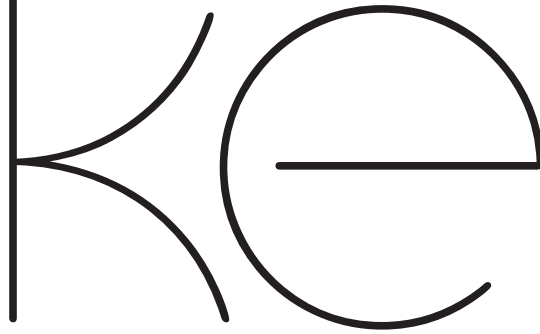


AMERICAN RIVER COLLEGE ○



REPORT

Key Effectiveness Indicators

Five-year profile
2005-06 to 2009-10



FALL 2010

Key Effectiveness Indicators (KEI Report)

American River College
Five-Year Profile
Fall 2010

ARC Research Office
Planning, Research, Technology & Professional Development
American River College
October 2010

Overview of the Key Effectiveness Indicators Report

The Key Effectiveness Indicators Report (KEI Report) represents an overview of key institutional indicators over the past five years (2005-2006 to 2009-2010). 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 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, Apprenticeship, 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 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 first-time freshmen enrollment, performance, and placement recommendations over the past five years for 26 high schools affiliated with the Twin Rivers, Center, Natomas, San Juan, and Roseville Unified School Districts.

The *ARC Distance Education Report* is a comprehensive examination of student enrollment and performance that compares Online and the face-to-face 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 for the twenty two ARC intercollegiate teams over the past five years.

The *ARC Physical Education Report* represents an in depth examination of enrollment patterns and course repeats across the curriculum offered by Physical Education.

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

ARC Research Office

Jim Barr (916) 484-8846
Cathie Browning (916) 484-8679
Dr. Yujiro Shimizu (916) 484-8149

Table of Contents

Overview of the Key Effectiveness Indicators Report.....	iii
Enrollment Patterns	1
ARC Annual Unduplicated Student Counts by Academic Year.....	2
Overall Unduplicated Counts and Course Enrollments by Term	3
Campus Locations: Unduplicated Student Counts by Term.....	4
Morning, Afternoon, Evening, Weekend, and Online Course Enrollments by Term	5
Summer Unduplicated Student Counts by Term.....	6
Selected Course Meeting Days by Academic Year.....	7
Gender by Academic Year.....	8
Ethnic Groups by Academic Year.....	9
Expanded Ethnic Categories by Academic Year.....	10
Age Groups by Academic Year	11
Self-Reported Income Categories by Academic Year.....	12
Student Enrollment Status by Academic Year	13
Ed Initiative Freshmen Groups by Term.....	14
Good Standing, Probation and Dismissed Students	15
ESL Course Enrollments in Non-ESL Courses.....	16
Student’s Primary Language Reported over Last Five Years.....	17
Informed Goal by Academic Year	18
Informed Goal: Students with Diverse Backgrounds	19
Academic Load Status by Academic Year.....	20
High School Graduation Status by Academic Year	21
Top Thirty Feeder High Schools by Academic Year	22
Top Thirty High Schools with Advanced Ed Students by Academic Year	23
Area Course Enrollments by Academic Year	24
Student Performance	25
Overall Student Success Rate	26
Campus Location: Success Rates and Grades	27
Morning, Afternoon, Evening, Weekend and Online: Success Rates and Grades.....	28
Gender: Success Rate and Grades.....	29
Ethnicity: Success Rates and Grades	30
Citizenship: Success Rate and Grades	31
Age Groups: Success Rates and Grades.....	32
Self Reported Income: Success Rates and Grades	33
Enrollment Status: Success Rate and Grades	34
Educational Initiative Freshmen Groups: Success Rates and Grades.....	35
English as a Second Language (ESL): Success Rates and Grades	36
Academic Load: Success Rates and Grades.....	37
Full-time/Adjunct Faculty: Success Rates and Grades.....	38
High School Completion Level: Success Rates and Grades.....	39
Top 30 Feeder High Schools: Success Rates	40
Top 30 High Schools for Advanced Ed. Students: Success Rates.....	41

ARC Awards, Transfers and Transfer Ready	42
Degrees and Certificates for ARC.....	43
Degrees and Certificates Awarded by Area Over Ten Years	44
Unduplicated Counts for Student Degrees	45
AA/AS Degrees by Gender.....	46
AA/AS Degrees by Average Age for Past 45 Years	47
AA/AS Degrees by Ethnicity.....	48
Awards for First-time Freshmen, Reentry, and First-time Transfer	49
Average Age at Time of Award for First-time Students	50
Number of Terms to first ARC Award for First-time Students.....	51
Transfer Counts to CSU/UC and other Four Year Institutions.....	52
Awards for Selected Student Service and Non-Student Service over Five Academic Years...	53
Awards for Individual Student Support Services over Five Academic Years	54
Impact of 2009 Graduation Standards on Math and English	55
Highest level of Math completed for students receiving AA/AS degrees	55
Highest level of English writing completed for students receiving AA/AS degrees	56
Student Persistence and Academic Benchmarks	57
First-time Student Fall to Fall Persistence Rate	58
First-time Student Spring to Spring Persistence Rate.....	59
Academic Benchmarks for First-time Students.....	60
First-time Student Categories: Academic Benchmarks.....	61
Gender: Academic Benchmarks.....	62
Ethnicity: Academic Benchmarks.....	63
Self-Reported Income: Academic Benchmarks	64
Course Load: Academic Benchmarks.....	65
Student Service Units: Academic Benchmarks.....	66
English as a Second Language (ESL): Academic Benchmarks.....	67
Disabled Students: Academic Benchmarks.....	68

