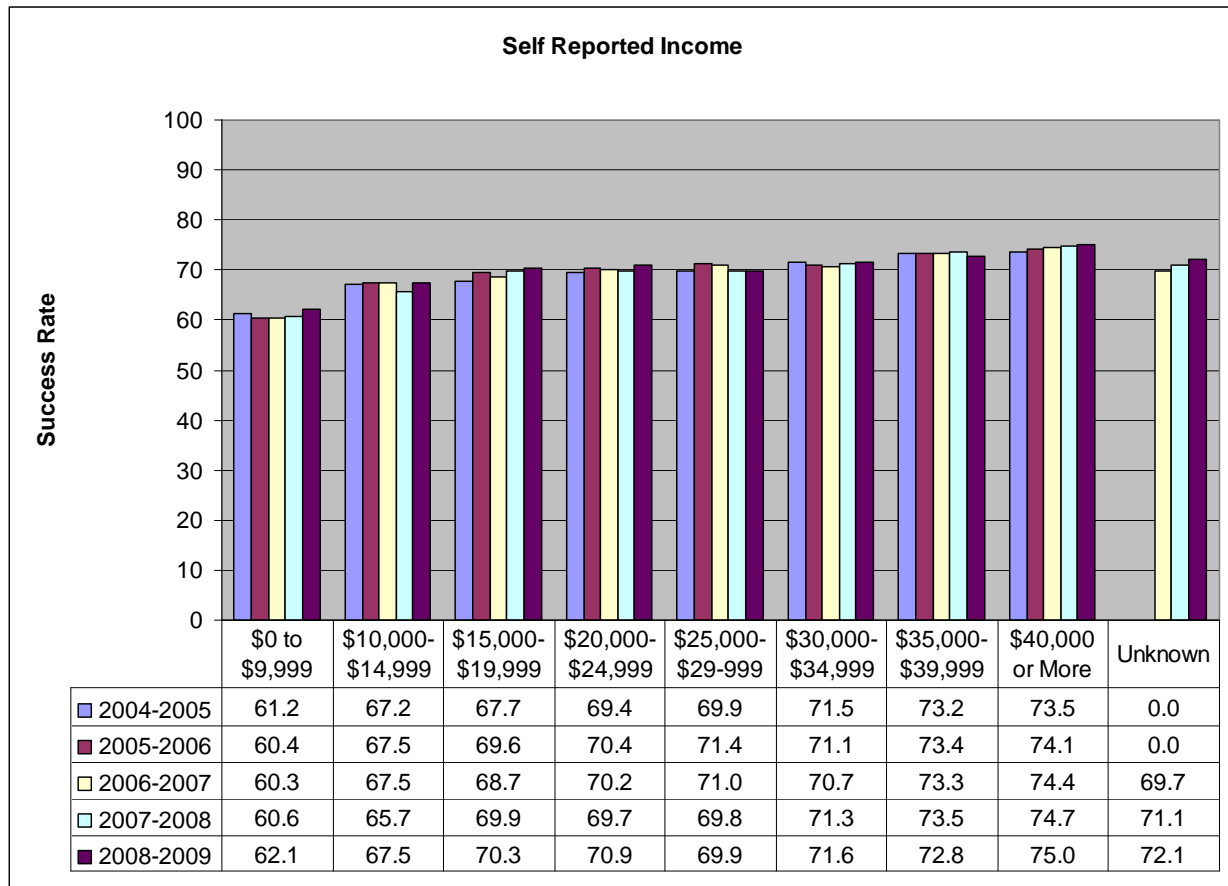
## Age Groups: Success Rates and Grades



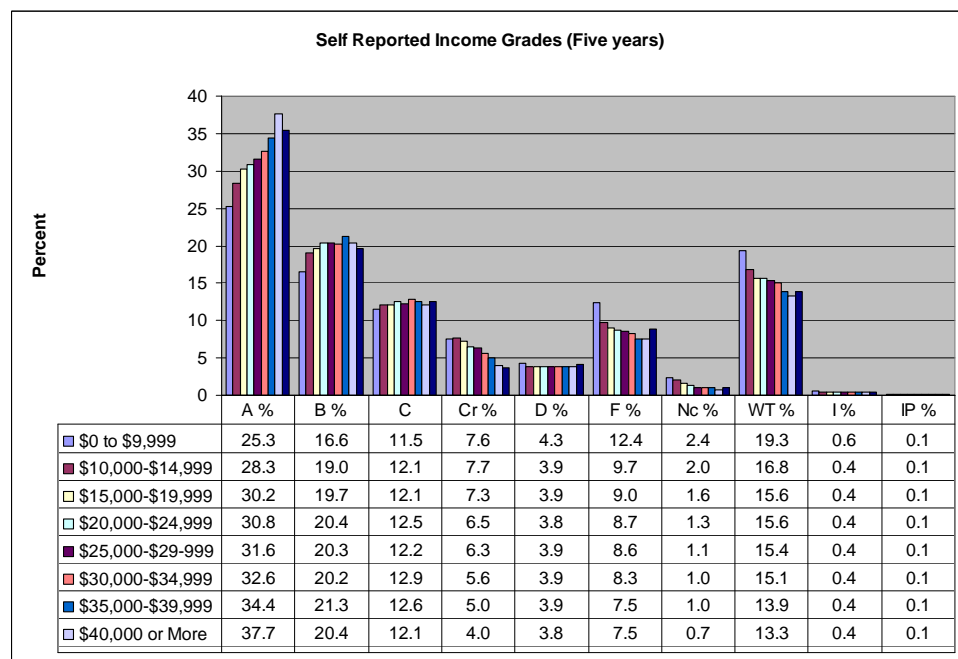
The under 18 group above represents the Advance Ed. students who are still enrolled in high school and taking courses at ARC. For all categories beyond the under 18 group with the exception of the 21-24 group an increased level of success rate is seen.



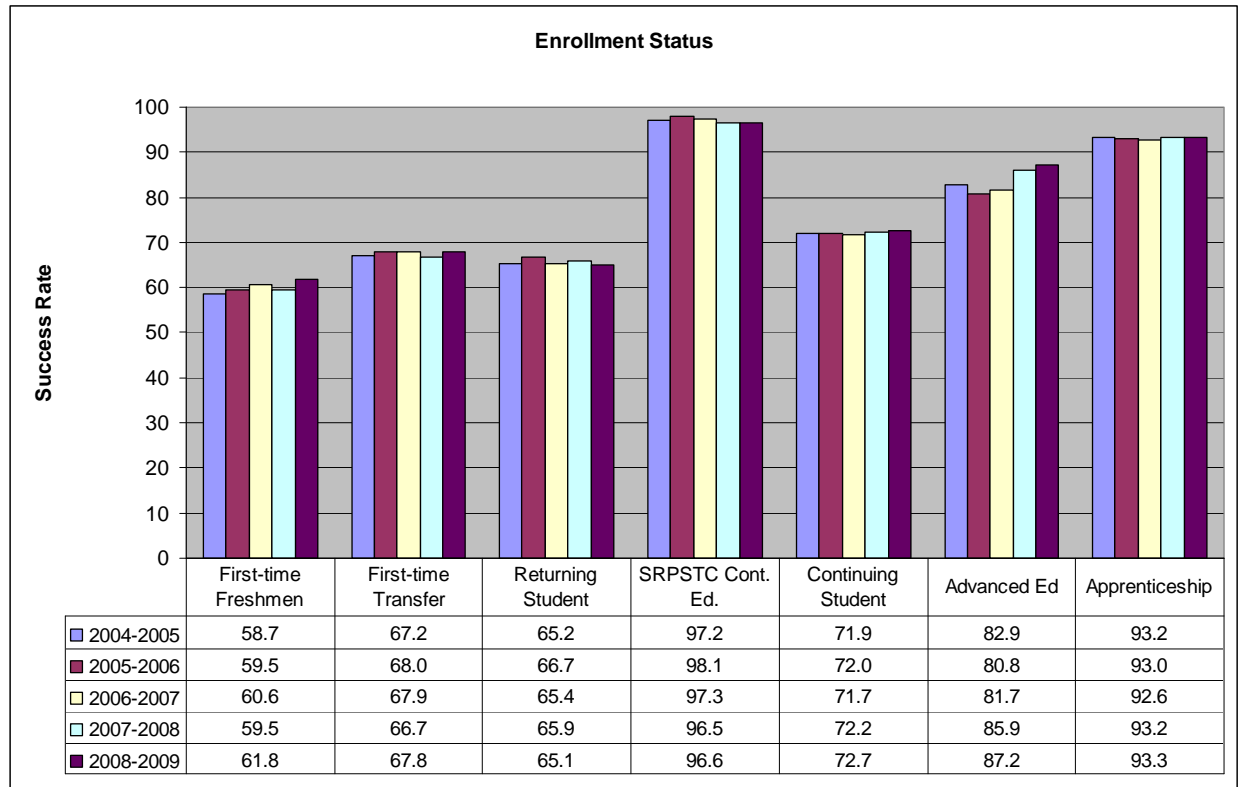
## Self Reported Income: Success Rates and Grades



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).

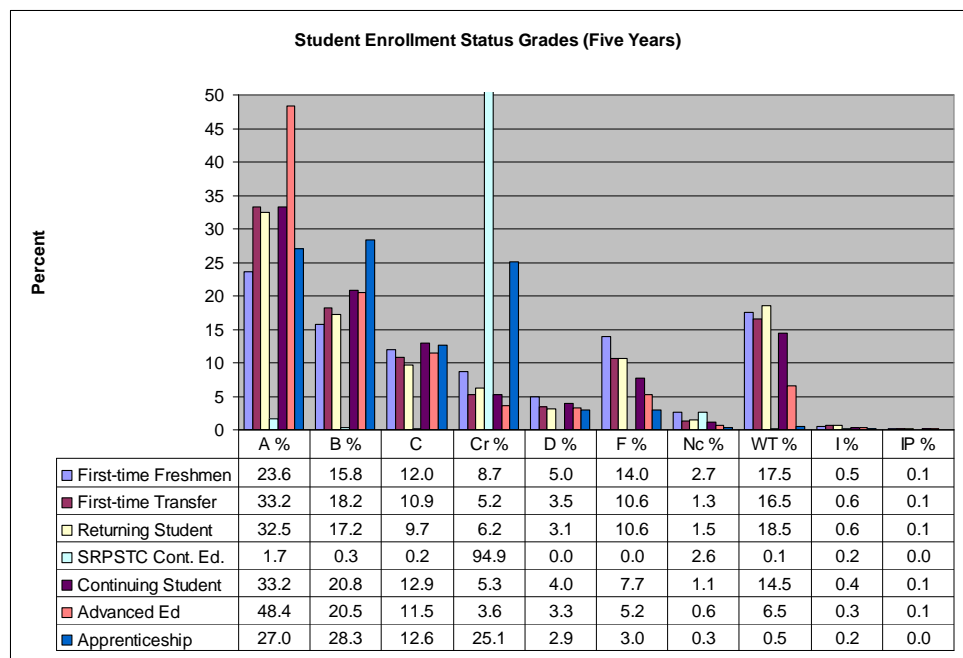


## Enrollment Status: Success Rate and Grades

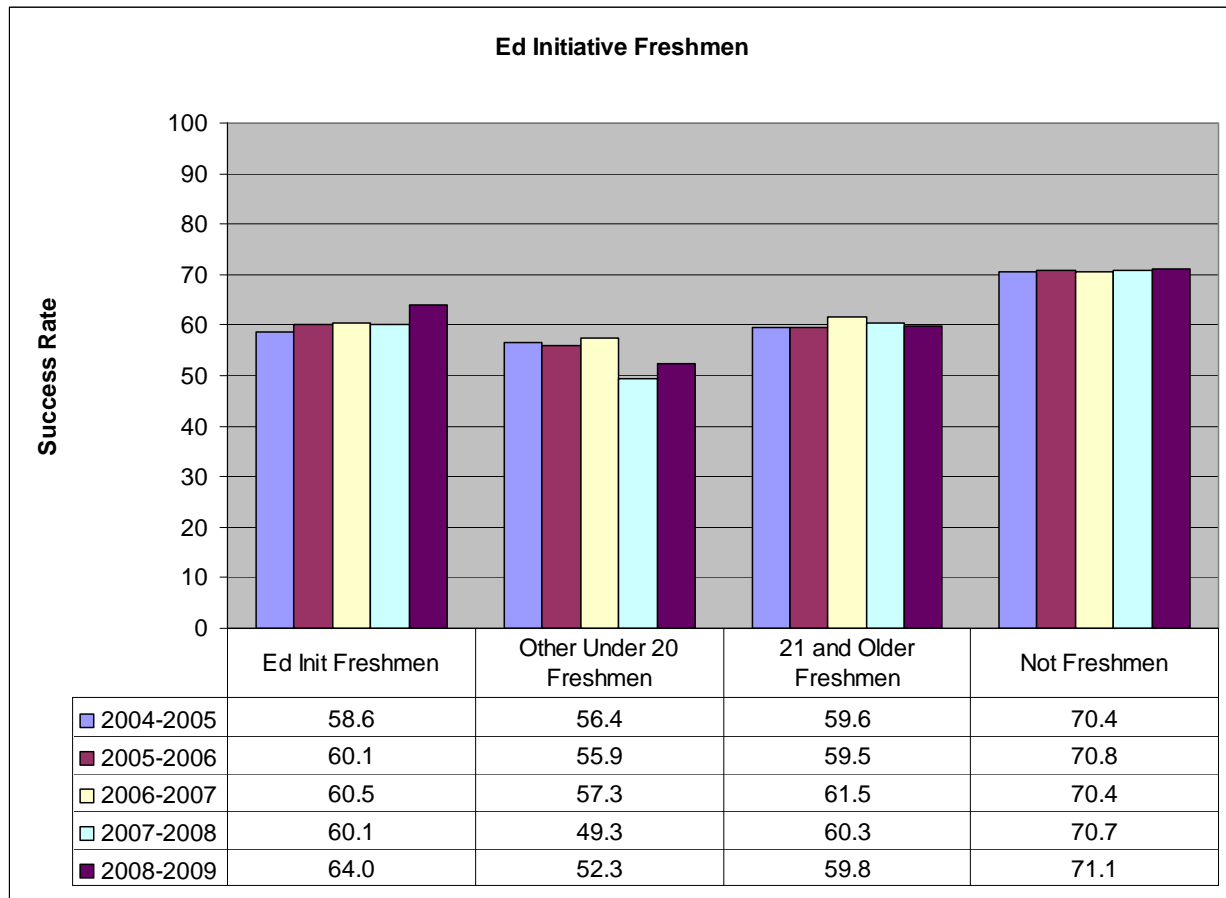


The success rates shown above illustrate the differences in the student groups attending ARC. The Advanced Ed. students who concurrently enroll in courses at ARC while in high school show the highest success rates for students in the academic curriculum.

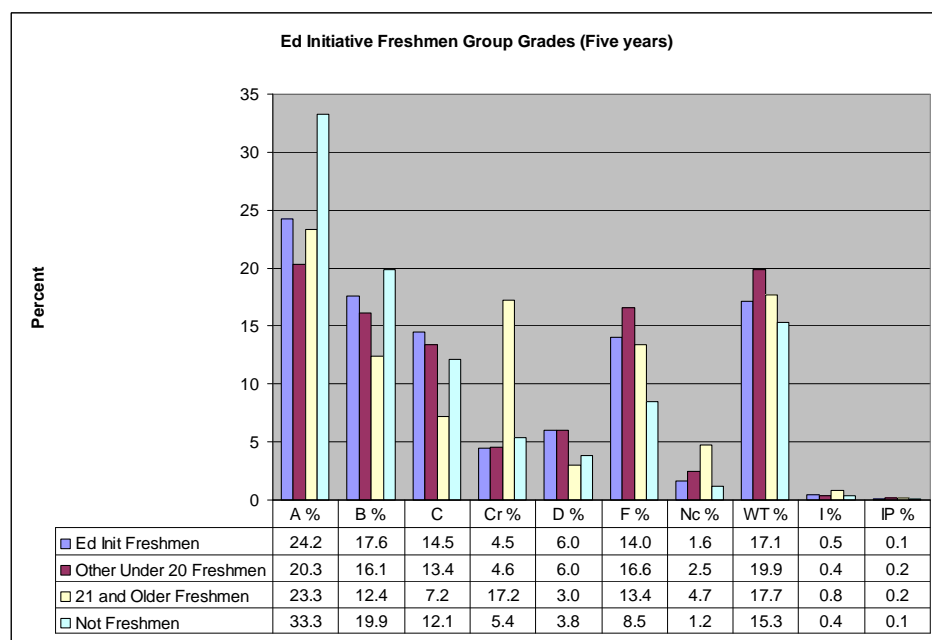
Refer to Enrollment Status on page 14 for definitions of these groups.