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

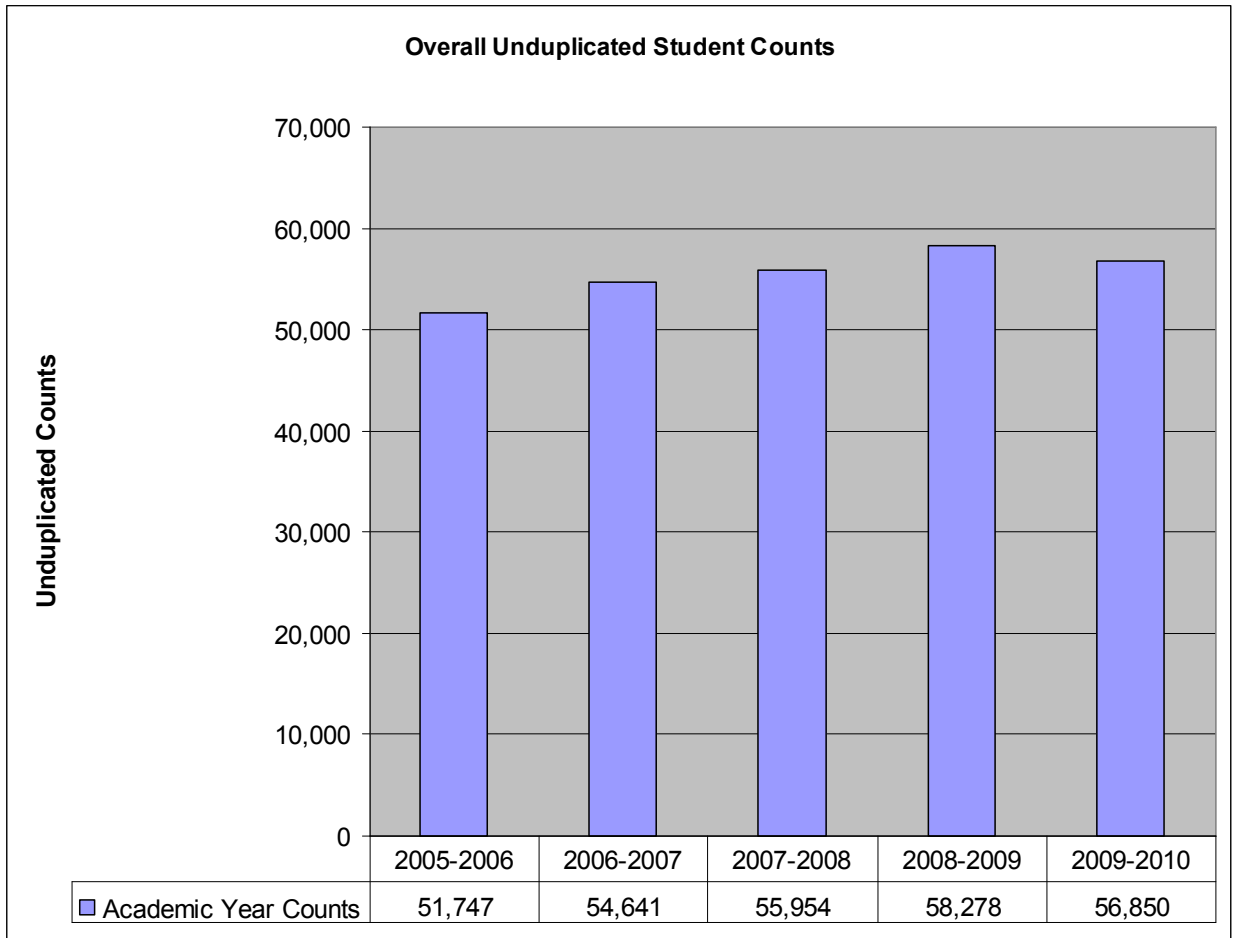
Unduplicated Enrollments

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

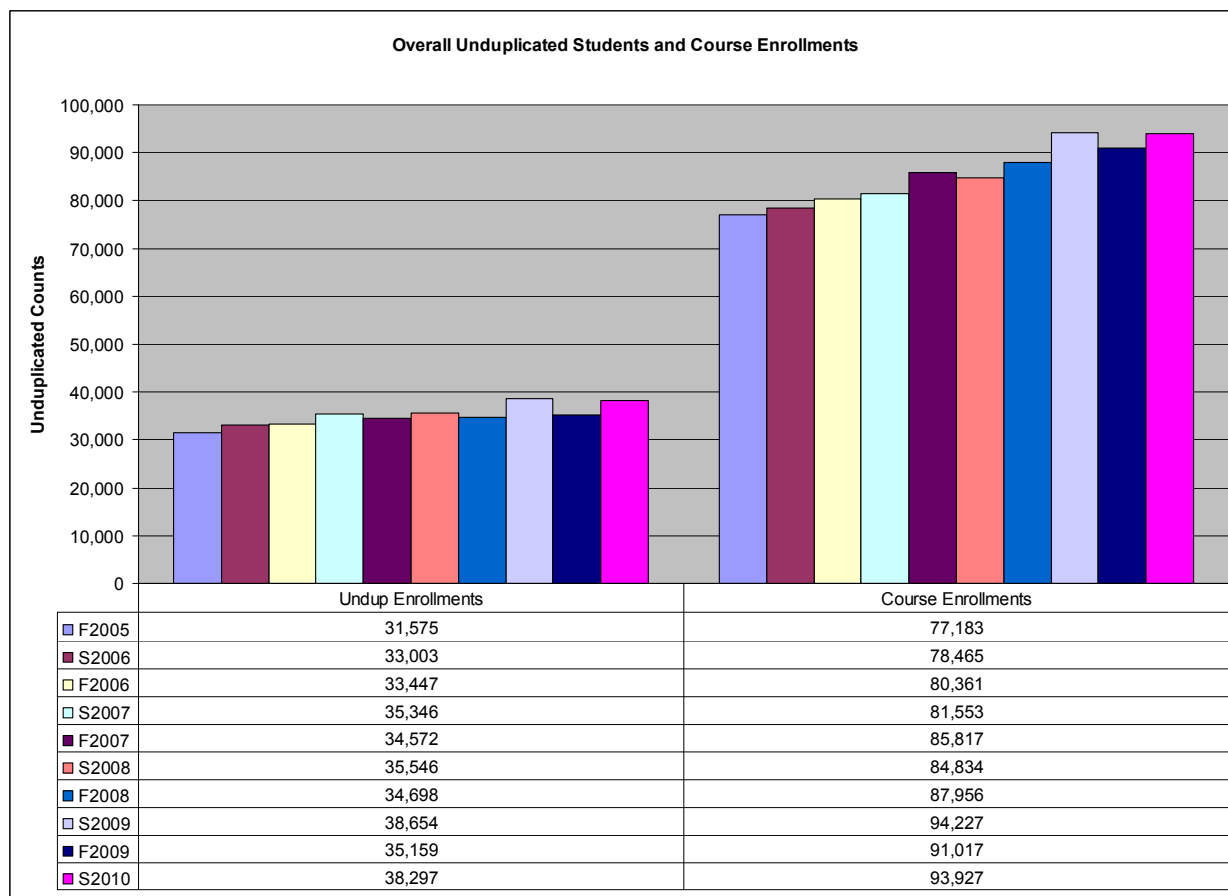
These provide a count of how many courses ARC students are enrolled in. For example, if a student takes three courses, he or she will be counted as three course enrollments. Therefore, Course Enrollments provide what is called a “duplicated count”.

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 over 55,000 unduplicated students each academic year (summer, fall, and spring terms). The overall unduplicated student growth for the past five years was 9.9 percent. The drop in enrollment in 2009-2010 was associated with reduced course section offerings due to state budget cuts.

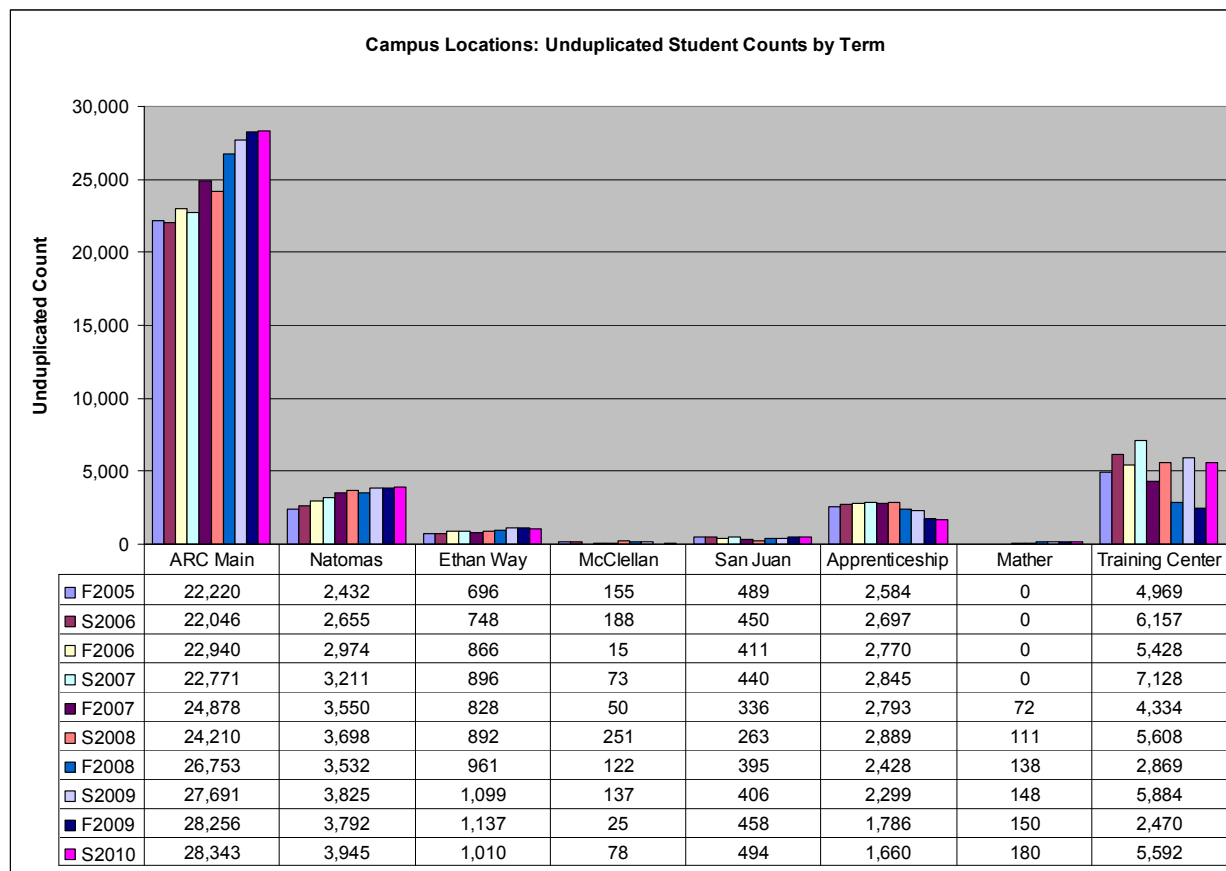
Overall Unduplicated Counts and Course Enrollments by Term



Another view of ARC student population describes a steady increase for the unduplicated student counts from fall 2005 to spring 2010. As shown in the table below, where overall unduplicated enrollments have increased by 9.9 percent over the past five academic years, course enrollments by this group of students has increased 19.9 percent.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Unduplicated Enrollments	51,747	54,641	55,954	58,278	56,850	9.9
Course Enrollments	173,214	180,518	191,847	203,780	207,714	19.9

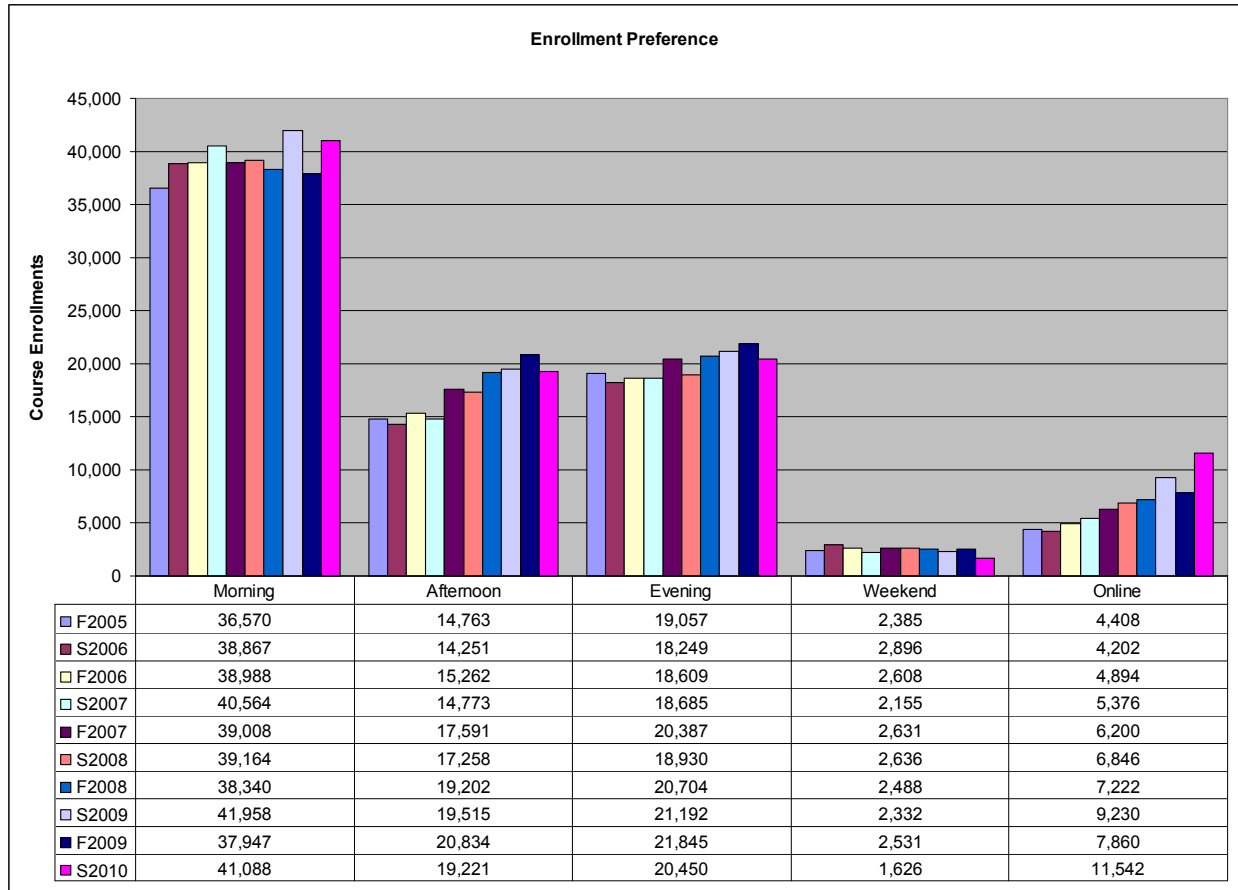
Campus Locations: Unduplicated Student Counts by Term



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. As shown in the table below, the ARC Main campus student counts have increased 27.6 percent from 22,220 in fall 2005 (fall 2005) to 28,343 in spring 2010 (S2010) over the past five years. The Mather Center has grown 81.3 percent since it began in 2007-2008, followed by Natomas Center at 62.2 percent, and Ethan Way at 45.1 percent. In fall 2008, the Carpenter's apprenticeship program located at Morgan Hill was transferred from ARC to Gavilan College which resulted in a drop in apprenticeship enrollment. Subsequently, during spring 2009, the drywall lather's apprenticeship program was transferred from ARC to Gavilan College. The enrollment drop for 2009-2010 reflects the 30% drop in employment in construction as Apprentices who are not working are also usually not attending classes. Similar decreases for the Training Center are also a result of the economic downturn and its impact on funding sources.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ARC Main	60.6	59.5	61.9	64.8	66.5
Natomas	8.6	9.9	11.0	10.8	11.6
Ethan Way	2.9	3.1	3.1	3.5	3.9
McClellan	0.6	0.2	0.5	0.5	0.2
San Juan	1.6	1.4	0.9	1.2	1.4
Apprenticeship	6.1	6.2	5.9	5.0	3.7
Mather	0.0	0.0	0.2	0.4	0.4
Training Center	19.6	19.8	16.5	14.0	12.4

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



Another view of enrollment activity is provided to describe student enrollment preferences for day, afternoon, evening, weekend, and online courses. An increase of 44 percent in morning/afternoon course enrollments over the past five years is contrasted with 120 percent for online 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 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 1,310 in 2005-2006 to 2,737 in 2009-2010, a 109 percent increase. The changes in enrollments across the enrollment categories reflect the college's move to a compressed calendar that was implemented in fall 2007.

Morning enrollments represent all courses meeting from 6:00 am through 4:29 pm.

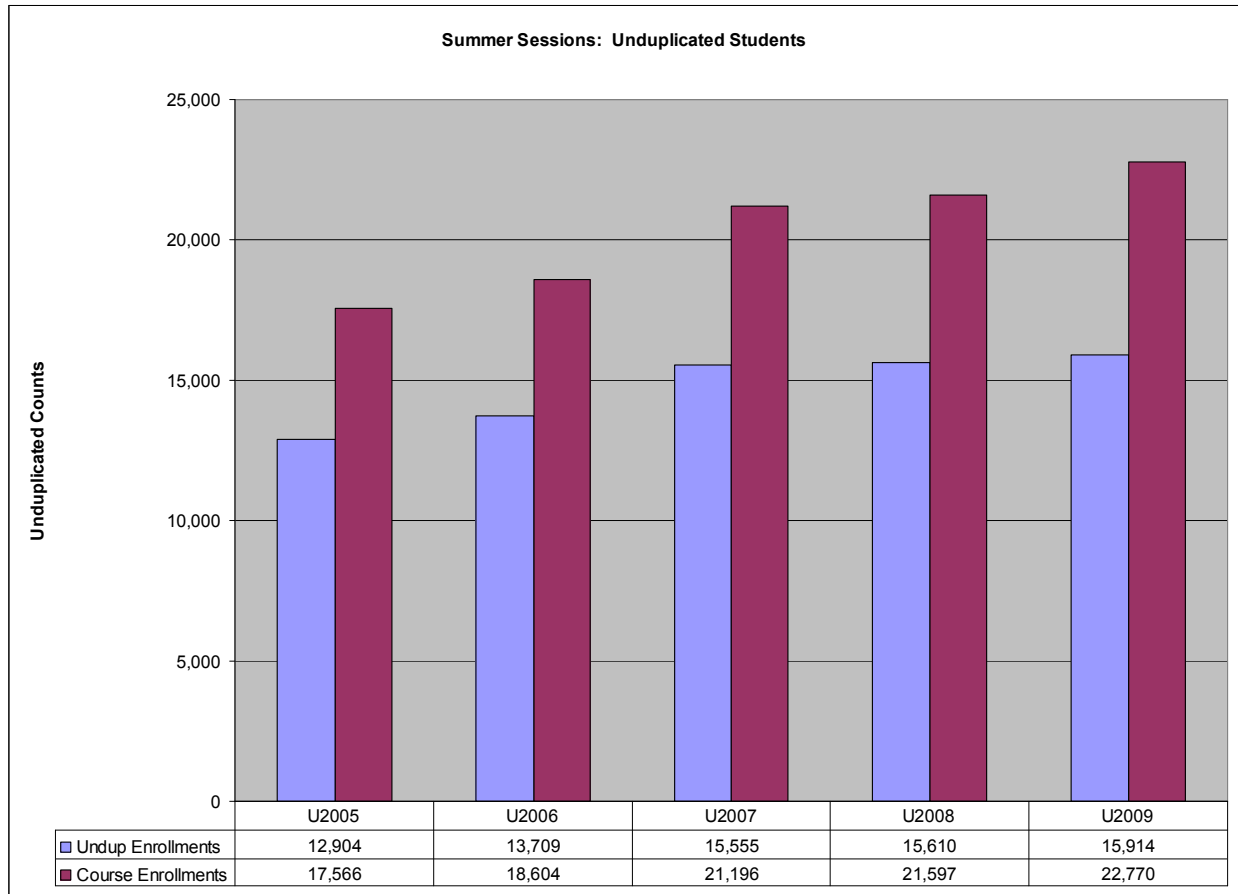
Afternoon enrollments represent all courses meeting from 12:00 am to 4:29 pm.

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.

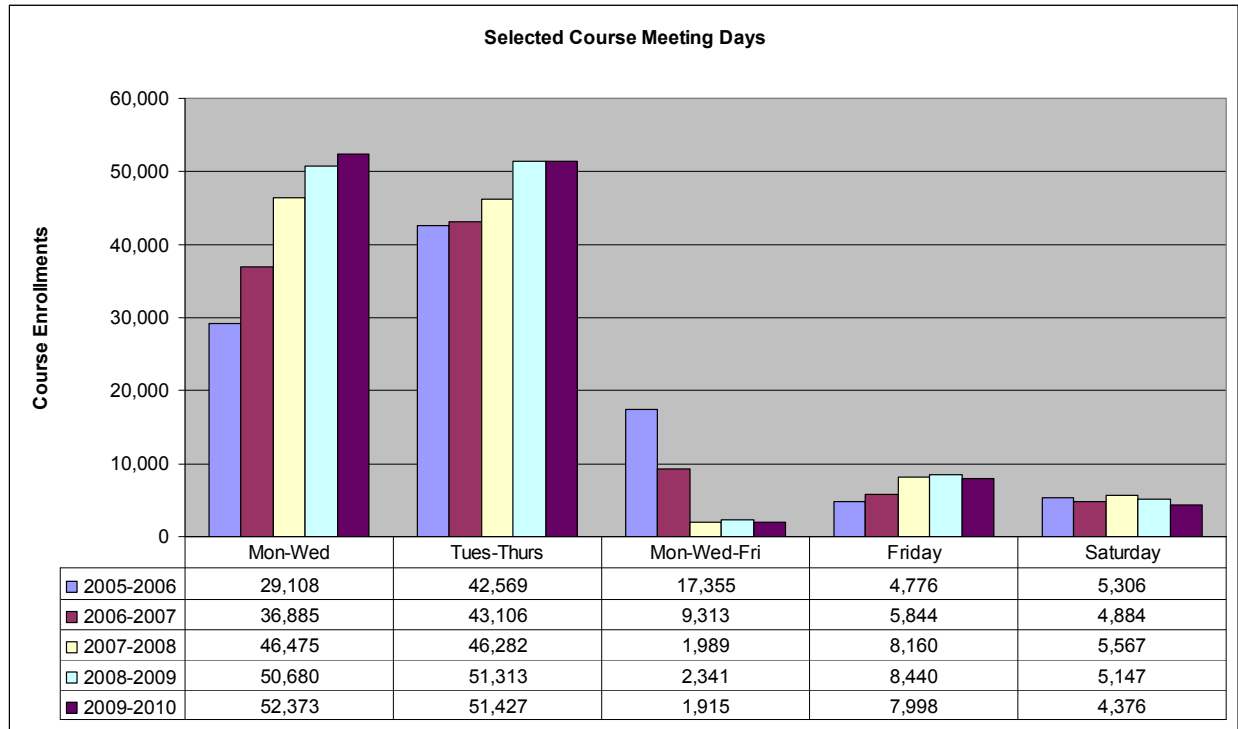
Weekend enrollments represent all enrollments for courses that have a Saturday and/or Sunday meet day.