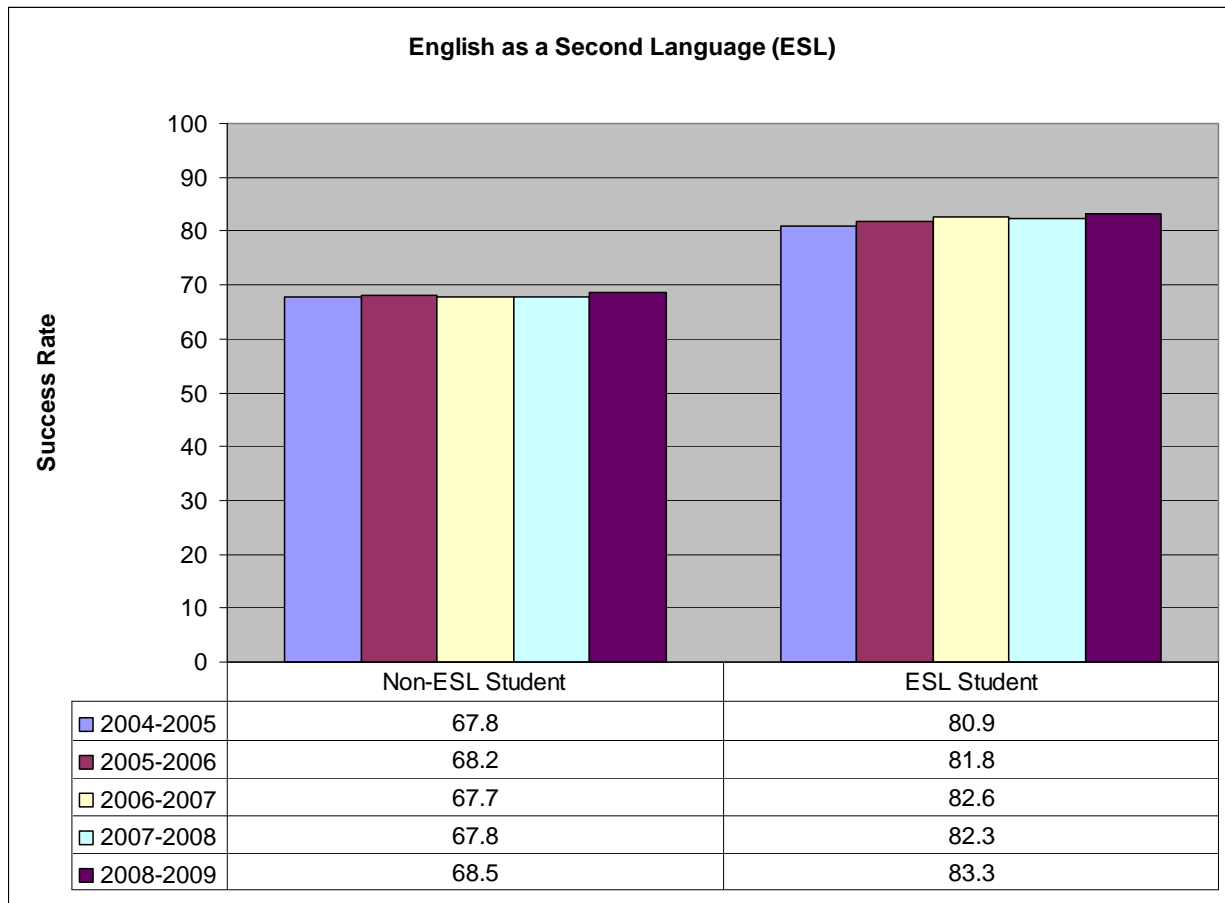
## Educational Initiative Freshmen Groups: Success Rates and Grades



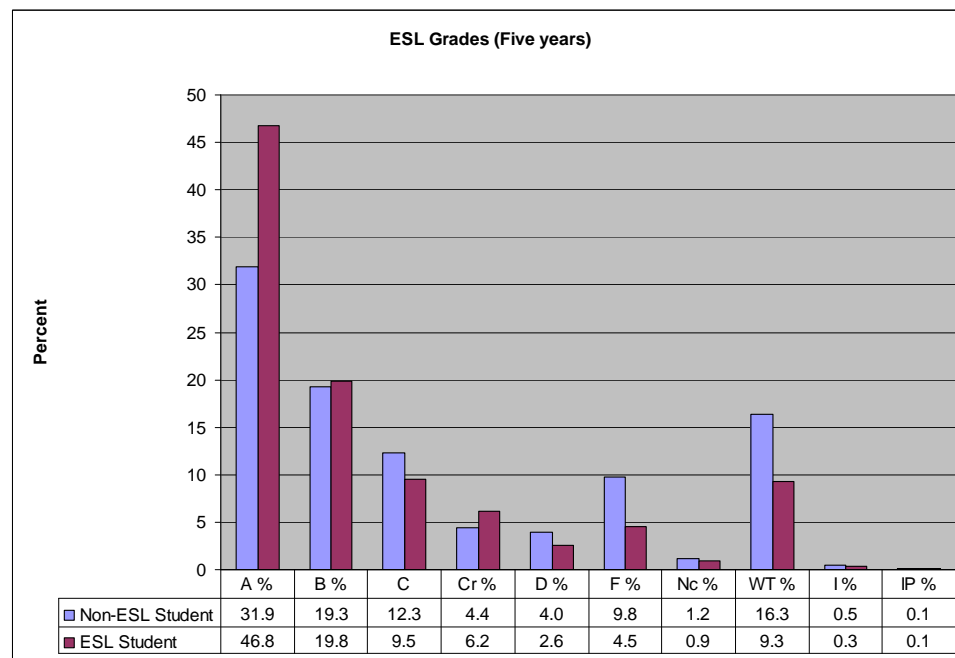
The Educational Initiative is a district wide effort to improve the retention and persistence of first-time freshmen under the age of 20 years that have achieved a high school degree or equivalency. The college made a committed effort to track this cohort through a number of enhanced support activities beginning in 2006-2007, and the increased success rates seen in 2008-2009 for the Educational Initiative Freshmen in the graph above are encouraging.



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

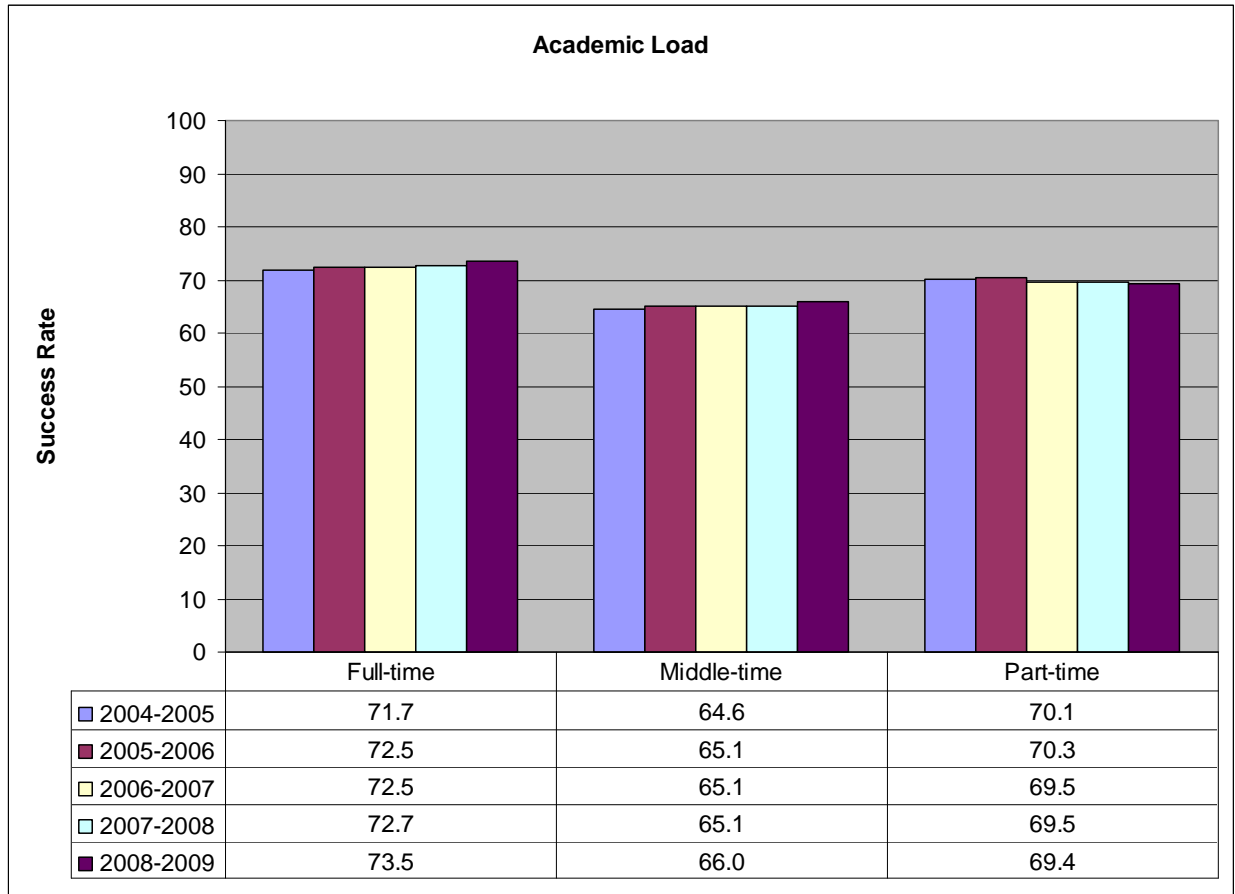


For the past five years, ESL students (English as a Second Language) have demonstrated high success rates when compared to the general population. ESL students are defined as having completed one or more ESL courses at ARC and the success rates shown above and grade distribution shown to the right represent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

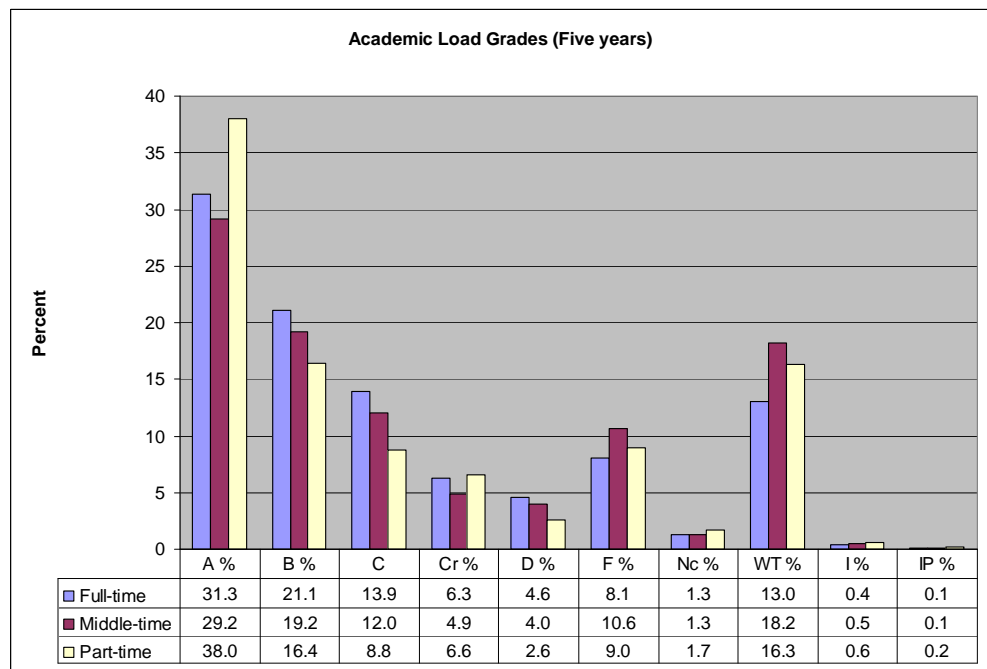




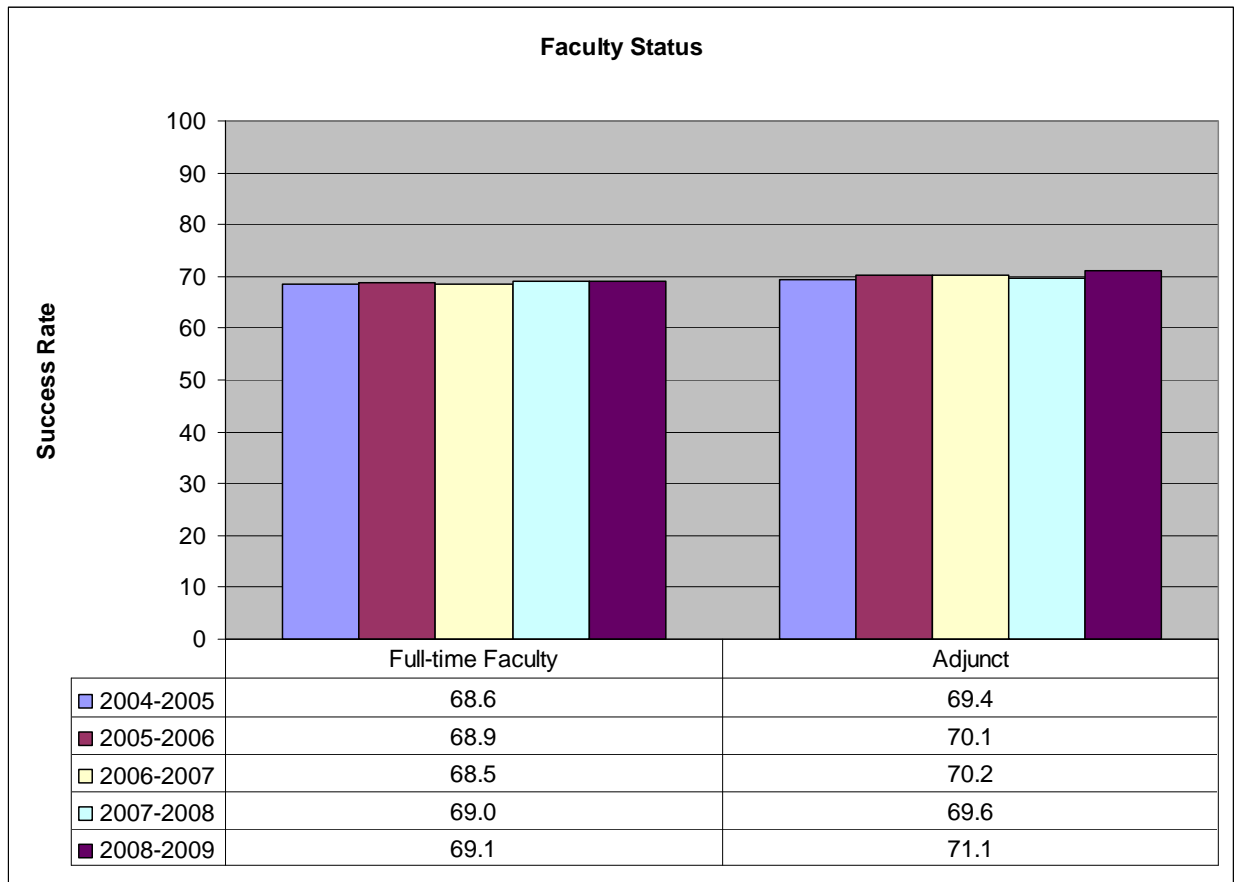
## Academic Load: Success Rates and Grades



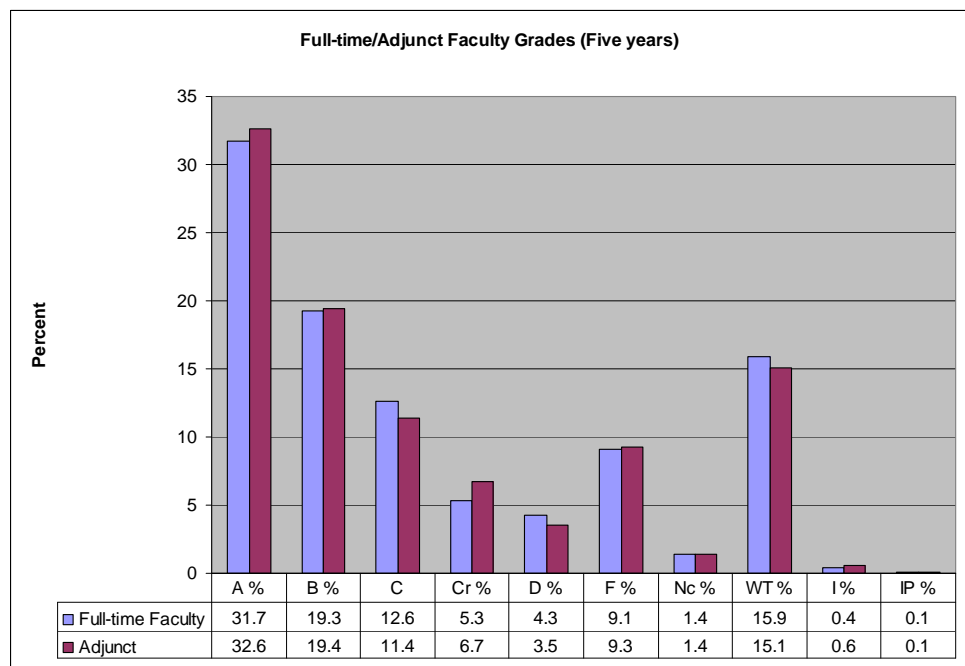
Full-time students are defined as enrolled in 12+ units, middle time as 5.5 to 11.5, and part-time as 5.5 or less units.