Summer Unduplicated Student Counts by Term



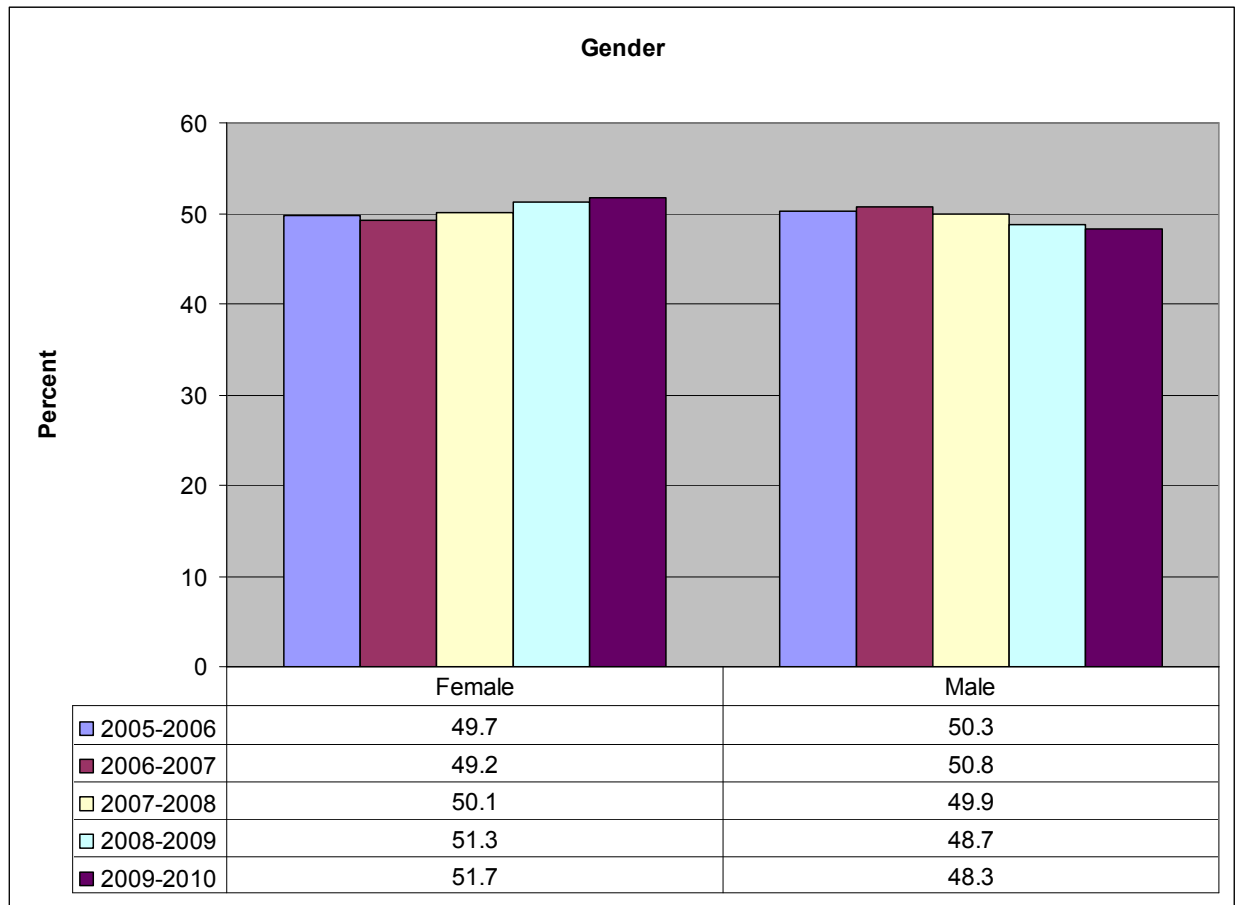
No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Overall, there has been steady growth since 2005 both for unduplicated student counts (23.3%) and for course enrollments (29.6%).

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, 41 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. The changes in enrollments across the meeting days reflect the college's move to a compressed calendar that was implemented in fall 2007.

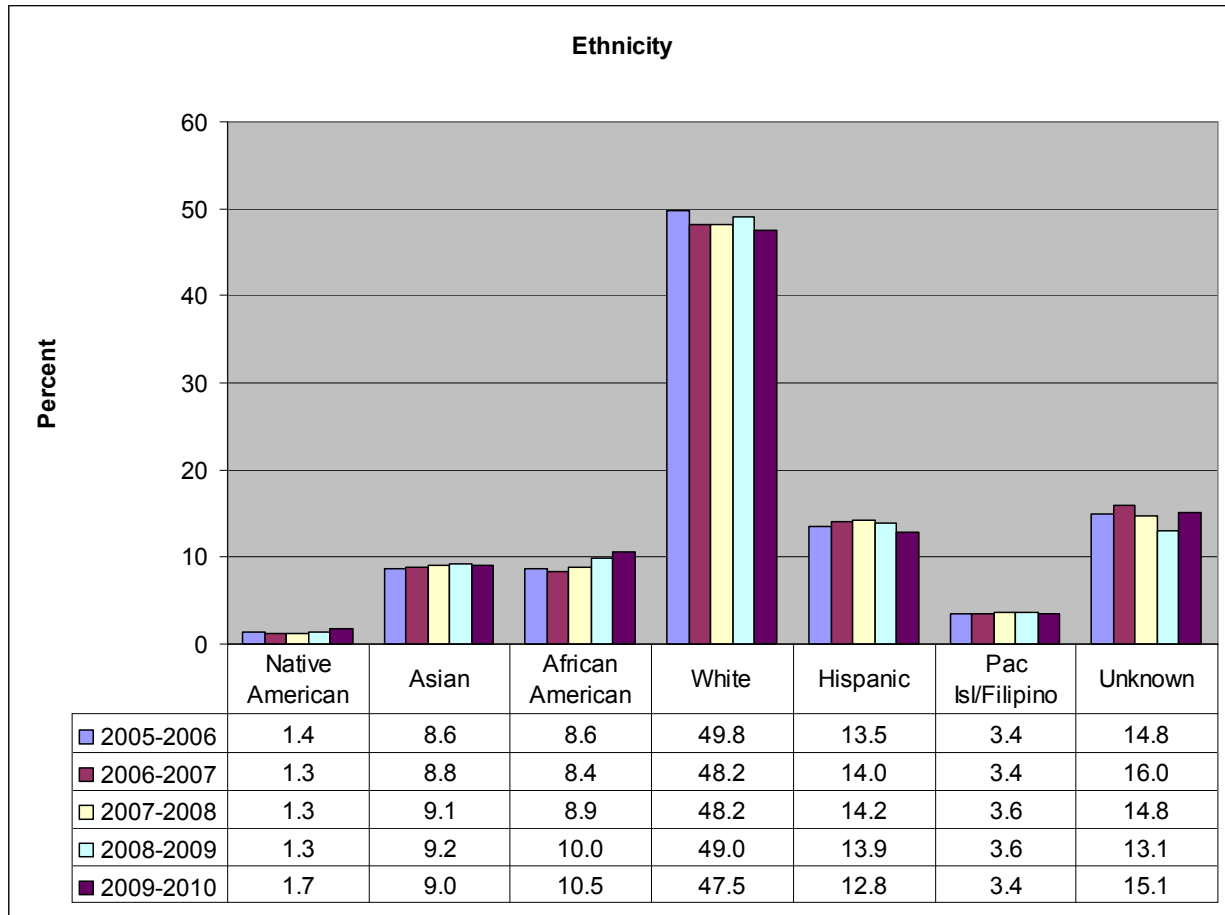
Gender by Academic Year



About 86 percent of students enrolled in the Public Safety Training Center and the Apprenticeship Program over the past five years were male and the removal of these students from this analysis would result in a ratio of approximately 60 percent females to 40 percent males at ARC across all other academic areas. The unduplicated student counts for female and male students are shown below.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Female	38,143	40,219	42,544	45,166	45,706	19.8
Male	38,626	41,480	42,311	42,874	42,687	10.5

Ethnic Groups by Academic Year



ARC's unduplicated student population continues to diversify with 52.5 percent of the student population represented by non-white ethnic categories in 2009-2010. As shown in the table below, Native Americans have shown the greatest growth over the past five years at 47.2 percent, followed by African American at 41.2 percent. See page 10 and 17 for more details that describe the diversity of the college.