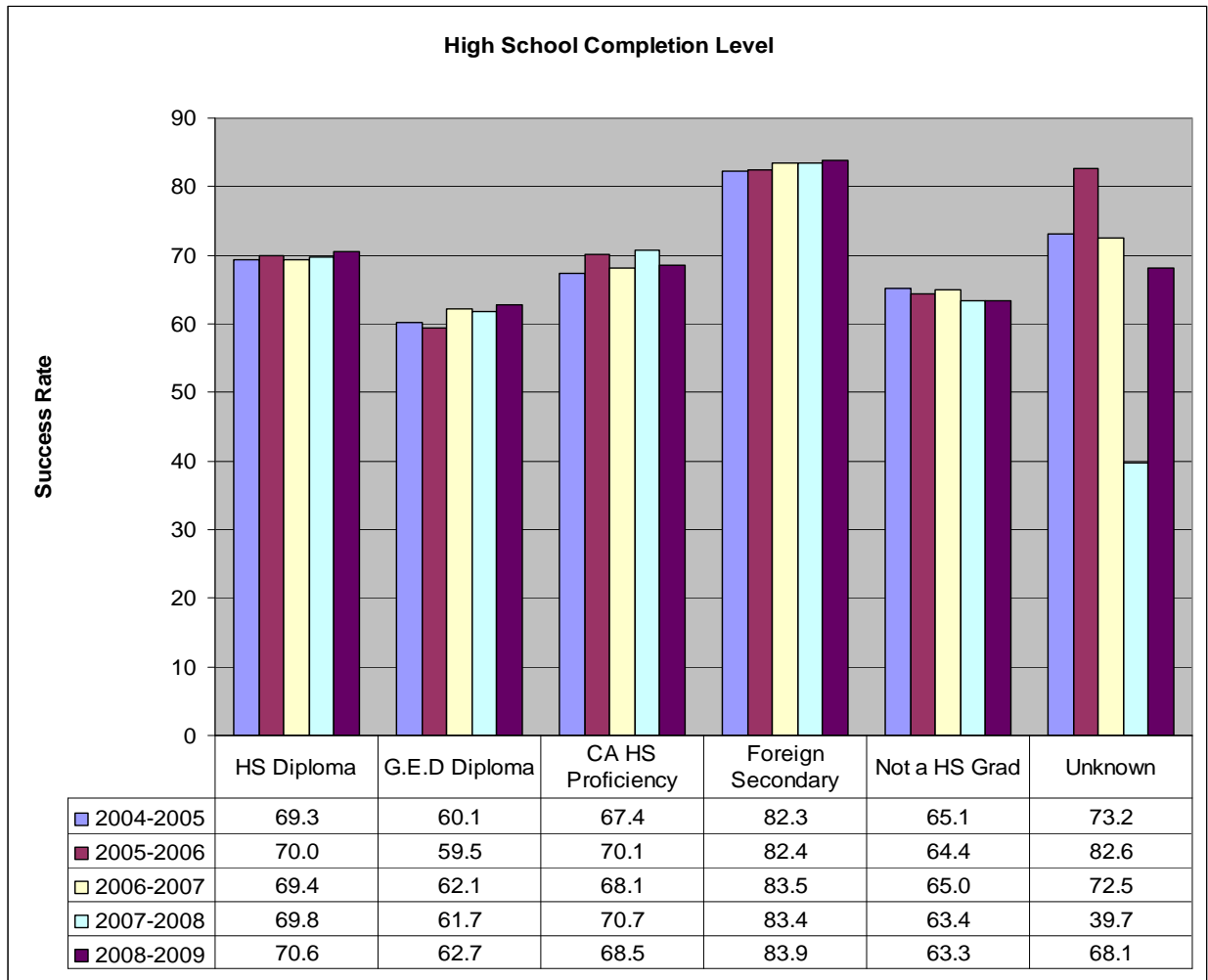
### Full-time/Adjunct Faculty: Success Rates and Grades



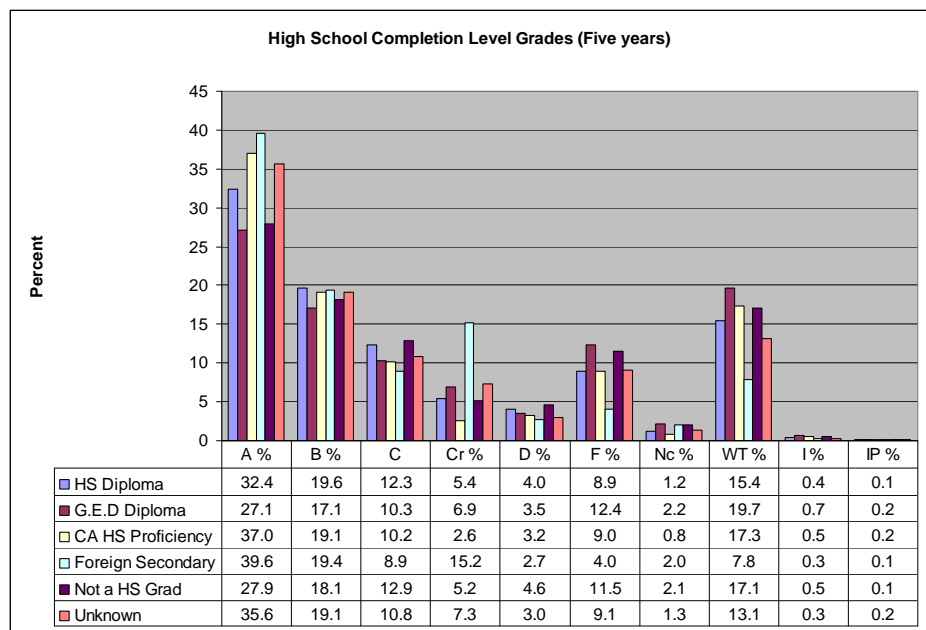
There are no appreciable differences in student success rates for courses taught by full-time faculty or adjunct faculty.



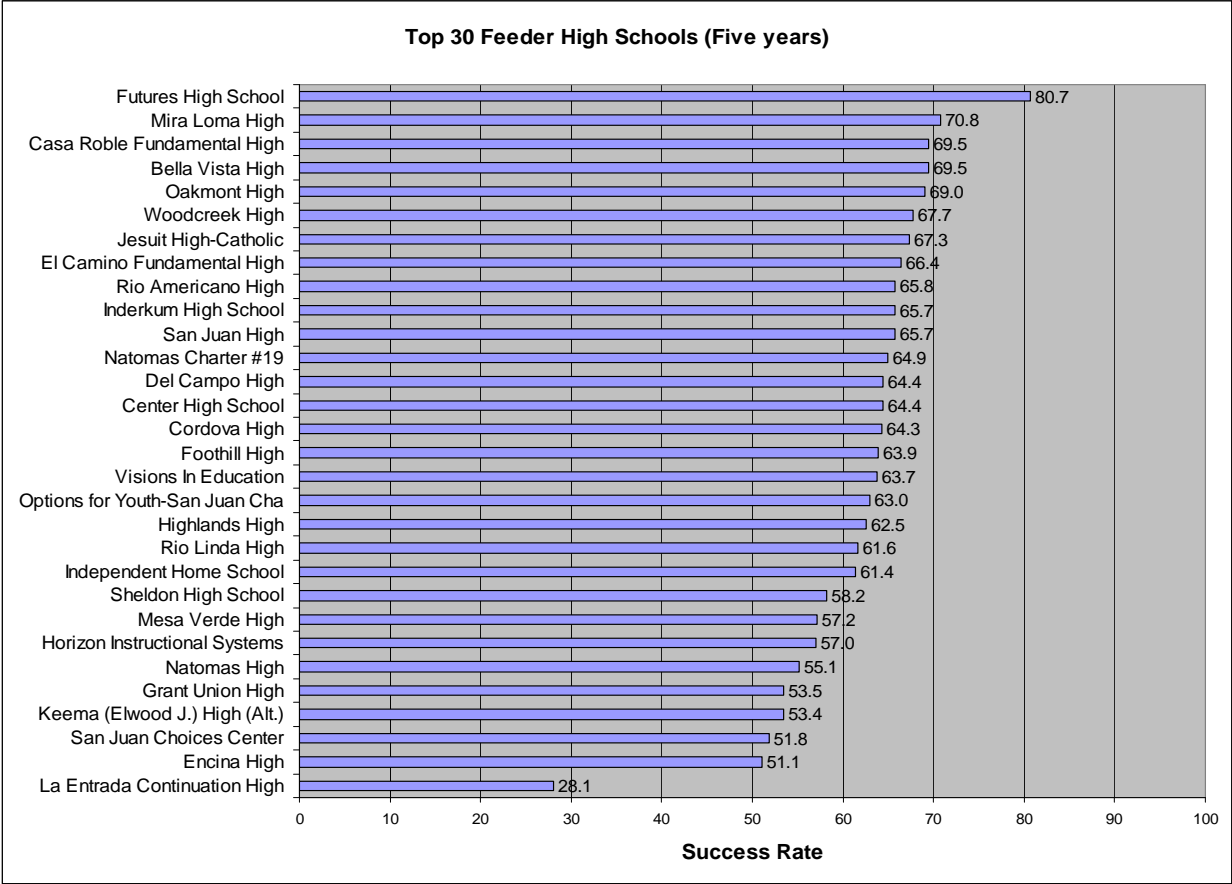
## High School Completion Level: Success Rates and Grades



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**

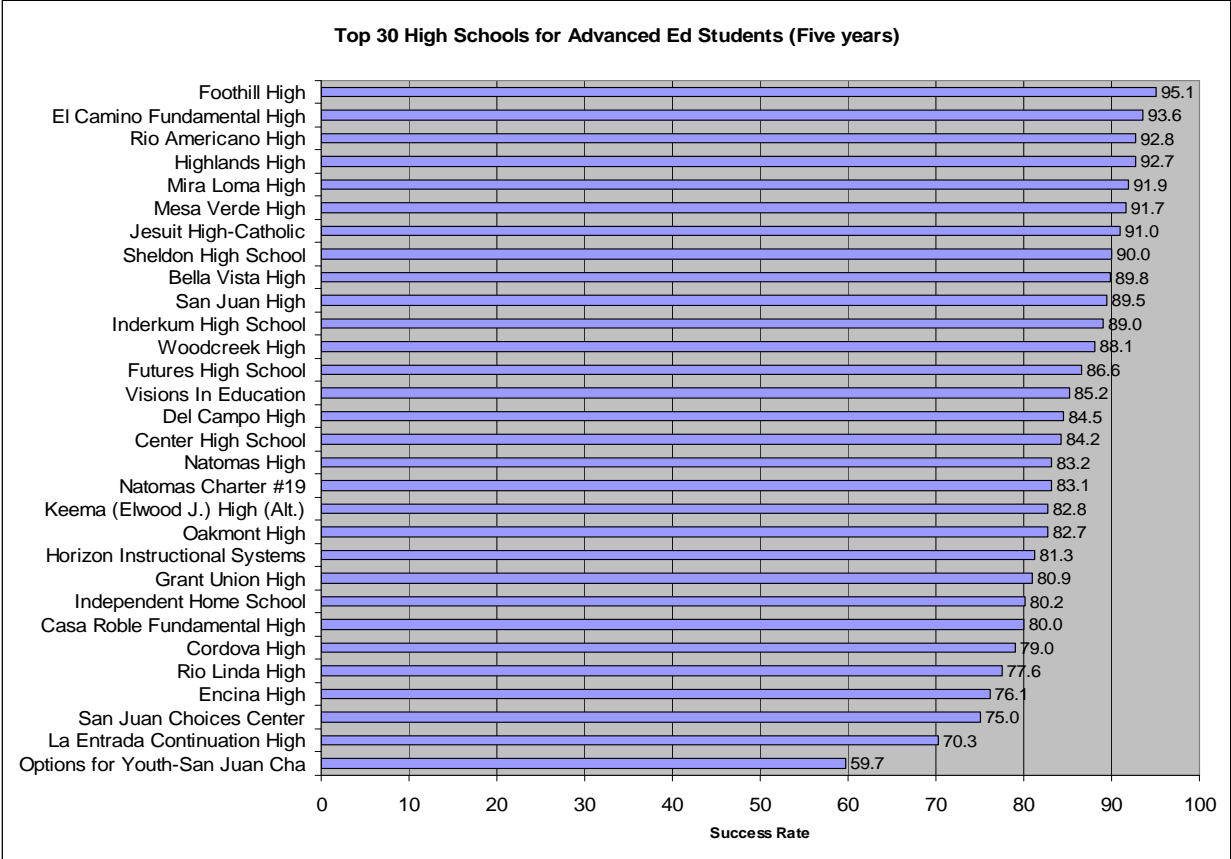


High School	Success Rate	Count
Futures High School	80.7	114
Mira Loma High	70.8	2,384
Bella Vista High	69.5	1,682
Casa Roble Fund. High	69.5	1,046
Oakmont High	69.0	813
Woodcreek High	67.7	775
Jesuit High-Catholic	67.3	272
El Camino Fundamental High	66.4	2,815
Rio Americano High	65.8	2,156
San Juan High	65.7	1,182
Inderkum High School	65.7	897
Natomas Charter #19	64.9	365
Del Campo High	64.4	2,500
Center High School	64.4	1,867
Cordova High	64.3	1,684
Foothill High	63.9	1,776
Visions In Education	63.7	1,969

High School	Success Rate	Count
Options for Youth-San Juan	63.0	292
Highlands High	62.5	1,099
Rio Linda High	61.6	1,932
Independent Home School	61.4	533
Sheldon High School	58.2	340
Mesa Verde High	57.2	961
Horizon Instructional Systems	57.0	323
Natomas High	55.1	1,596
Grant Union High	53.5	1,368
Keema (Elwood J.) High (Alt.)	53.4	429
San Juan Choices Center	51.8	280
Encina High	51.1	675
Futures High School	80.7	114

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
Foothill High	95.1	205
El Camino Fundamental High	93.6	295
Rio Americano High	92.8	640
Highlands High	92.7	259
Mira Loma High	91.9	879
Mesa Verde High	91.7	156
Jesuit High-Catholic	91.0	67
Sheldon High School	90.0	80
Bella Vista High	89.8	186
San Juan High	89.5	95
Inderkum High School	89.0	273
Woodcreek High	88.1	67
Futures High School	86.6	82
Visions In Education	85.2	817
Del Campo High	84.5	200
Center High School	84.2	424
Natomas High	83.2	214
Natomas Charter #19	83.1	130

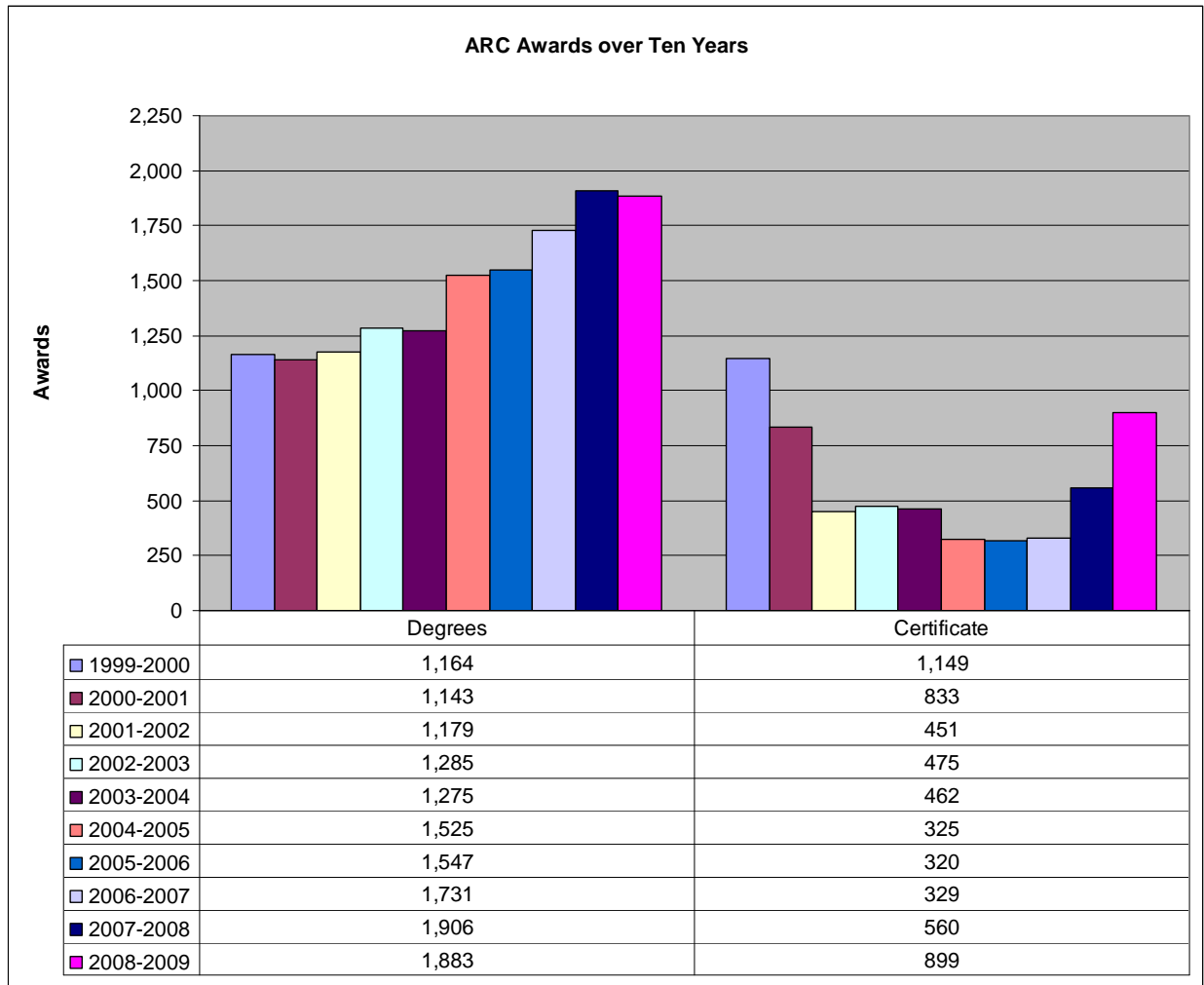
High School	Success Rate	Count
Keema (Elwood J.) High (Alt.)	82.8	116
Oakmont High	82.7	52
Horizon Instructional Systems	81.3	144
Grant Union High	80.9	162
Independent Home School	80.2	187
Casa Roble Fund. High	80.0	90
Cordova High	79.0	62
Rio Linda High	77.6	277
Encina High	76.1	285
San Juan Choices Center	75.0	96
La Entrada Continuation High	70.3	209
Options for Youth-San Juan	59.7	77

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**

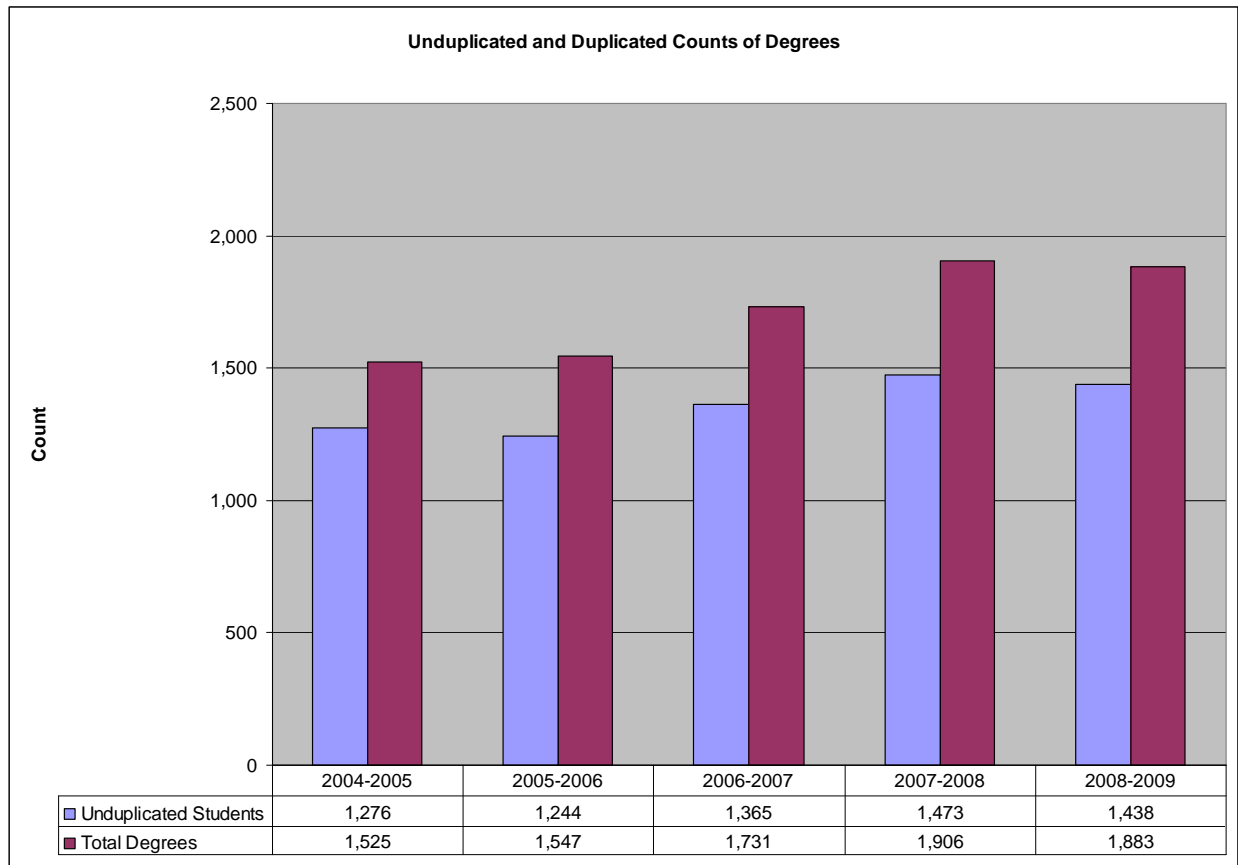
Traditional measures of an academic institution's achievement are its degrees conferred, and in the case of community colleges, its transfers and certificates as well. This section covers degrees, certificates, transfer and transfer ready.