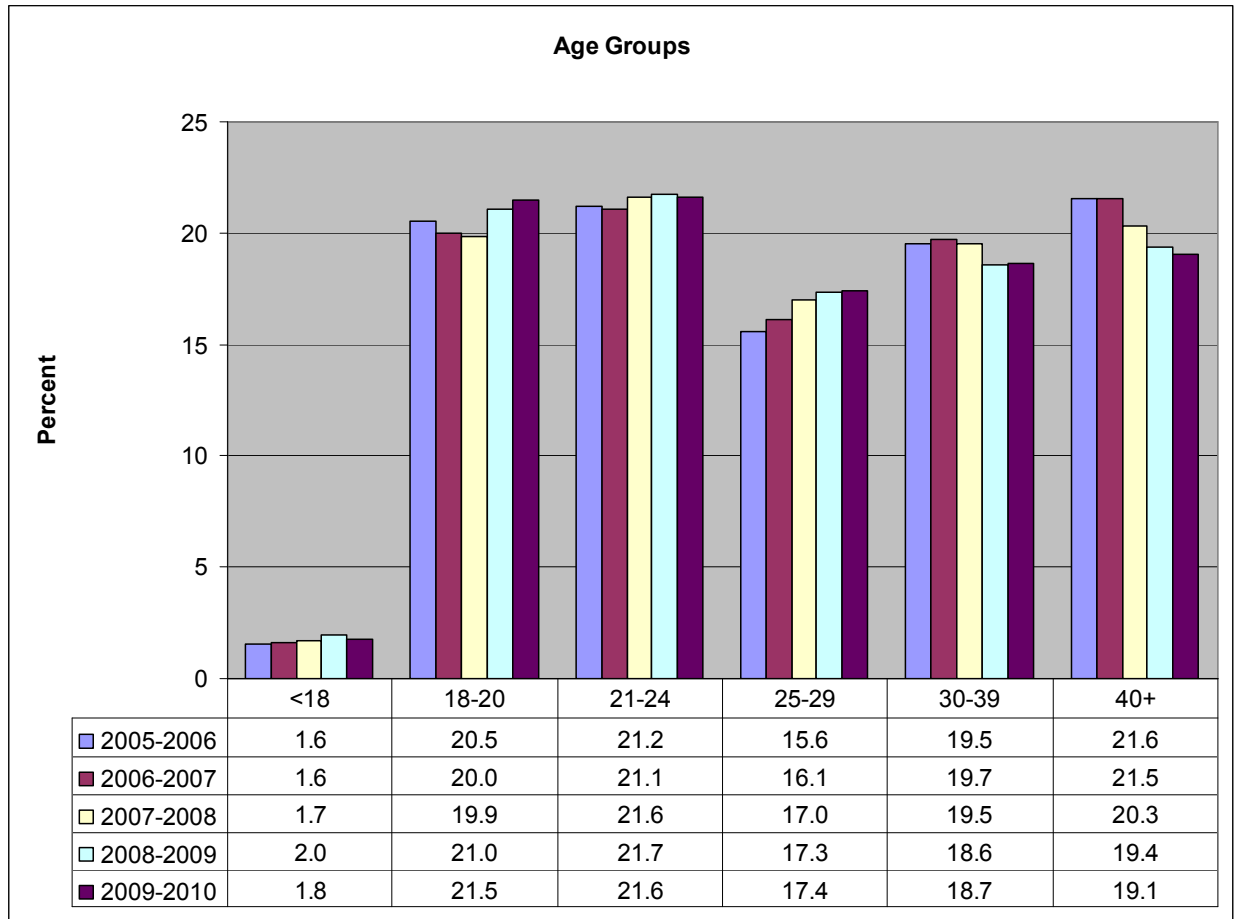
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Native American	1,043	1,037	1,085	1,191	1,535	47.2
Asian	6,673	7,243	7,765	8,174	8,007	20.0
African American	6,663	6,920	7,643	8,872	9,406	41.2
White	38,549	39,741	41,252	43,585	42,463	10.2
Hispanic	10,433	11,534	12,160	12,339	11,429	9.5
Pac Isl/Filipino	2,624	2,833	3,105	3,165	3,070	17.0
Unknown	11,497	13,194	12,663	11,636	13,460	17.1

Expanded Ethnic Categories by Academic Year

Ethnic Category	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Chinese	959	1,054	1,133	1,199	1,263
Asian Indian	1,153	1,262	1,363	1,406	1,396
Japanese	478	542	525	463	468
Korean	611	632	660	709	715
Laotian	268	271	311	304	305
Cambodian	111	133	162	186	152
Vietnamese	757	775	946	1,032	932
Other Asian	2,336	2,574	2,665	2,875	2,776
African American	6,663	6,920	7,643	8,872	9,406
Filipino	1,833	1,963	2,150	2,198	2,140
Mex, Mex Amer.	5,119	5,363	5,968	6,768	6,708
Central American	344	335	392	451	419
South American	286	250	279	319	298
Other Hispanic	4,684	5,586	5,521	4,801	4,004
Native American	1,043	1,037	1,085	1,191	1,535
Other non-white	11,497	13,194	12,663	11,636	13,460
Guamanian	96	100	130	114	99
Hawaiian	127	157	157	153	152
Samoan	74	87	81	88	105
Other Pac Isld	494	526	587	612	574
White	38,549	39,741	41,252	43,585	42,463

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

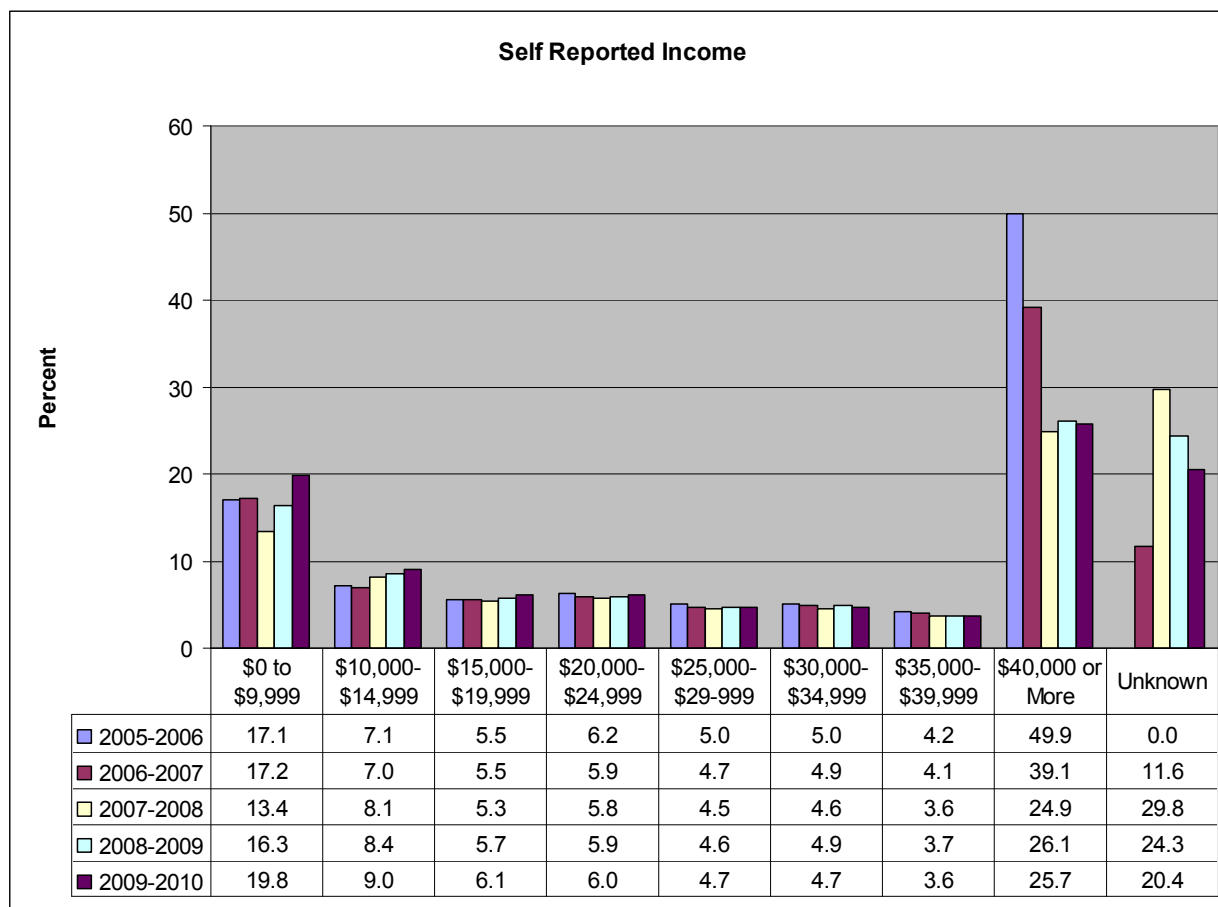
Age Groups by Academic Year



The graph above shows the proportions of students within each age group category. As shown in the table below, the most significant growth for age groups over the past five years is seen in the 25-29 year old category (28.8%). The under 18 category is primarily populated by Advanced Ed. students (high school students enrolling in ARC courses) has increased 27.6 percent followed by 20.7 percent for the 18-20 year old group.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
<18	1,235	1,324	1,451	1,752	1,576	27.6
18-20	15,893	16,468	17,019	18,717	19,176	20.7
21-24	16,452	17,396	18,516	19,320	19,316	17.4
25-29	12,098	13,279	14,577	15,410	15,588	28.8
30-39	15,091	16,278	16,698	16,504	16,671	10.5
40+	16,712	17,757	17,412	17,259	17,043	2.0

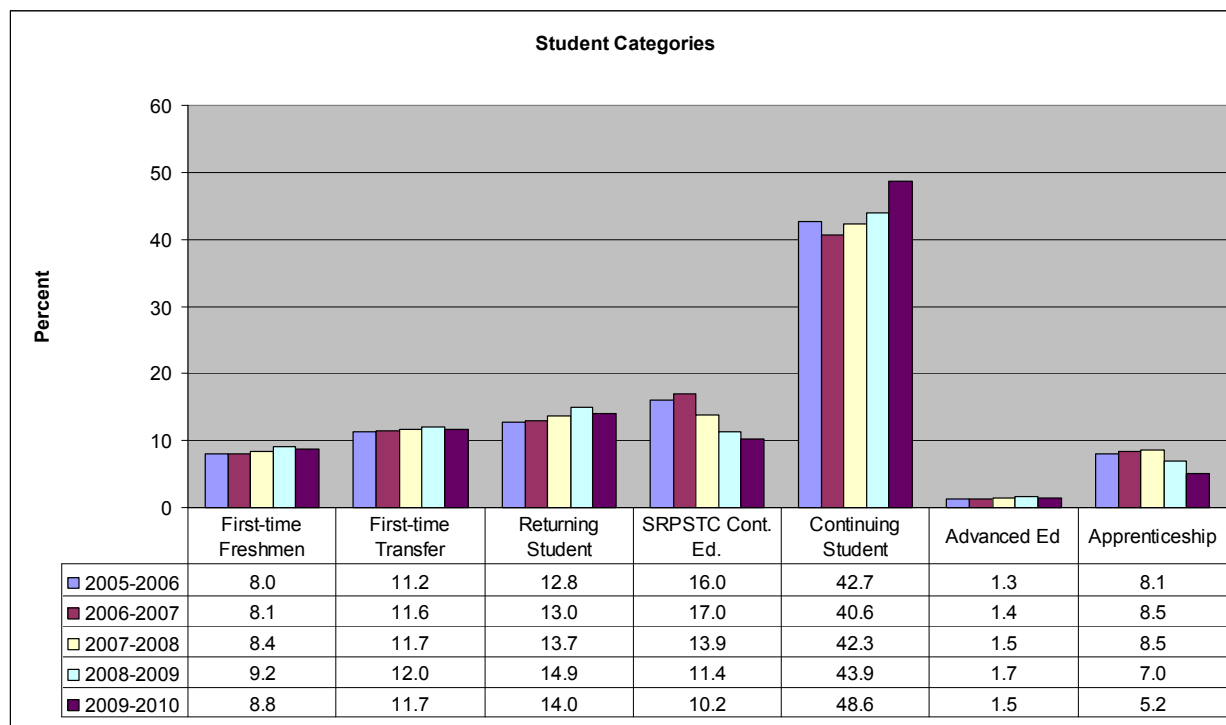
Self-Reported Income Categories by Academic Year