## Degrees and Certificates for ARC



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 17.2 percent, the increase in the total number of degrees awarded during the last five years has been 42.1 percent. The number of certificates awarded in 2008-2009 has also increased significantly over 2007-2008 from 560 to 899 (60.5%).

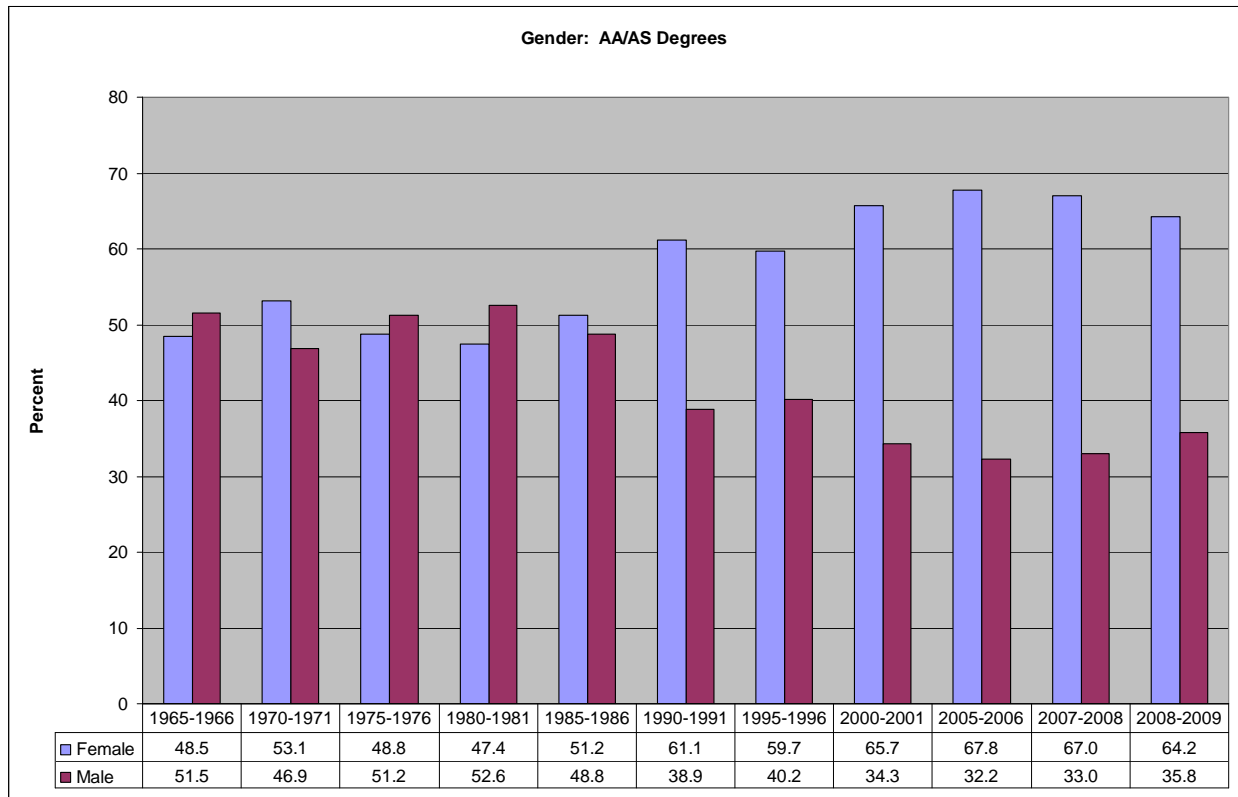
## Unduplicated Counts for Student Degrees



Over the past five years, the unduplicated number of students who received an AA/AS degree has increased from 1,278 to 1,438, a 12.5 percent increase. What has changed significantly over the past 5 years is an increase in the number of students who are awarded multiple degrees

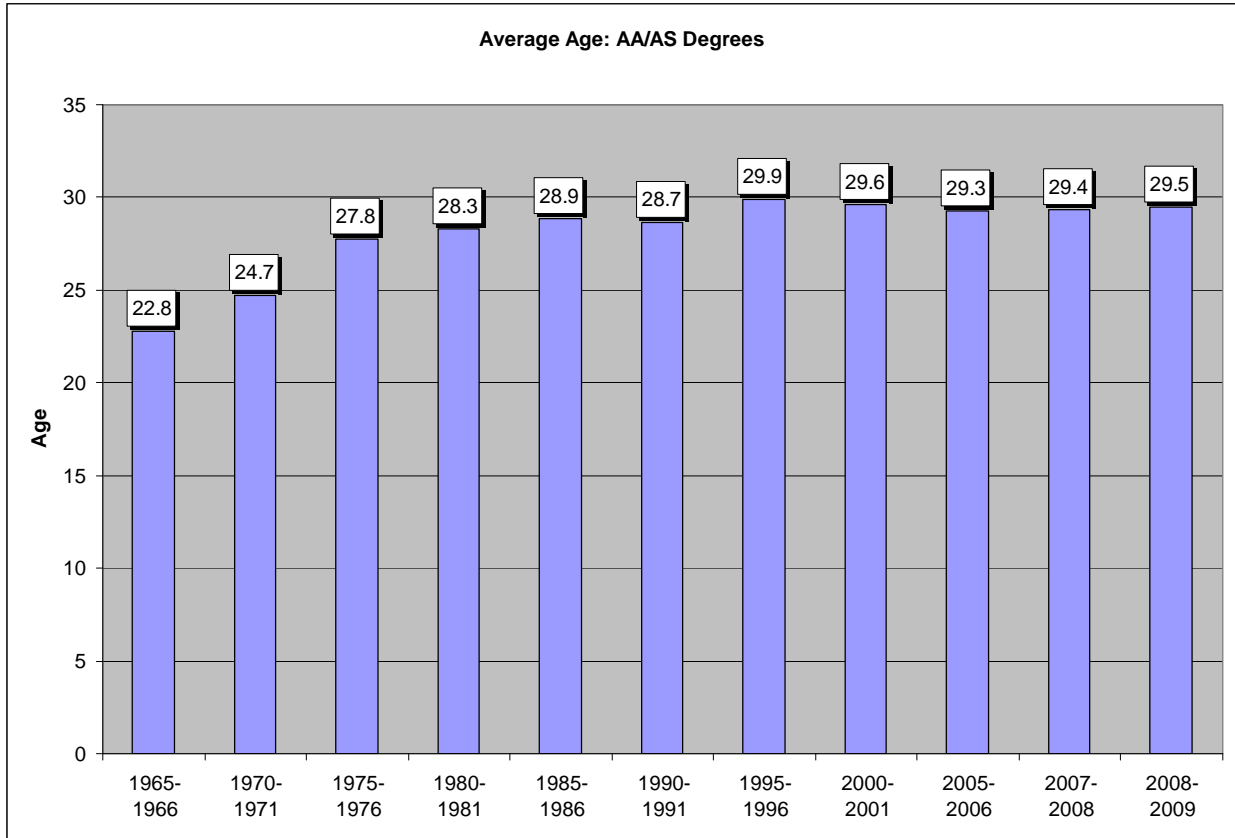


## AA/AS Degrees by Gender



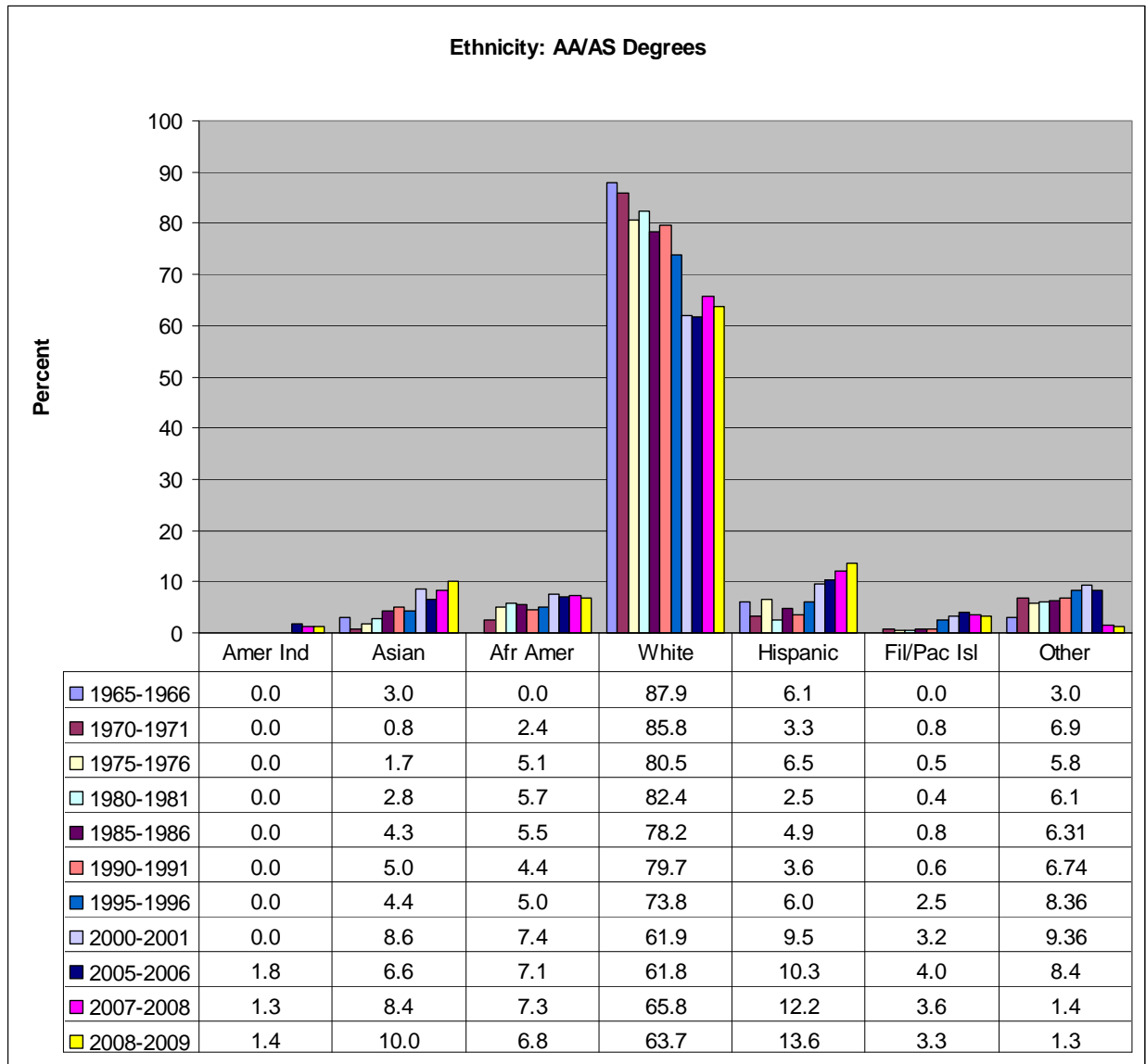
The data shown for AA/AS degrees awarded at ARC spans 43 years and describes a trend that is apparent in the 1990s when female students received a significantly higher proportion of degrees than male students. During the 2008-2009 academic year, two thirds, or 64.2 percent of the degrees awarded at ARC, 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 2008-2009, 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



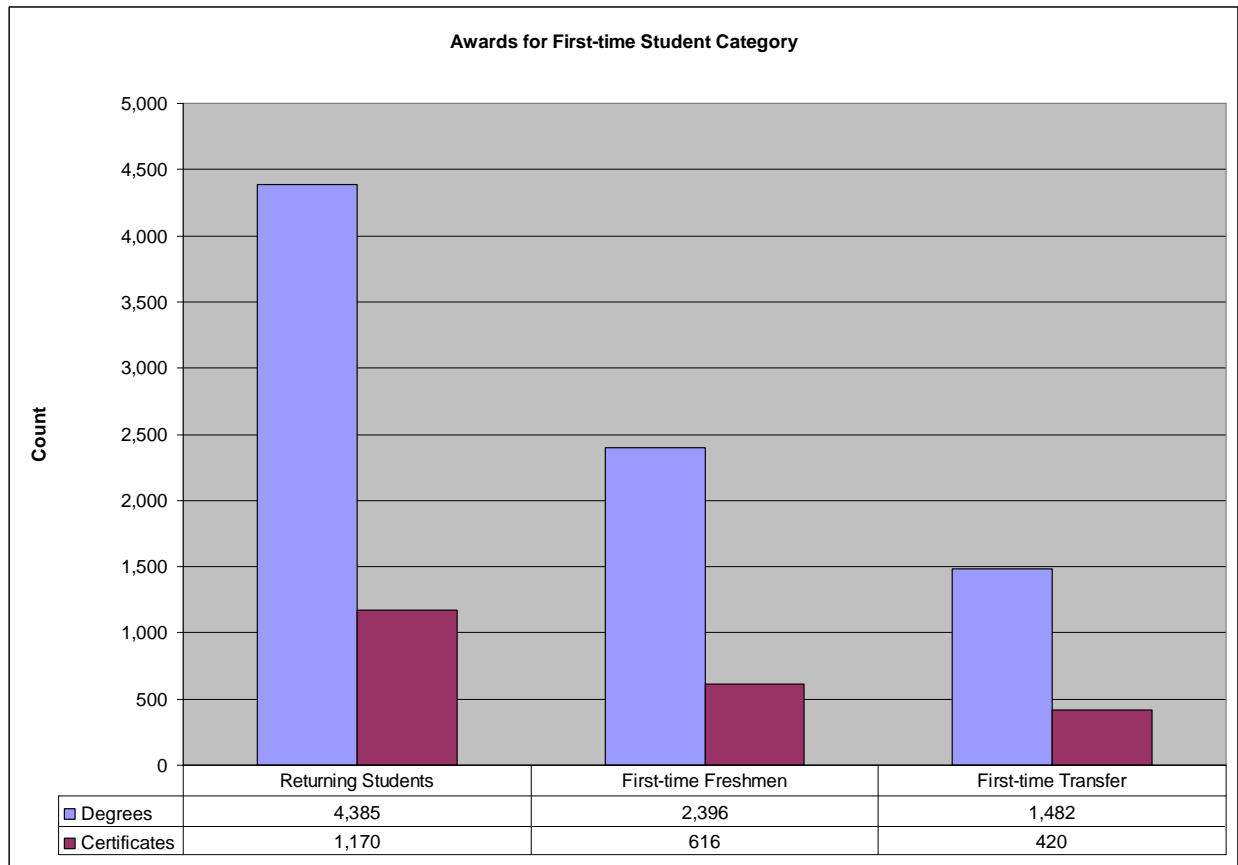
The chart shown above describes the average age for students receiving AA/AS degrees over the past 44 years. It is interesting to note the rather sharp decline for younger students from 1965-1966 to 1985-1986 and that the proportion of degrees for these older students has not shifted appreciably since 1985-1986.