Income categories are self-reported on the student application. A growing number of students did not indicate their income and are categorized as unknown. The unknown category, which also includes “decline to state”, represented 20.4 percent of the students in 2009-2010. The majority of the unknown category was associated with enrollments in the Sacramento Regional Training Center for professions engaged in continuing education. Approximately 35 percent of students in 2009-2010 indicated their income levels were below \$20,000, and as shown in the table below, these students showed the greatest enrollment growth over the five year period.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
\$0 to \$9,999	13,221	14,180	11,494	14,497	17,660	33.6
\$10,000-\$14,999	5,529	5,754	6,967	7,511	8,042	45.5
\$15,000-\$19,999	4,274	4,540	4,567	5,054	5,434	27.1
\$20,000-\$24,999	4,830	4,883	4,972	5,274	5,381	11.4
\$25,000-\$29,999	3,872	3,909	3,891	4,129	4,177	7.9
\$30,000-\$34,999	3,899	4,016	3,897	4,357	4,204	7.8
\$35,000-\$39,999	3,219	3,369	3,066	3,275	3,253	1.1
\$40,000 or More	38,638	32,255	21,316	23,236	22,951	-40.6
Unknown	0	9,596	25,503	21,629	18,268	90.4

Student Enrollment Status by Academic Year

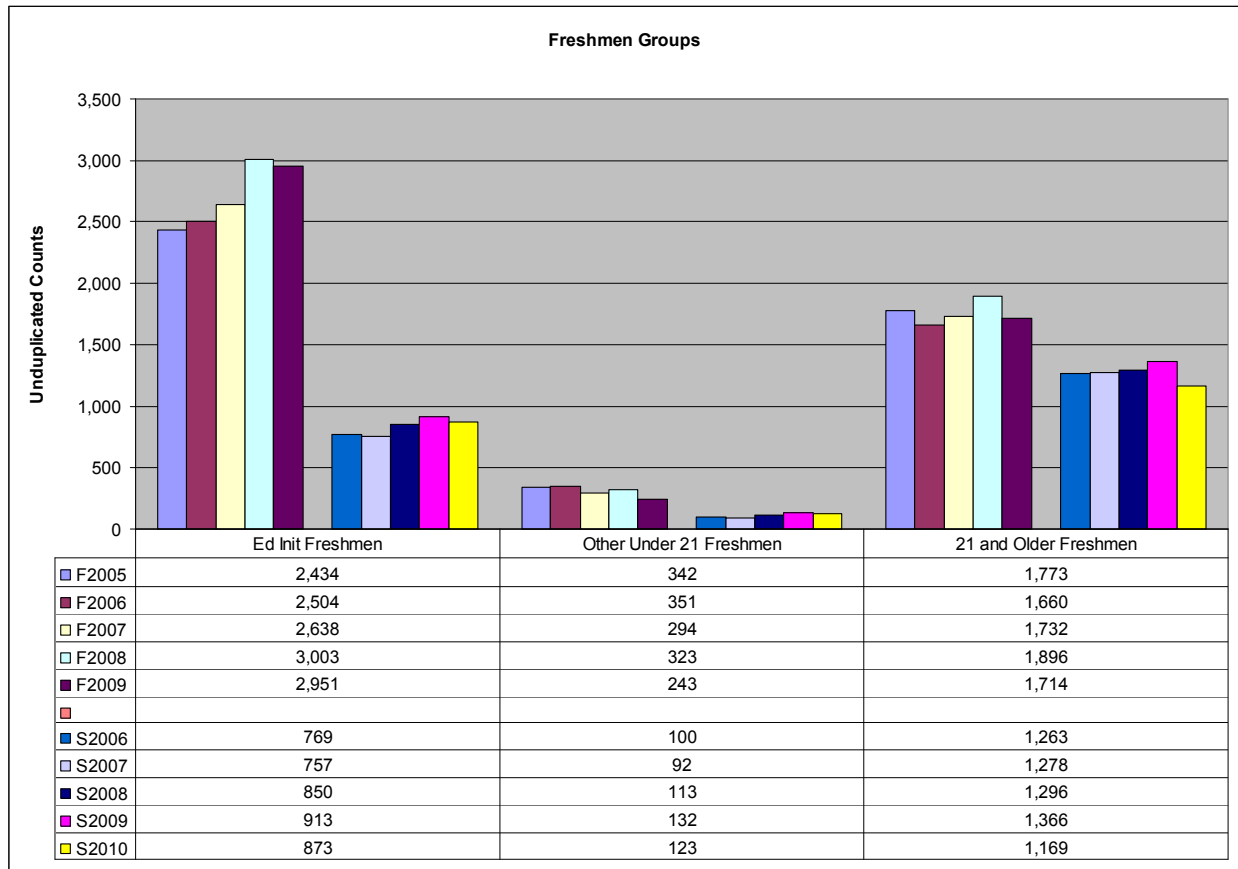


It is traditional to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are many other subcategories that represent significant student populations that merit attention. See table shown below for the unduplicated student counts within each category for the matching academic year.

- 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 ARC after stopping out for two or more terms.
- 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.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
First-time Freshmen	6,217	6,692	7,153	8,145	7,839	26.1
First-time Transfer	8,705	9,540	10,048	10,695	10,466	20.2
Returning Student	9,877	10,701	11,762	13,226	12,501	26.6
SRPSTC Cont. Ed.	12,410	14,007	11,915	10,127	9,118	-26.5
Continuing Student	33,050	33,478	36,267	39,055	43,447	31.5
Advanced Ed	988	1,110	1,249	1,502	1,366	38.3
Apprenticeship	6,235	6,974	7,279	6,212	4,633	-25.7

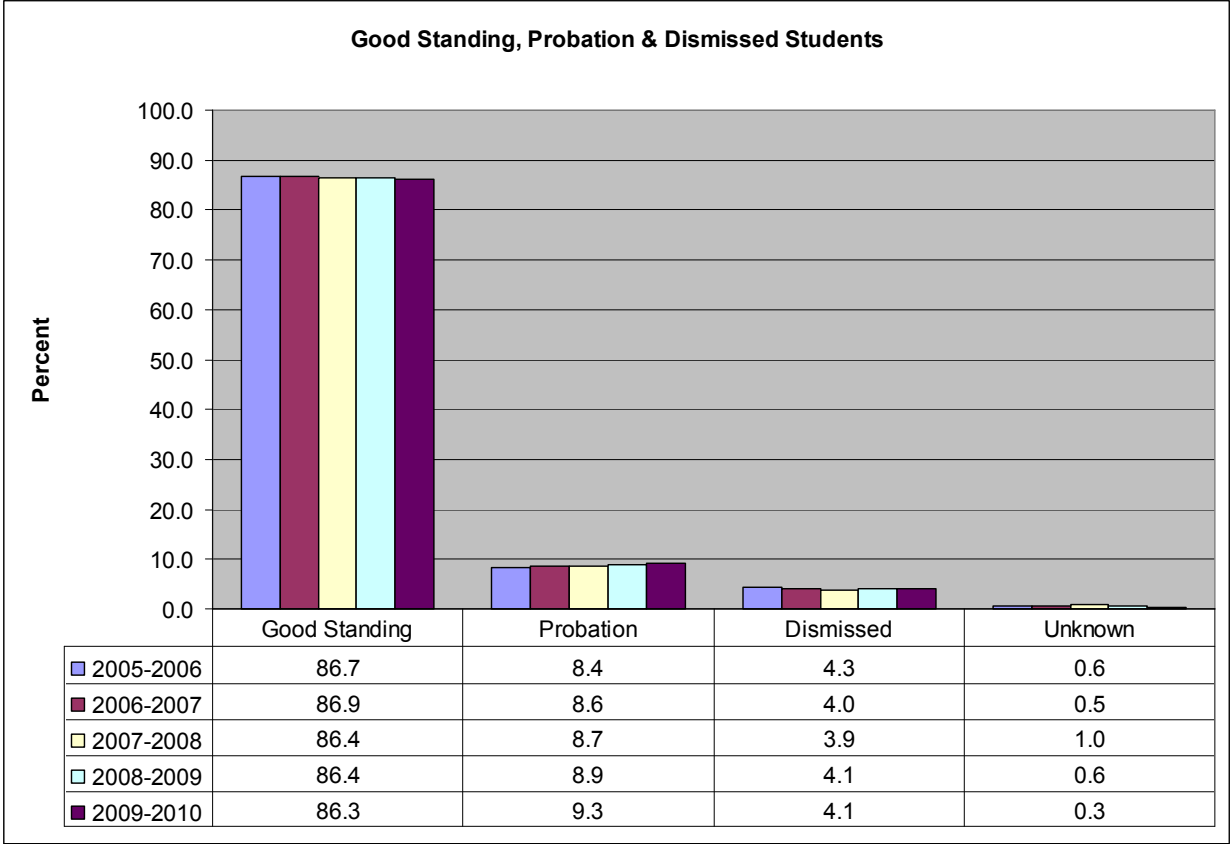
Ed Initiative Freshmen Groups by Term



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 24.7 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.

Good Standing, Probation and Dismissed Students



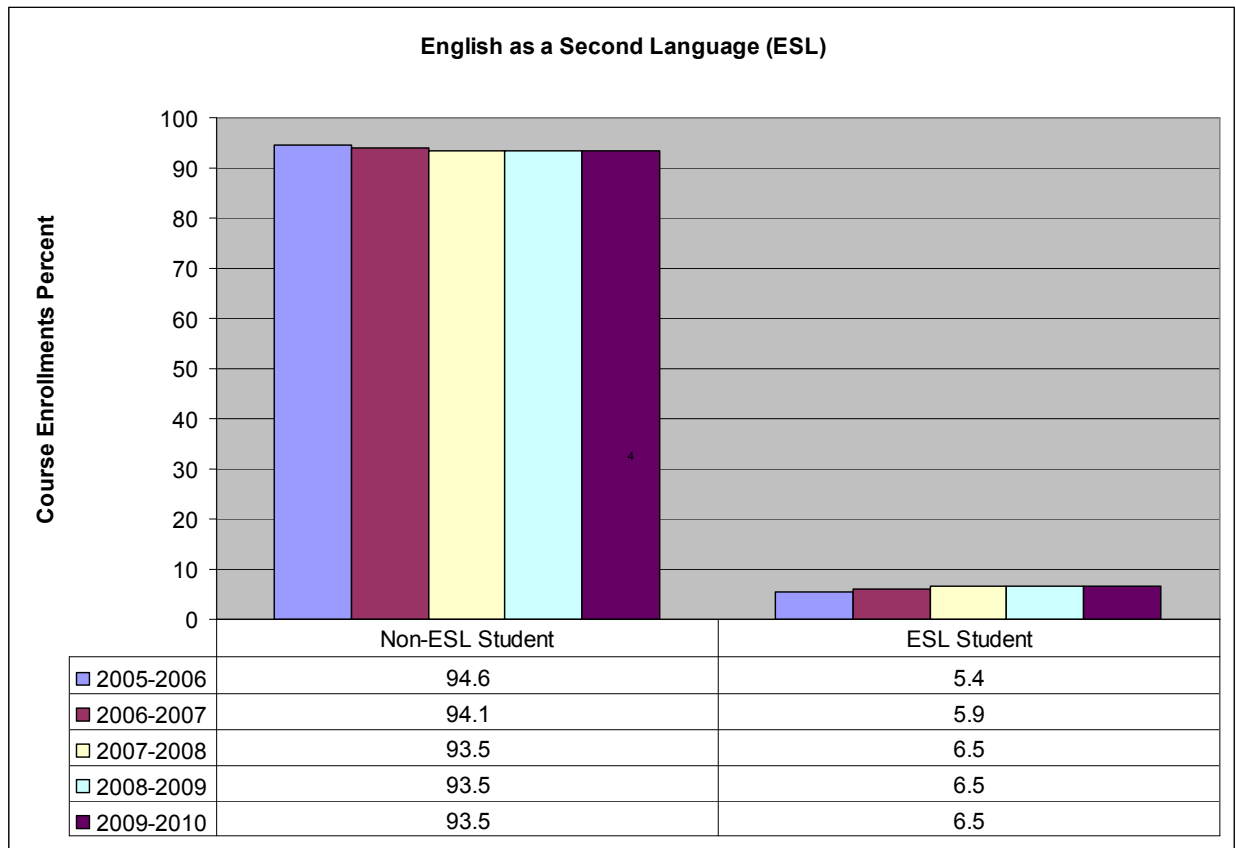
Also shown in the graph above are the relative proportions of students associated with each of the categories. The proportion of students in good standing has exceeded 86 percent in each of the past five years. In the table below, the number of students on probation at ARC has increased 27.7 percent over the past five years, and 10.1 percent for dismissed students. Overall, the college has grown by 9.9 percent. Approximately 4000 to 4,500 students are defined by the district each term with probation or dismissed status

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Good Standing	67,167	71,679	74,033	76,853	77,116	14.8
Probation	6,516	7,101	7,488	7,905	8,320	27.7
Dismissed	3,320	3,278	3,300	3,668	3,654	10.1
Unknown	479	444	852	536	280	-41.5

Academic probation: A student is placed on academic probation if the student has attempted at least 12 units and earned a grade point average below 2.0 in all units that were graded.

Progress probation: A student who has enrolled in a total of at least 12 semester units is placed on progress probation when the percentage of all units in which a student has enrolled, and for which grade entries of WT, I and CR/NC are recorded, reaches or exceeds 50 percent of all units attempted.

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 4,151 to 5,770, an increase of 39 percent and represents yet another indicator of ARC's growing diversity.

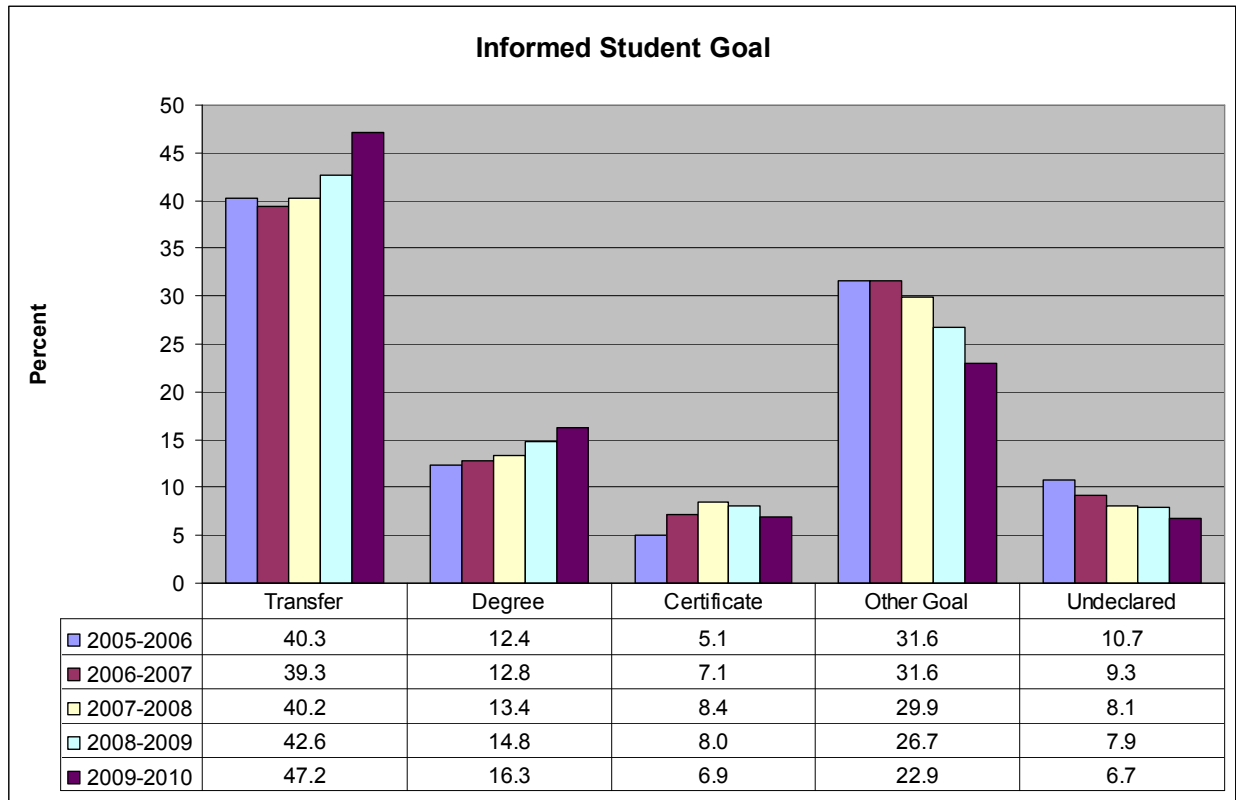
Primary Language: The table on the following page illustrates the remarkable range of diverse languages students report as their primary language at ARC. Together, the non-English students in the table have represented almost 16 percent of the student population over the past five years. Note also the growth over the last five years for students reporting their primary languages as Arabic, Mandarin Chinese, Cantonese Chinese, Persian Farsi, Hmong, Vietnamese, Russian and Ukrainian.

Student's Primary Language Reported over Last Five Years

Primary Language	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	Percent
Afrikaans	49	33	59	62	48	251	0.09
American Sign Language	57	60	68	82	74	341	0.12
Amharic	60	67	73	85	73	358	0.13
Arabic	91	88	108	100	138	525	0.19
Bahasa (Indonesian)	15	15	16	14	11	71	0.03
Bengali	15	16	15	21	17	84	0.03
Burmese	11	7	11	8	12	49	0.02
Chinese (Cantonese)	132	134	181	191	178	816	0.29
Chinese (Mandarin)	127	123	138	169	160	717	0.26
Chinese (Other)	19	23	15	19	16	92	0.03
Chinese (Shanghai)	5	3	4	1	4	17	0.01
Czech	11	10	9	4	9	43	0.02
Danish	4	3	1	3	5	16	0.01
Dutch	6	5	5	7	11	34	0.01
English	44663	46955	46584	48268	48620	235090	84.22
Farsi (Persian)	265	276	291	305	295	1432	0.51
Finnish	24	20	25	15	14	98	0.04
Flemish	14	9	7	11	7	48	0.02
French	34	46	46	43	45	214	0.08
German	22	23	32	34	19	130	0.05
Greek	9	6	5	7	10	37	0.01
Hebrew	3	5	3	5	5	21	0.01
Hindi	131	141	148	128	107	655	0.23
Hmong	150	226	237	341	354	1308	0.47
Hungarian	14	13	14	13	10	64	0.02
Indian	116	115	118	128	129	606	0.22
Indian (Hindi)	109	125	113	121	104	572	0.20
Indian (Kannada)	6	1	3	6	5	21	0.01
Indian (Konkani)	2	1			1	4	0.00
Italian	9	9	11	7	6	42	0.02
Japanese	62	57	65	62	44	290	0.10
Kiswahili	12	9	10	8	5	44	0.02
Korean	190	193	204	224	201	1012	0.36
Laotian	68	66	83	56	54	327	0.12
Latvian	1	5	5	4	1	16	0.01
Lithuanian	3	2	5	2	4	16	0.01
Malay	1	8	6	6	5	26	0.01
Norwegian			1	1		2	0.00
Other	572	590	611	519	441	2733	0.98
Polish	25	26	23	19	17	110	0.04
Portuguese	41	45	50	43	40	219	0.08
Rumanian	279	279	283	258	257	1356	0.49
Russian	1833	1995	2243	2413	2441	10925	3.91
Serbo-Croatian	35	43	43	37	37	195	0.07
Slovak	2	3	10	11	10	36	0.01
Spanish	1236	1338	1325	1298	1234	6431	2.30
Swahili	11	13	11	15	11	61	0.02
Swedish	9	2	6	9	8	34	0.01
Tagalog (Philippines)	216	234	224	235	206	1115	0.40
Tamil (Ceylon)	4	7	3	1	3	18	0.01
Tamil (India)	12	13	9	11	5	50	0.02
Telugu	4	9	6	9	7	35	0.01
Thai	27	25	25	30	24	131	0.05
Turkish	12	9	15	11	5	52	0.02
Twi (Ghana)	3		1	2	4	10	0.00
Ukrainian	690	740	834	912	880	4056	1.45
Unknown	13	4	1210	2885	20	4132	1.48
Urdu (Pakistan)	52	62	67	79	80	340	0.12
Vietnamese	267	297	353	341	322	1580	0.57
Welsh	8	10	8	3	2	31	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