## AA/AS Degrees by Ethnicity



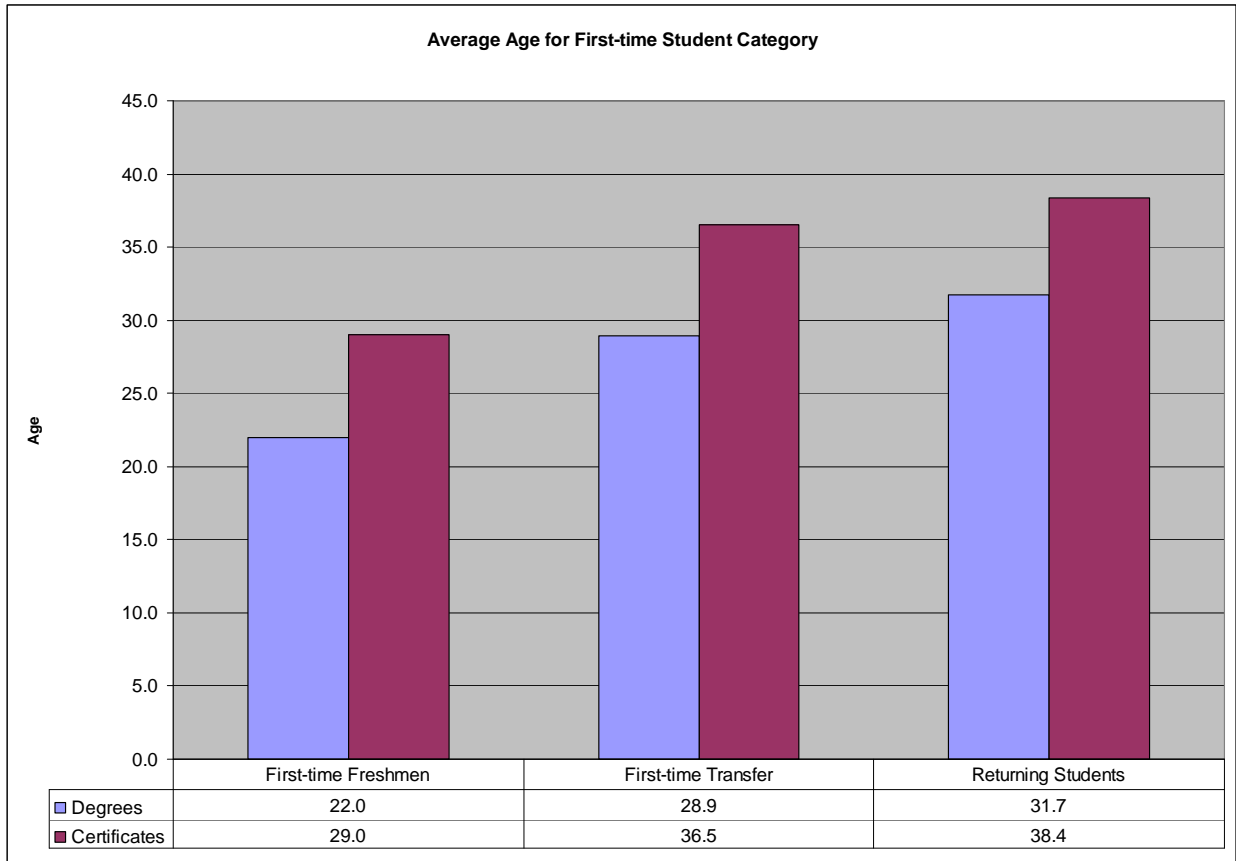
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown above have also occurred since 1964-1965, reflecting the shifts in student diversity on the ARC campus over the past 44 years.

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



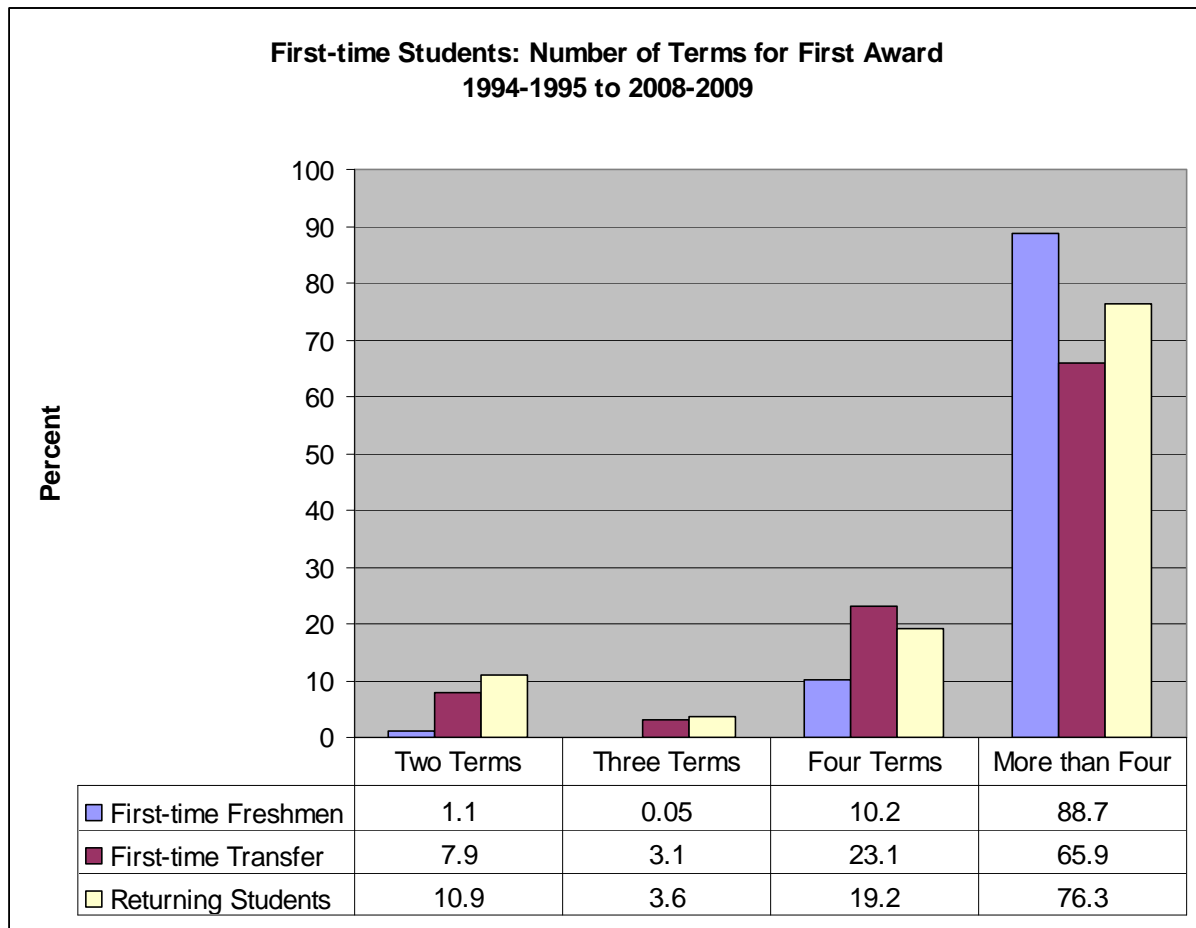
Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. Returning students (reentry) received 53.1 percent of the total degrees awarded in the past five academic years, and can be compared with the first-time freshmen who received 29 percent, and first-time transfer at 18 percent. The returning and transfer students together accounted for 71.1 percent of all degrees awarded and 72.5 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



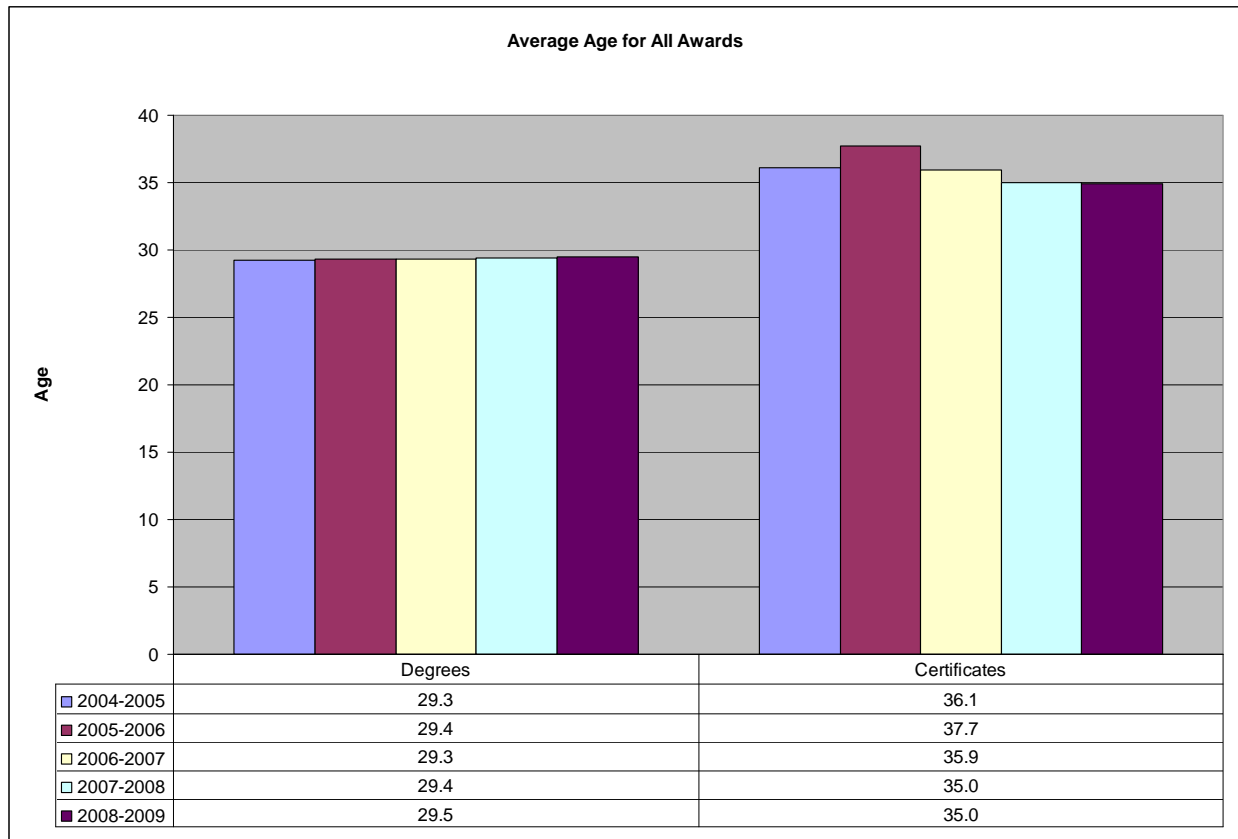
The average age of ARC students has hovered around 28 years for the past five years, and it should come as no surprise that a significant number of awards go to our older student population. The average age for first-time freshmen at the time of receiving a degree was 24.6 years old, and contrasts with 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**



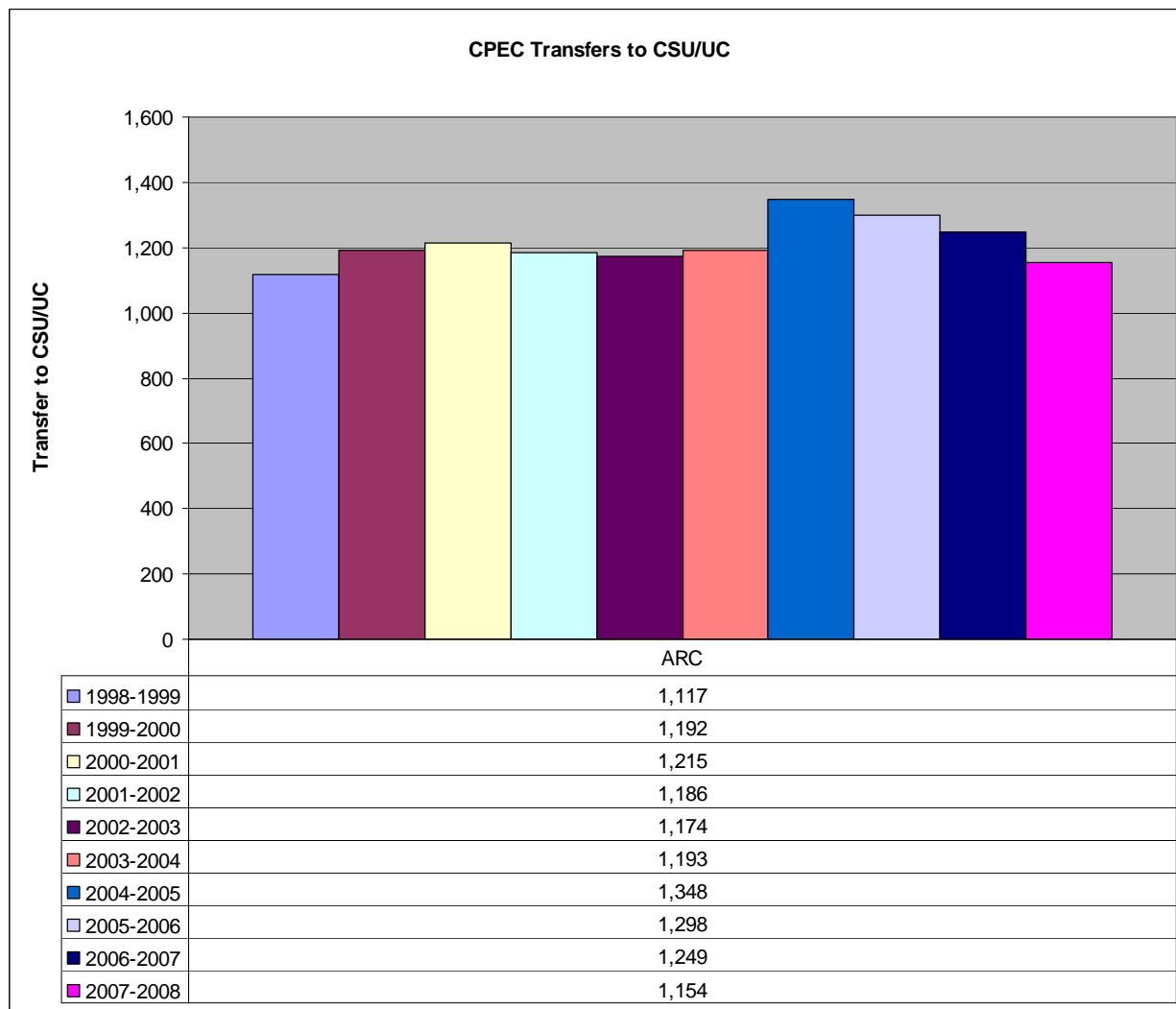
Data from the 1994-1995 academic year to present (2008-2009) was evaluated to determine the number of terms students completed before receiving their first ARC award (AA/AS or Certificate). Though both returning students and first-time transfer students received a greater proportion of awards at two, 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

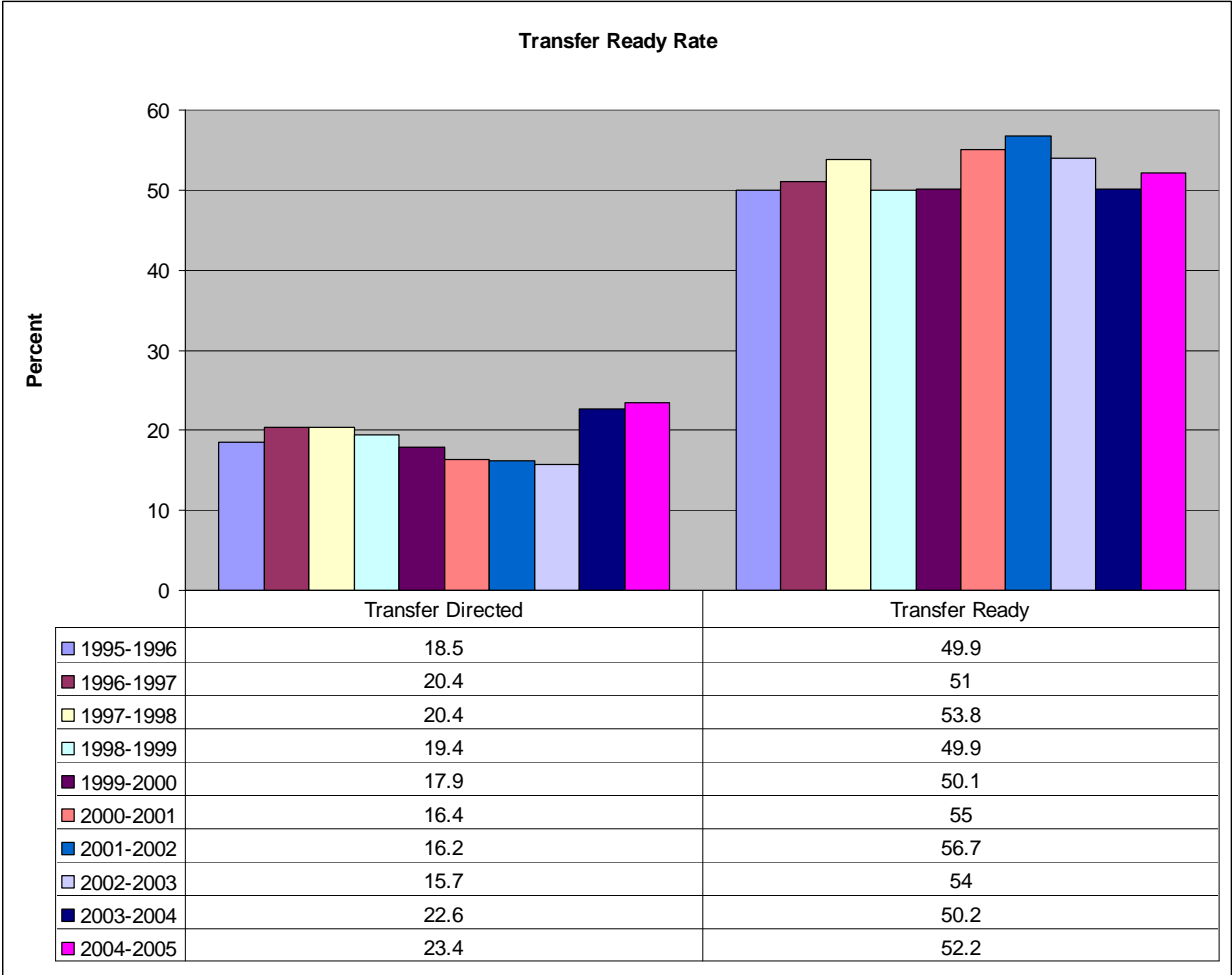


The California Postsecondary Education Commission (CPEC) provides data on transfers for community colleges to University of California system (UC) and the California State University systems (CSU). The National Clearing House data suggests that the actual number of ARC transfers may be 40% higher when out of state transfers numbers are considered as shown in the table below. Currently only the 2004-2005 through 2006-2007 data from the Clearing House is available, but the Los Rios Community College District Research 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	265	
Out of State Private 4 yr			223	181	197	
Total	1,174	1,193	1,799	1,689	1,446	1,154



**Transfer Directed and Transfer Ready Rates**

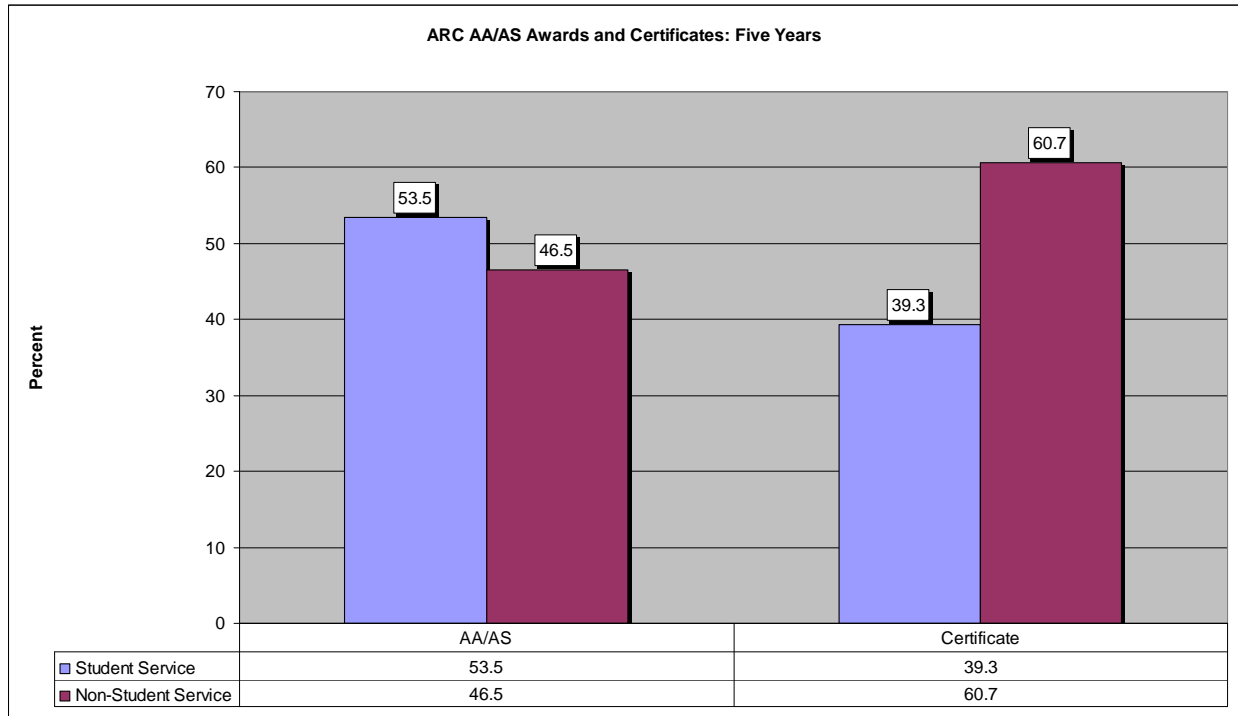


The academic years above represent starting freshmen cohorts who have four years to complete the requirements in this model as defined below. The 2004-2005 students would represent the most recent starting cohort available as the 2008-2009 data would represent the fourth year for this cohort. Perhaps, 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 2004-2005 starting cohort (234%) 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.

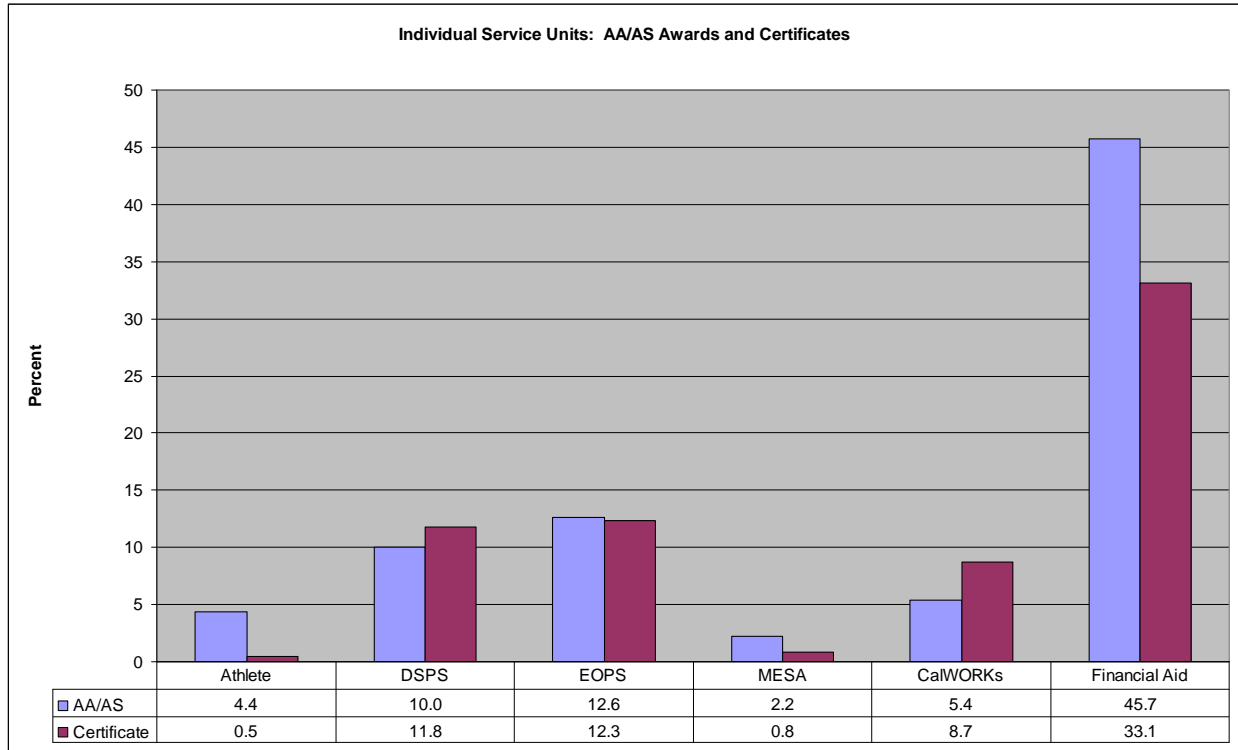
The **transfer ready** cohorts are those transfer directed students who also complete 56+ transfer units at ARC, have a 2.00+ GPA on those transfer units, and complete a transfer level English course and a transfer level math or statistics course with at least a “C” or “CR” grade - all within four years 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 Selected Student Service and Non-Student Service over Five Academic Years**



The chart above describes the proportion of AA/AS degrees and certificates awarded to students affiliated with Selected Student Service Programs (EOPS, DSPS, MESA, CalWORKs, Athletes and Financial Aid) compared with students not affiliated with one or more of these groups. The number of students participating in selected Student Service programs has grown 22.6 percent over the past five years. This growth contrasts with a 24.9 percent growth for students not participating in one of the Student Service programs. Because access to selected 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. Students affiliated with one or more of these service units represented about 23 percent of the total unduplicated student population over the past five years yet accounted for 53.5 percent of the total AA/AS degrees awarded and 39.3 percent of all certificates in the same period. 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.

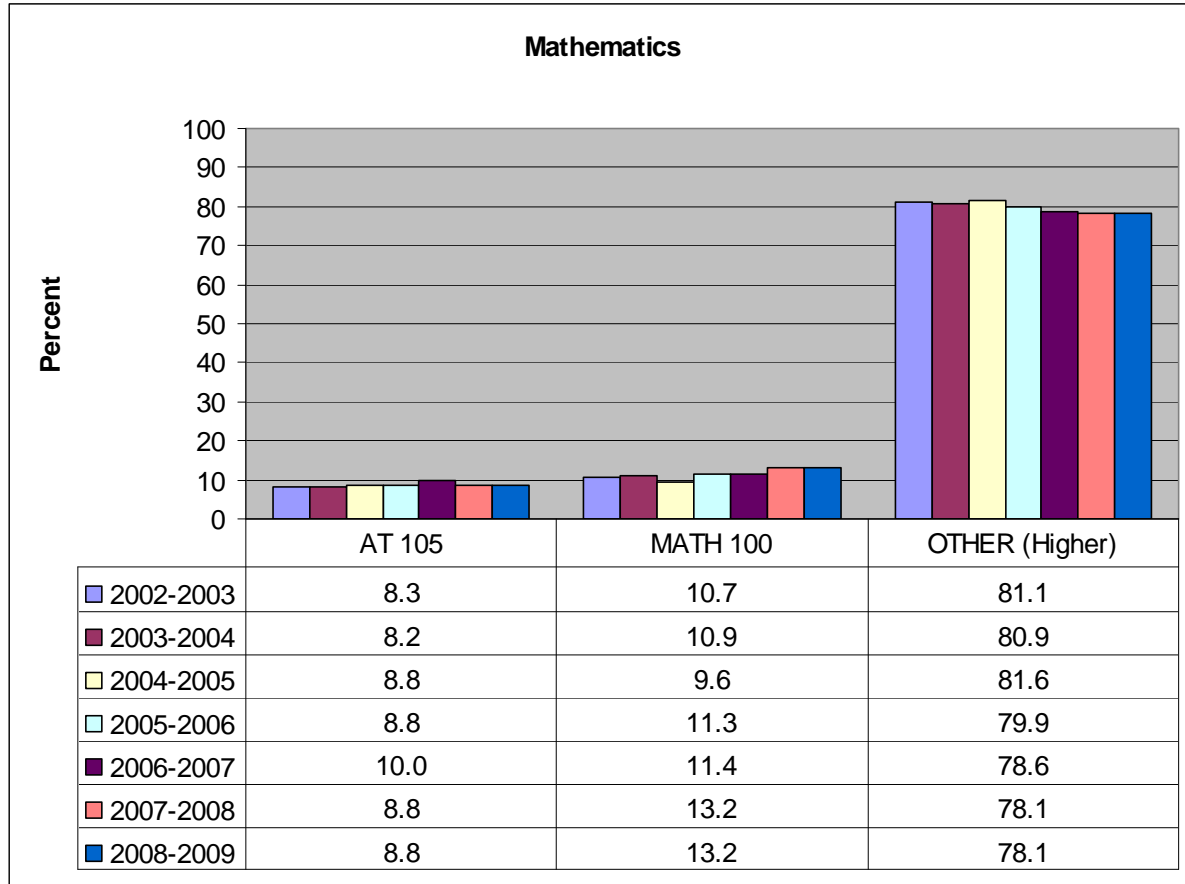
## Awards for Individual Student Support Services over Five Academic Years



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 previously for 2004-2005 to 2008-2009. 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 45.7 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 seven 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 2008-2009, of 1,439 unduplicated AA/AS awards, 318 students or 22.1 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 seven 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, MATH 100 or 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***

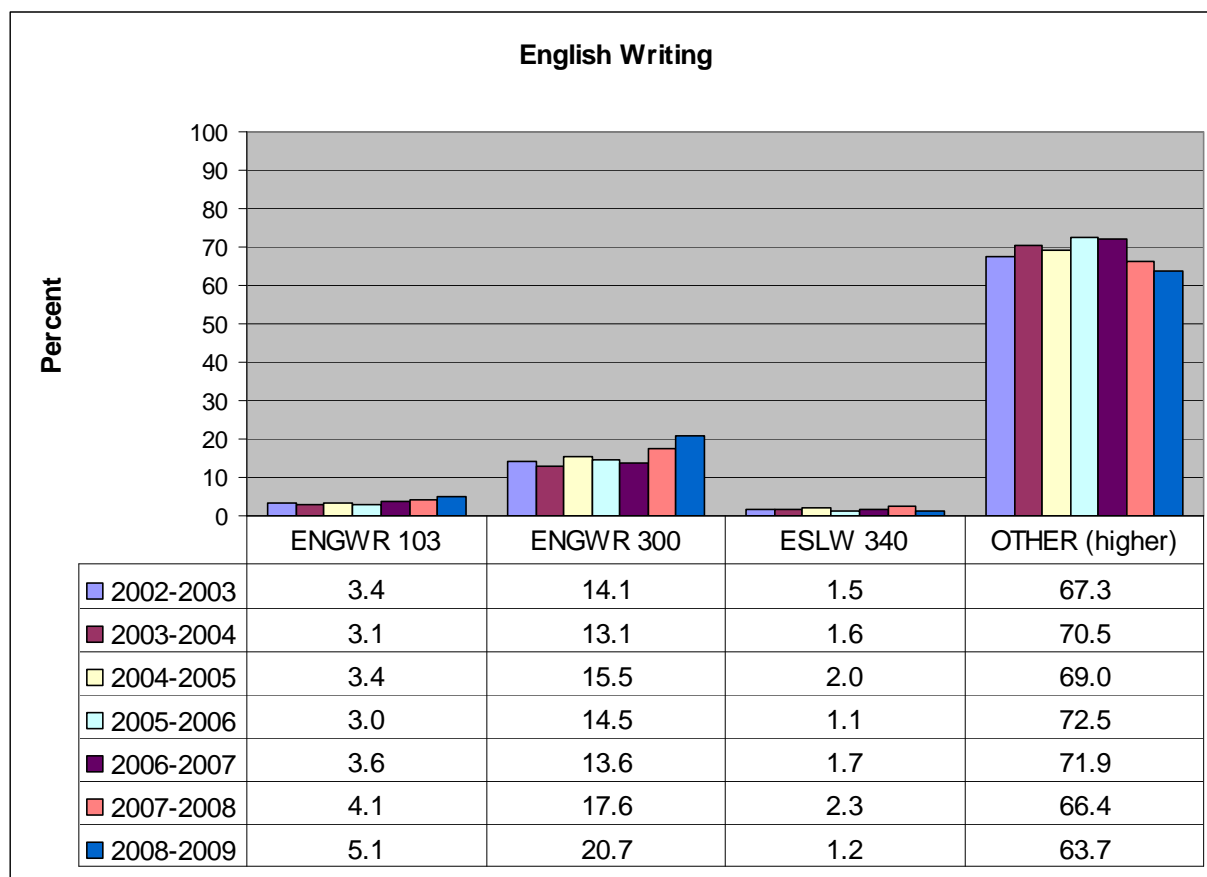
This table represents the highest level Math or equivalent course students enrolled in to meet graduation standards across majors. Note the percent of students by major who enrolled in AT 105 (Mathematics for Automotive Technology), Math 100 (Elementary Algebra) and a Higher Math, (a higher level math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

Major	AT 105 pct	Math 100 pct	Higher Math pct	Total AA/AS
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
Engr Tech - Civil Engr	0.0	0.0	100.0	1
Engr Tech - Mechanical Engr	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/SocSrv	0.0	0.0	100.0	1
Gerontology - Recreation	0.0	50.0	50.0	4
Gerontology - Social/Policy	0.0	0.0	100.0	2
Gerontology-Case Mgmt/Soc Srv	22.2	33.3	44.4	9
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	3756
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
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

Major	AT 105 pct	Math 100 pct	Higher Math pct	Total AA/AS
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 Std - Human Srv	25.0	0.0	75.0	4
Sign Language Studies	33.3	11.1	55.6	18
Sign Language-Interpreting	22.2	14.8	63.0	27
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 seven 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 2008-2009 to meet the English requirement for graduation reflects the population of students in 2009 when the new graduation standards are implemented, slightly more than **five 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 seven years described in the prior graph for English.

Major	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Accounting	12.5	31.3	25.0	6.3	25.0	16
Accounting - Financial	0.0	2.7	80.0	5.3	12.0	75
Accounting - Paraprofessional	3.8	0.0	86.8	5.7	3.8	53
Accounting Paraprofessional	1.7	0.0	84.5	6.9	6.9	58
Advertising/Sales Promotion	0.0	0.0	0.0	100.0	0.0	1
Anthropology	0.0	9.5	0.0	0.0	90.5	21
Art	8.7	17.4	4.3	4.3	65.2	23
Art - Ceramics/Sculpture	0.0	0.0	0.0	0.0	100.0	1
Art - General	0.0	50.0	0.0	0.0	50.0	2
Art - History of Art	0.0	0.0	0.0	0.0	100.0	1
Art - Painting/Drawing	25.0	25.0	0.0	0.0	50.0	8
Art - Photography/Filmmaking	0.0	0.0	0.0	50.0	50.0	2
Art - Transfer	5.0	20.0	0.0	5.0	70.0	20
Art New Media	12.5	25.0	4.2	8.3	50.0	24
Art New Media Option	14.8	33.3	3.7	0.0	48.1	27
Auto Component Service Tech	0.0	100.0	0.0	0.0	0.0	3
Automotive Analysis	0.0	25.0	50.0	0.0	25.0	4
Automotive Technology	41.2	23.5	23.5	2.0	9.8	51
Biotechnology	0.0	0.0	0.0	8.3	91.7	12
Business - Adm Assistant	0.0	0.0	85.0	5.0	10.0	20
Business - General	3.4	8.0	78.2	1.1	9.2	174
Business - General Office	0.0	9.1	81.8	0.0	9.1	11
Business - Management	0.0	0.0	0.0	0.0	100.0	1
Business - Transfer	0.6	11.9	16.9	4.4	66.3	160
Business, Small - Management	12.5	12.5	50.0	0.0	25.0	8
CIS - Computer Network Mgmt	0.0	18.0	60.0	0.0	22.0	50
CIS - Computer Programming	0.0	30.8	38.5	0.0	30.8	13
CIS - Database Management	0.0	33.3	50.0	0.0	16.7	6
CIS - Microcomputer Apps	4.3	14.1	59.8	4.3	17.4	92
CIS - PC Support Management	0.0	5.0	77.5	2.5	15.0	40
CIS - Programming	7.0	11.6	44.2	4.7	32.6	43
CIS - Software Applications	50.0	0.0	50.0	0.0	0.0	2
CIS - Transfer	0.0	50.0	0.0	0.0	50.0	2
CIS-Comp Network Mgt: Linux	0.0	0.0	100.0	0.0	0.0	1
CIS-Comp Network Mgt: MS Win	0.0	100.0	0.0	0.0	0.0	1
CIS-Comp Program: Java	0.0	0.0	0.0	0.0	100.0	2
CMOS Mask Design	20.0	40.0	0.0	0.0	40.0	5
Carpenters Apprenticeship	100.0	0.0	0.0	0.0	0.0	1
Chemical Dependency Studies	13.6	18.2	4.5	0.0	63.6	22
Community Journalism	0.0	0.0	16.7	0.0	83.3	6
Computer Information Science	0.0	0.0	0.0	0.0	100.0	5
Culinary Arts/Restaurnt Mgmt	24.4	31.7	14.6	2.4	26.8	41
Design Technology	9.4	32.1	9.4	1.9	47.2	53
Diesel Technology	100.0	0.0	0.0	0.0	0.0	1
Early Childhood Education	19.3	14.5	5.8	2.9	57.6	311
Electrical Apprenticeship	0.0	33.3	0.0	0.0	66.7	3
Electronic Engine Mgt Sys Tech	50.0	25.0	25.0	0.0	0.0	4
Electronic Systems Technology	17.9	53.6	7.1	3.6	17.9	28

Major	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Electronics Communication Tech	41.7	25.0	12.5	0.0	20.8	24
Electronics Digital Sys Tech	52.1	18.8	14.6	4.2	10.4	48
Engineering Technology	7.1	28.6	14.3	0.0	50.0	14
English	0.0	0.0	0.0	0.0	100.0	1
Engr Tech - Civil Engr	0.0	50.0	0.0	0.0	50.0	2
Engr Tech - Mechanical Engr	0.0	100.0	0.0	0.0	0.0	1
FC: Fashion Merchandising	0.0	0.0	0.0	0.0	100.0	2
Family and Consumer Science	0.0	0.0	0.0	0.0	100.0	1
Fashion Design	0.0	18.2	27.3	0.0	54.5	11
Fashion Merchandising	17.6	41.2	11.8	0.0	29.4	17
Fire Technology	27.1	32.2	1.7	0.0	39.0	59
Funeral Service Education	33.3	33.3	25.9	0.0	7.4	27
General Education - Transfer	0.0	4.0	1.6	0.8	93.6	628
General Office	0.0	2.3	90.9	4.5	2.3	44
General Science	0.8	26.1	0.8	0.0	72.3	119
Geographic Information Systems	6.3	18.8	0.0	0.0	75.0	16
Geography	0.0	66.7	0.0	0.0	33.3	3
Gerontology	10.0	33.3	10.0	0.0	46.7	30
Gerontology - Business	0.0	0.0	0.0	0.0	100.0	1
Gerontology - Case Mgmt/SocSrv	0.0	50.0	0.0	0.0	50.0	2
Gerontology - Recreation	20.0	40.0	20.0	0.0	20.0	5
Gerontology - Social/Policy	0.0	0.0	0.0	0.0	100.0	3
Gerontology-Case Mgmt/Soc Srv	0.0	25.0	25.0	0.0	50.0	8
HM-Culinary Arts	0.0	66.7	0.0	0.0	33.3	3
HM-Restaurant Management	100.0	0.0	0.0	0.0	0.0	1
History of the Creative Arts	0.0	0.0	0.0	0.0	100.0	1
Hospitality Management	0.0	0.0	0.0	0.0	100.0	1
Hotel Management	0.0	0.0	100.0	0.0	0.0	1
Human Services	21.0	20.4	9.6	3.6	45.5	167
Information Systems Security	0.0	0.0	100.0	0.0	0.0	4
Interior Design	17.9	15.4	7.7	7.7	51.3	39
Interior Planning and Design	26.7	20.0	6.7	0.0	46.7	15
Interpreter Training Program	0.0	33.3	0.0	0.0	66.7	3
Jazz Studies	0.0	16.7	0.0	0.0	83.3	6
Journalism/Mass Communication	0.0	0.0	0.0	0.0	100.0	1
Landscape Industry	37.5	12.5	25.0	0.0	25.0	8
Language Studies	0.0	0.0	100.0	0.0	0.0	1
Languages and Literature	0.0	3.3	1.7	0.0	95.0	60
Legal Assisting	2.6	38.8	9.5	1.7	47.4	116
Liberal Arts	1.1	11.2	2.5	1.0	84.3	3787
Liberal Studies/Elem Education	0.0	0.0	0.0	0.0	100.0	3
Management	4.3	0.0	78.3	0.0	17.4	23
Management - Business	10.5	21.1	47.4	5.3	15.8	19
Management - Government	0.0	100.0	0.0	0.0	0.0	1
Management - Modern	0.0	0.0	100.0	0.0	0.0	2
Marketing	9.1	0.0	81.8	0.0	9.1	11
Mathematics	1.0	10.8	2.2	1.0	85.1	409
Mechtronics	0.0	0.0	50.0	0.0	50.0	2
Medical Office	0.0	0.0	100.0	0.0	0.0	2
Music	5.3	21.1	0.0	10.5	63.2	19
Music - Business Management	25.0	0.0	25.0	0.0	50.0	4
Music - Commercial Recording	0.0	33.3	0.0	0.0	66.7	9

Major	Engwr 103 pct	Engwr 300 pct	Bus 310 pct	ESLW 340 pct	Other pct	Total AA/AS
Music - Jazz Studies	0.0	20.0	0.0	0.0	80.0	10
Music, Commercial - Business	16.7	33.3	33.3	0.0	16.7	6
Music, Commercial - Recording	0.0	23.1	0.0	0.0	76.9	13
Natural Resources	15.0	20.0	0.0	0.0	65.0	20
Nursery Industry	6.7	60.0	6.7	0.0	26.7	15
Nursing - RN	0.4	55.8	0.0	0.0	43.8	224
Office Administration	6.3	0.0	87.5	6.3	0.0	16
Paramedic	0.0	29.4	0.0	0.0	70.6	17
Physical Science/Mathematics	0.8	9.6	1.6	1.6	86.4	125
Psychology	0.0	10.8	1.2	1.2	86.7	83
Real Estate	0.0	2.9	82.9	2.9	11.4	35
Recreation Management	12.5	12.5	0.0	0.0	75.0	8
Registered Nursing	0.0	44.9	0.0	0.0	55.1	89
Respiratory Care	1.4	60.6	0.0	4.2	33.8	71
Restaurant Management	0.0	100.0	0.0	0.0	0.0	1
Retail Management	0.0	0.0	75.0	0.0	25.0	4
Science - General	0.2	24.1	1.3	1.1	73.3	460
Sheet Metal Apprenticeship	0.0	0.0	0.0	0.0	100.0	1
Sign Language - Human Services	100.0	0.0	0.0	0.0	0.0	1
Sign Language Std - Human Srv	0.0	25.0	0.0	0.0	75.0	4
Sign Language Studies	5.9	23.5	11.8	0.0	58.8	17
Sign Language-Interpreting	6.5	29.0	0.0	0.0	64.5	31
Small Business Management	33.3	22.2	11.1	0.0	33.3	9
Social Sciences	1.0	11.2	1.9	0.7	85.1	578
Technical Communications	0.0	0.0	0.0	0.0	100.0	9
Theater Arts	0.0	50.0	0.0	0.0	50.0	2
Theater Arts - Acting	50.0	0.0	0.0	0.0	50.0	2
Theater Arts - Technical	0.0	25.0	0.0	0.0	75.0	4
Theatre Arts - Acting	0.0	0.0	16.7	0.0	83.3	6
Theatre Arts - Film Option	0.0	0.0	0.0	0.0	100.0	1
Theatre Arts - Technical	20.0	80.0	0.0	0.0	0.0	5
Theatre Arts-Film Option	0.0	0.0	0.0	0.0	100.0	1
Total Quality Management	0.0	0.0	100.0	0.0	0.0	1
Welding Technology	33.3	33.3	16.7	0.0	16.7	18

## **Student Persistence and Academic Benchmarks**

Traditionally Persistence is measured by computing the percentage of new students that continue their enrollment through subsequent semesters. There are a numbers ways to describe Persistence such as fall to spring, fall to fall, or a continuous fall to spring, spring to fall over a period of time such as 3, 4, 5 years. In this report, the fall to fall persistence will be shown. Academic Benchmarks are another approach to examine student progress over time and will be shown in this section as well.

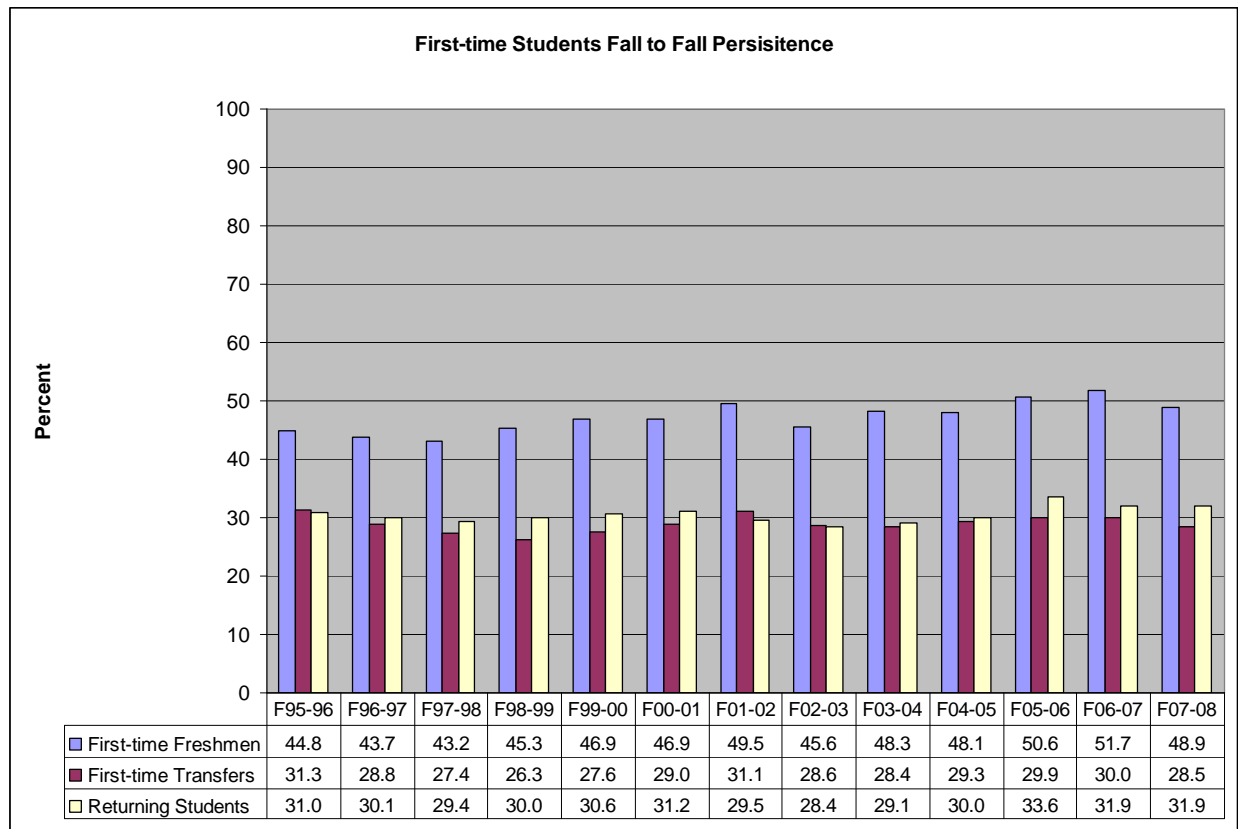
### **First-time Students**

Another tradition in defining student persistence rates has been to examine only first-time freshmen. 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 (reentry). To provide scale for the relative size of each of these groups, in fall 2008 the unduplicated number of first-time freshmen was 4,794, first-time transfers were 4,328, and reentry students 5,783. For the purposes of this report, the first-time freshmen, first-time transfer, and returning student will collectively be examined as first-time students.

### **Academic Benchmarks**

To refine and gather more information about student 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). 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 2004 and 2005 fall semesters (n=23,874) and were given four years to reach the various benchmarks.

## First-time Freshmen Fall to Fall Persistence Rate



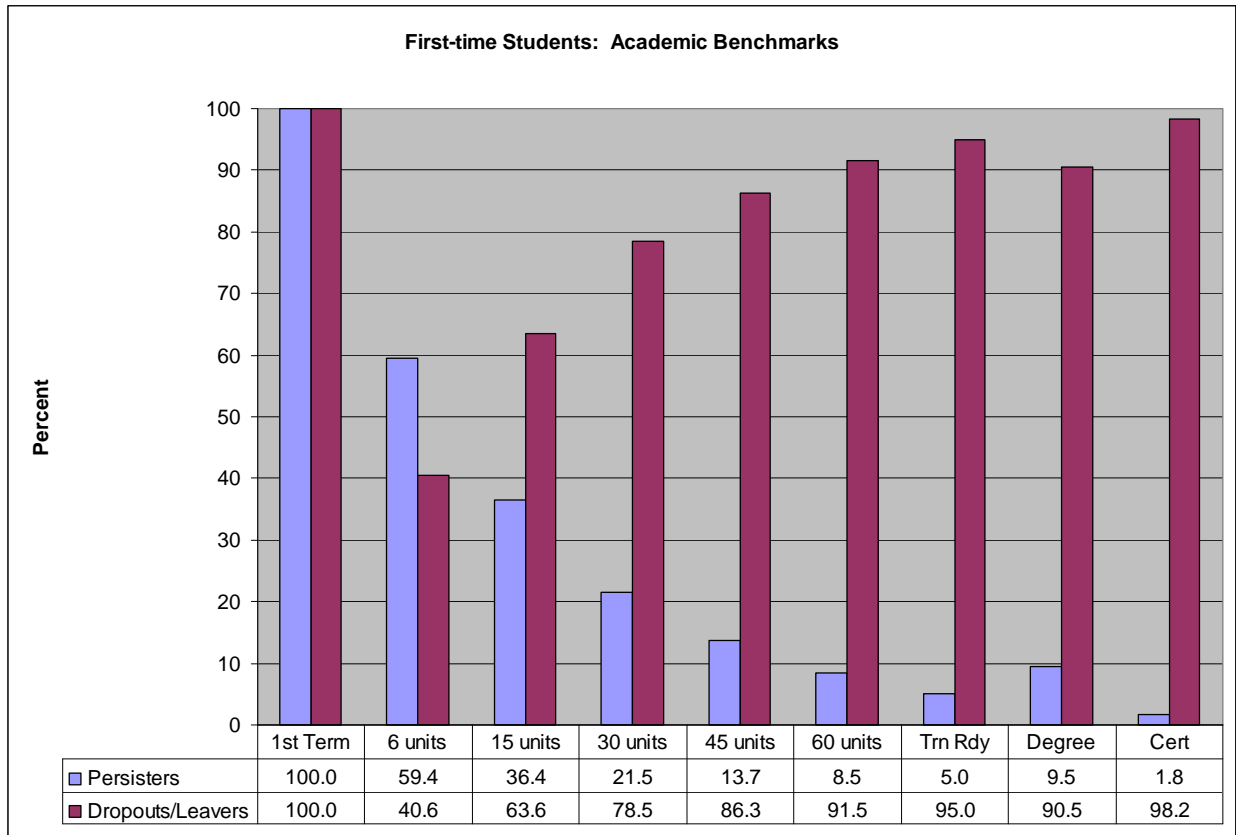
Fall to Fall Persistence is defined as the number of students who begin at the college during a fall term that subsequently are found to have enrolled in one or more courses in the following fall term. For example, the F95-96 category represents all students who enrolled in fall 1995 as one of the three groups shown and then were shown to have enrolled in one or more courses in the following fall 1996 term. All three categories are assigned to students only for a single term, upon which they either become a continuing student or have left the college. After a three year absence, a student can become reclassified again into one of the three categories. The numbers of students persisting from a fall to fall period in all three groups have remained relatively consistent with some increases seen in the past few years.

**First-time Freshmen** are those students who have no previous record of enrolling in the college.

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

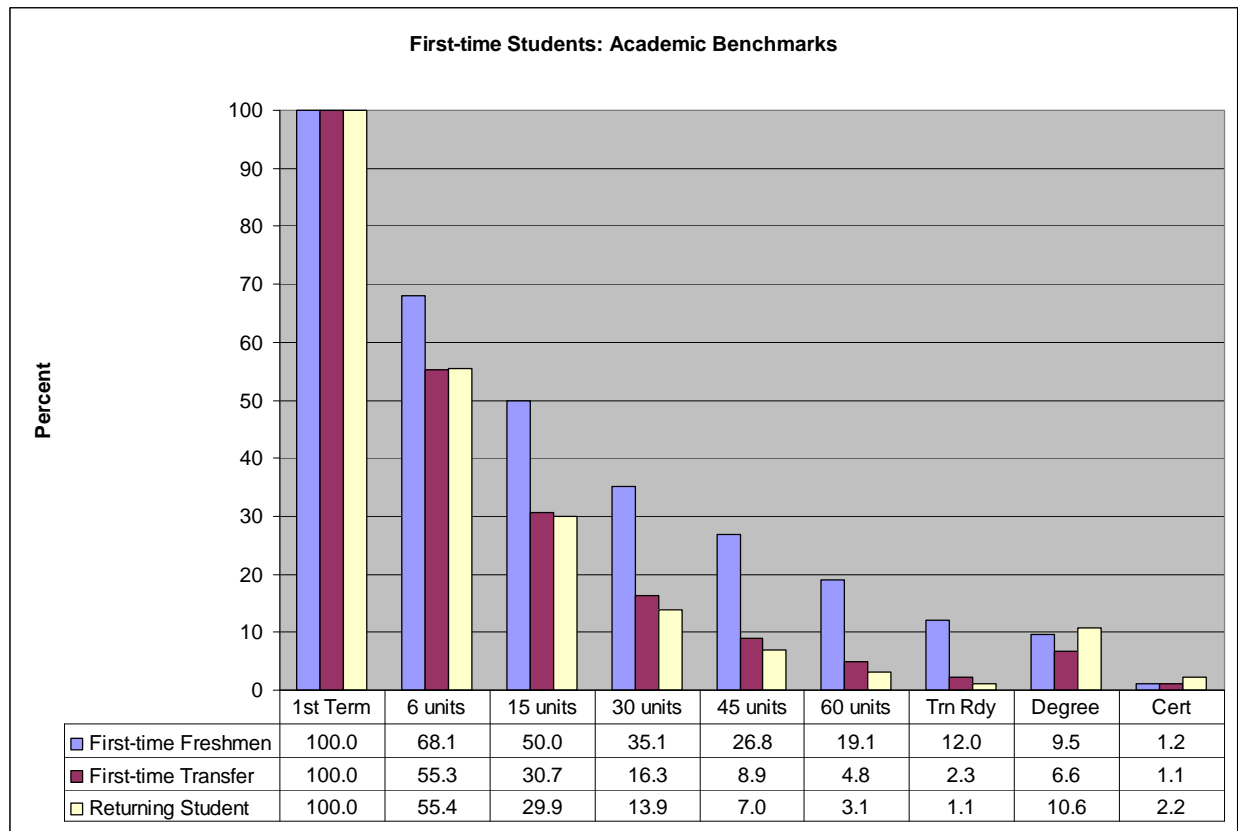
**Returning Student (Reentry)** are those students who at some point in the past have been enrolled at ARC either as a first-time transfer or freshmen.

## Academic Benchmarks for ARC First-time Students



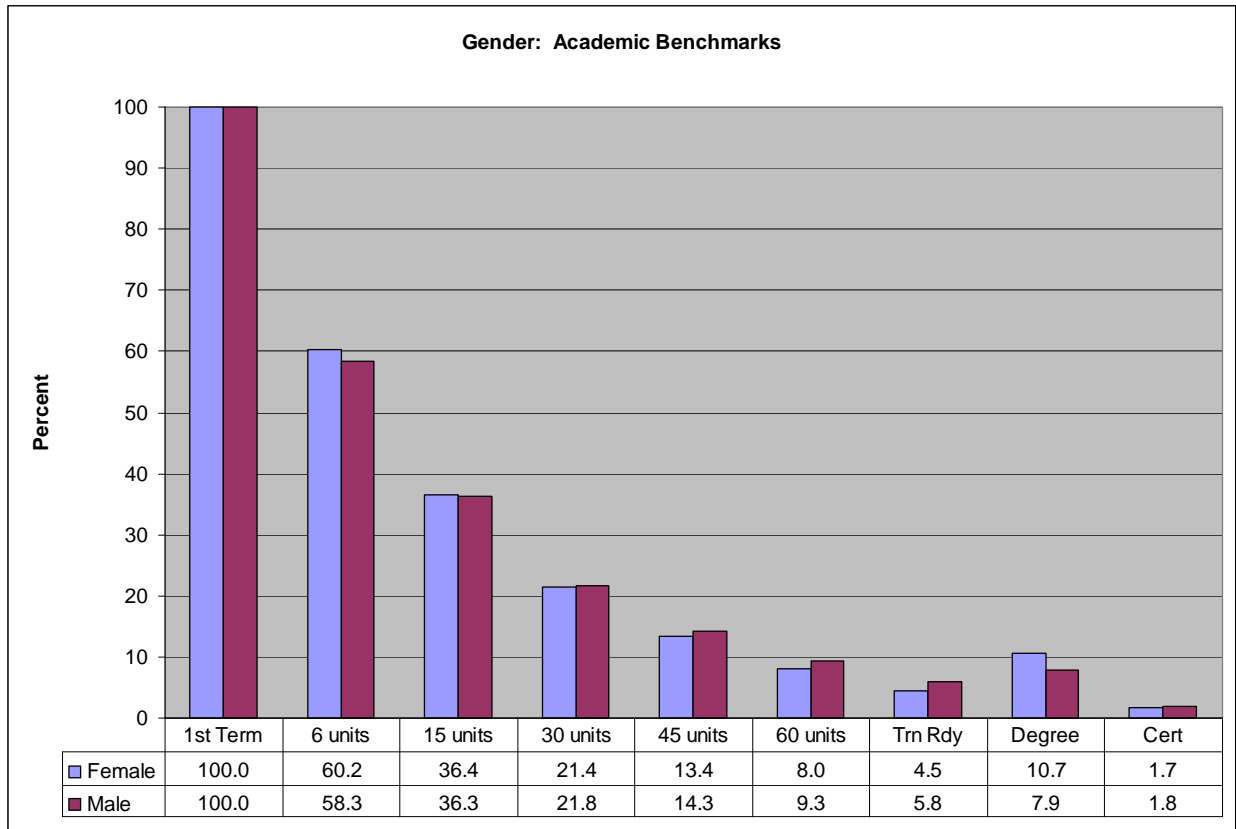
The chart above describes the journey that first-time students take at ARC. The Academic Benchmarks provide an informative picture of the progression of students through the system by illustrating how many ARC first-time students complete the various benchmarks within a four year period. Shown are the aggregated results of two first-time student cohorts starting in fall 2004 and fall 2005 (n=23,874). 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 23,874 first-time students shown above that were given four years to complete the academic benchmarks, 2,037 finished 60 units (8.5%), 2,275 received an AA/AS degree (9.5%) and 421 received a certificate (1.8%).

## First-time Student: Academic Benchmarks



The chart above describes the progression for the three first-time student categories. The combined fall 2004 and 2005 first-time students represented 23,874 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.

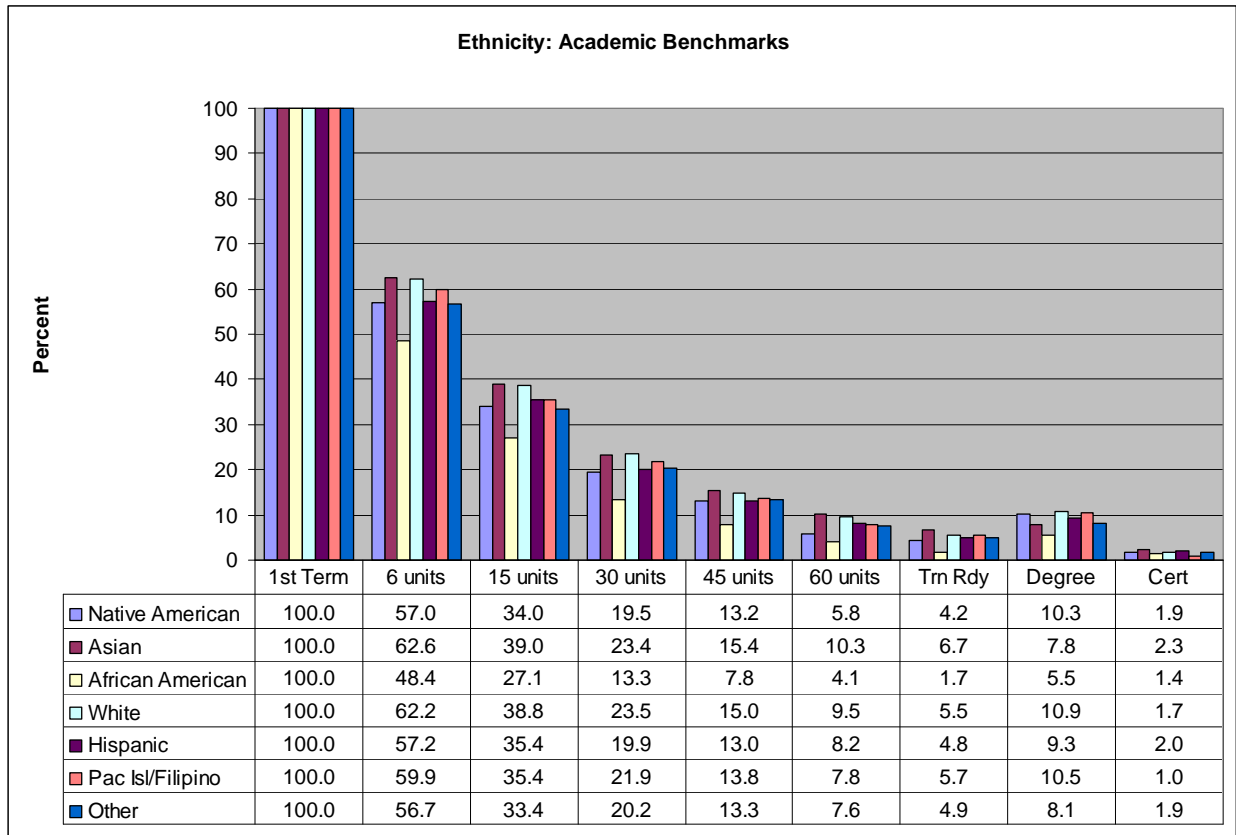
**First-time Student - Gender: Academic Benchmarks**



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.

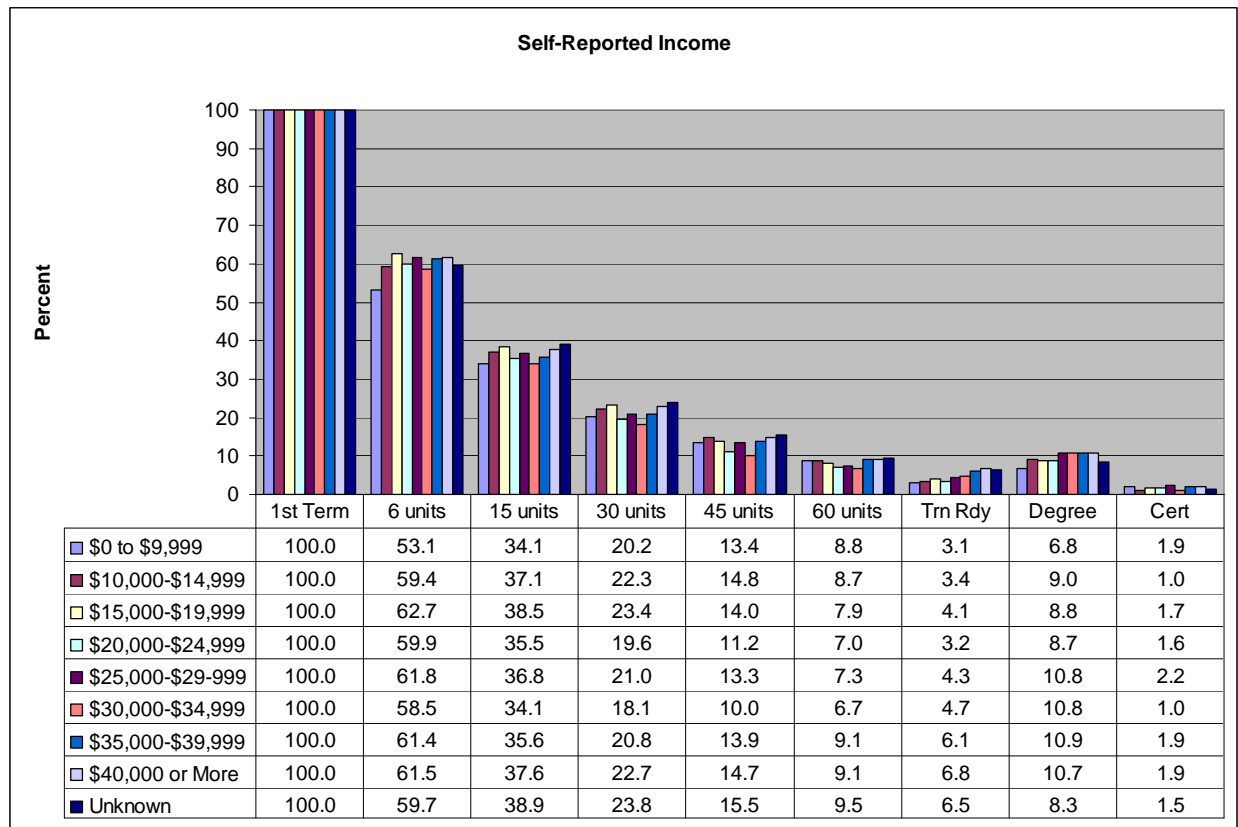


## First-time Student - Ethnicity: Academic Benchmarks



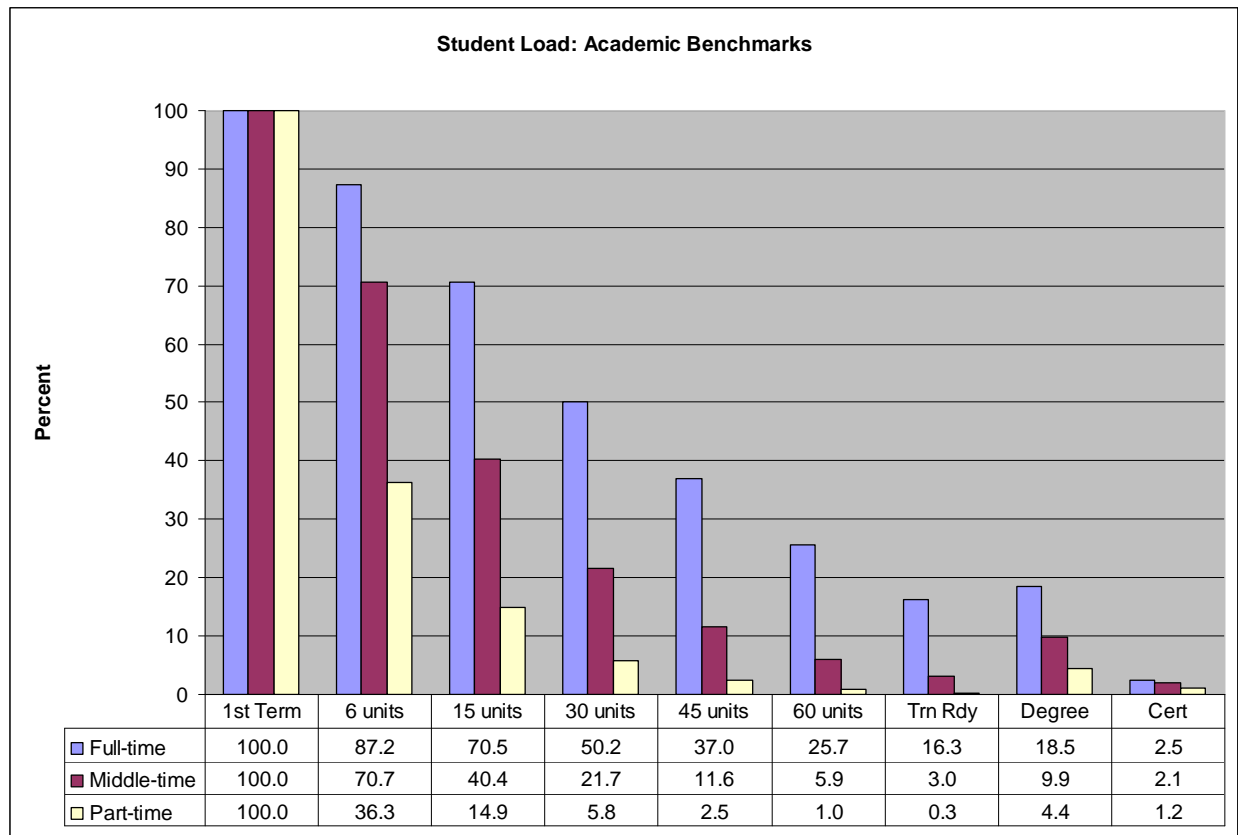
The graph above describes the progression across the academic benchmarks for the first-time students, where differences do exist across the ethnic categories shown above.

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



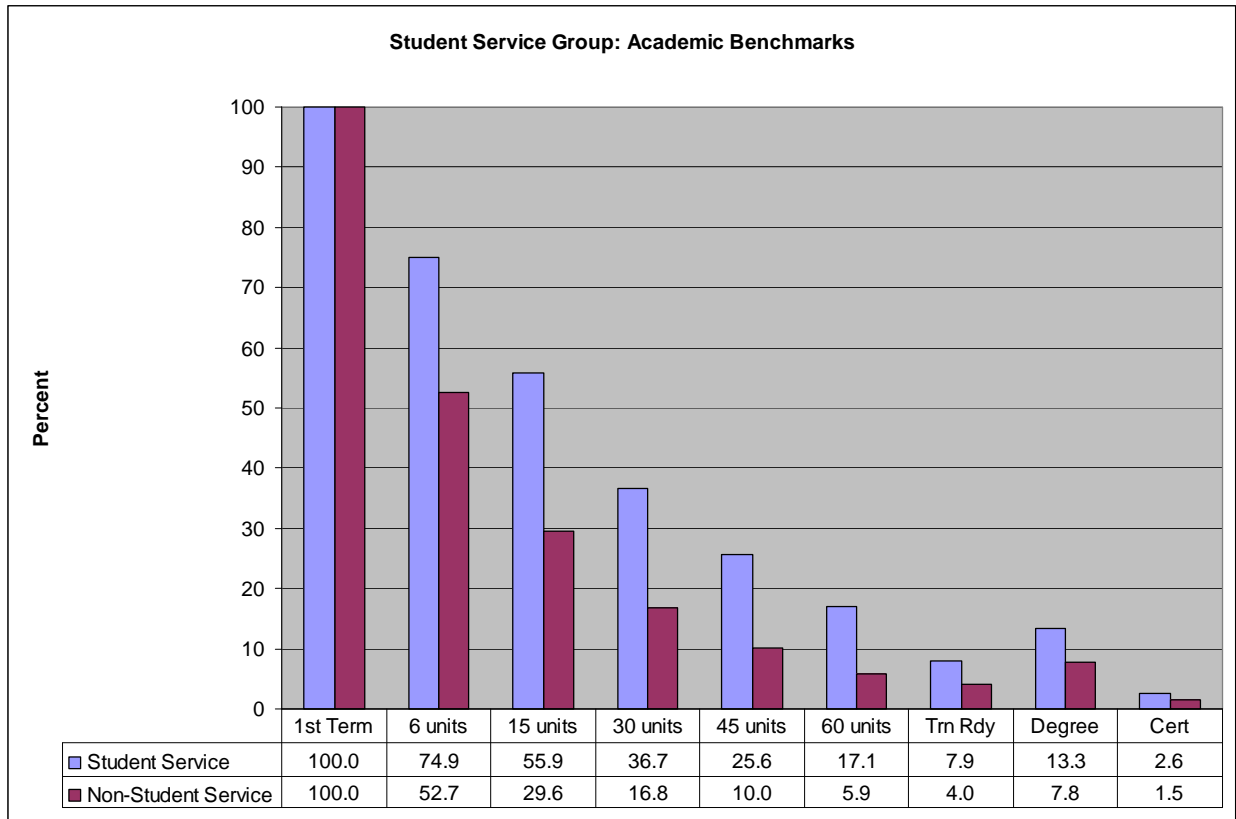
Again as shown earlier with student success rates, the impact of socio-economic status as defined by self-reported income is evident above, where first-time students associated with lower self-reported income levels demonstrate lower levels of persistence and progress across the academic benchmarks when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