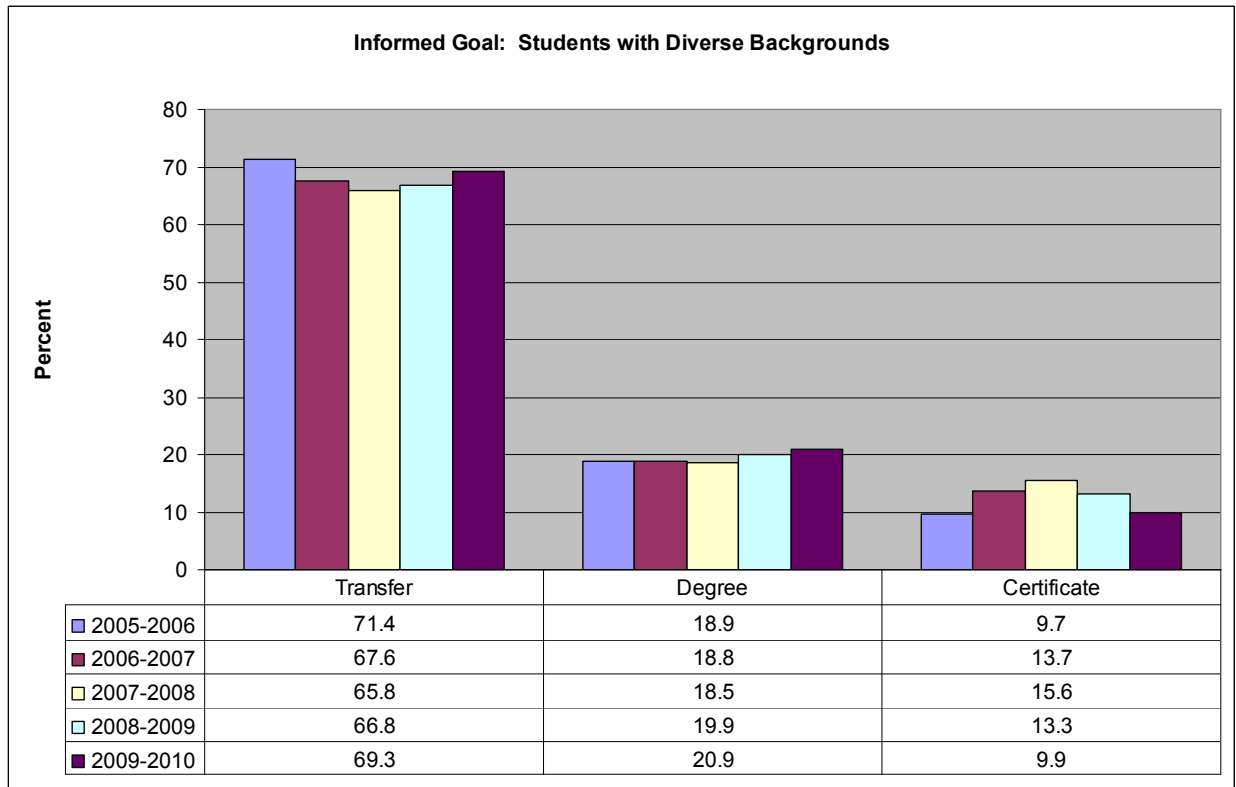


The graph above describes the proportion of students over the past five years for the primary goal indicated on the student application. As shown in the table below, the number of students indicating Transfer to a four-year college as an informed goal increased 35 percent over the past five years. Students selecting the AA/AS degree as their primary goal have increased 51.6 percent and certificates by 56.9 percent. In 2009-2010, over 70 percent of all students indicated a goal of transfer, degree, and/or certificate.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Transfer	31,203	32,430	34,477	37,906	42,136	35.0
Degree	9,589	10,538	11,438	13,145	14,540	51.6
Certificate	3,949	5,873	7,223	7,153	6,197	56.9
Other Goal	24,446	26,027	25,584	23,757	20,489	-16.2
Undeclared	8,295	7,634	6,951	7,001	6,008	-27.6

Other Goal categories: Include Acquire Job Skills, Upgrade Job Skills, Form Career Direction, Maintain Certificate/License, Educational Development, Improve Basic Skills, Complete Credit HS, and Four-year students meeting 4-yr requirements.

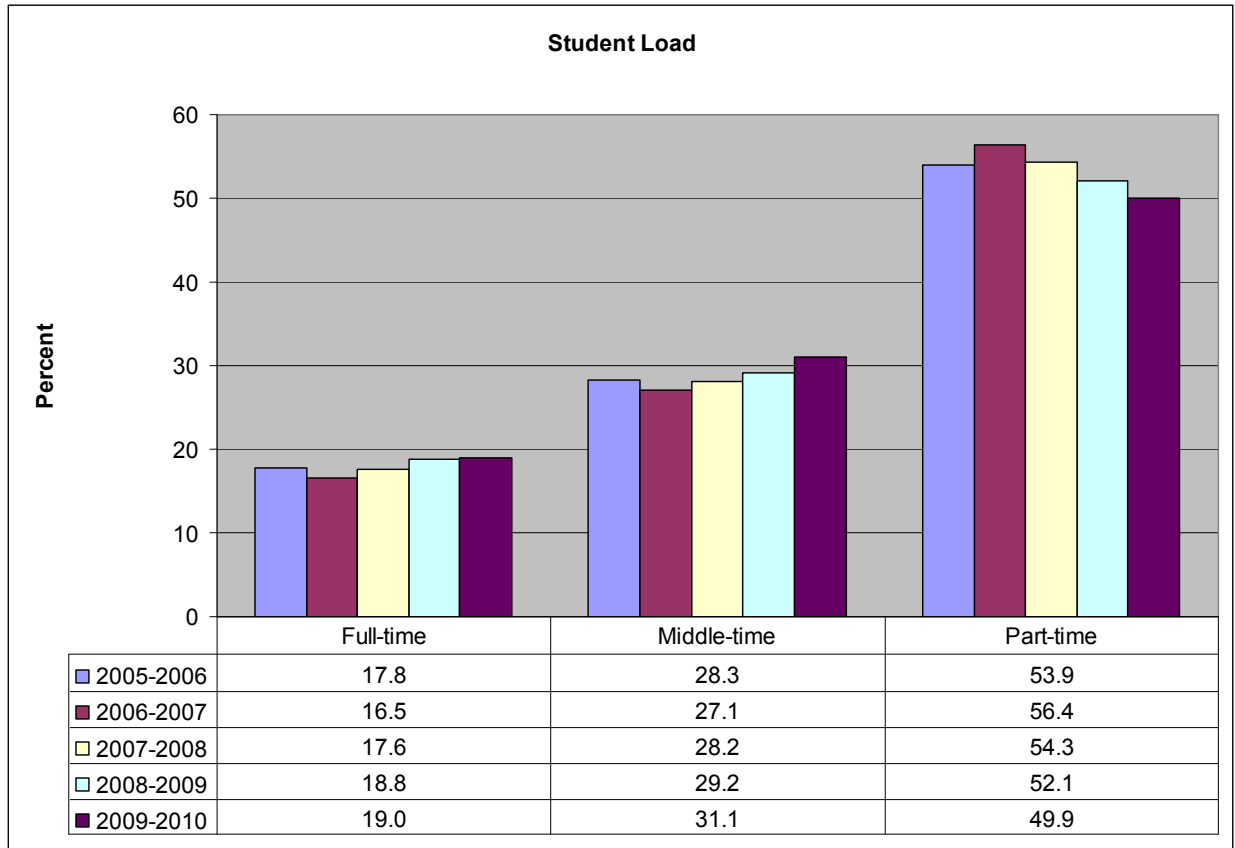
Informed Goal: Students with Diverse Backgrounds



The graph above describes the proportion of students with diverse backgrounds (all ethnic categories except white) who selected Transfer, Degree, or Certificate as a primary goal. As shown in the table that follows, students with diverse backgrounds (all ethnic categories except white) displayed significant increases in defining a goal of transfer (48.3%) , degrees (68.3%) and certificates (56.2%) over the past five years.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Transfer	15,168	16,280	17,663	19,513	22,487	48.3
Degree	4,024	4,522	4,974	5,806	6,774	68.3
Certificate	2,051	3,300	4,190	3,876	3,203	56.2

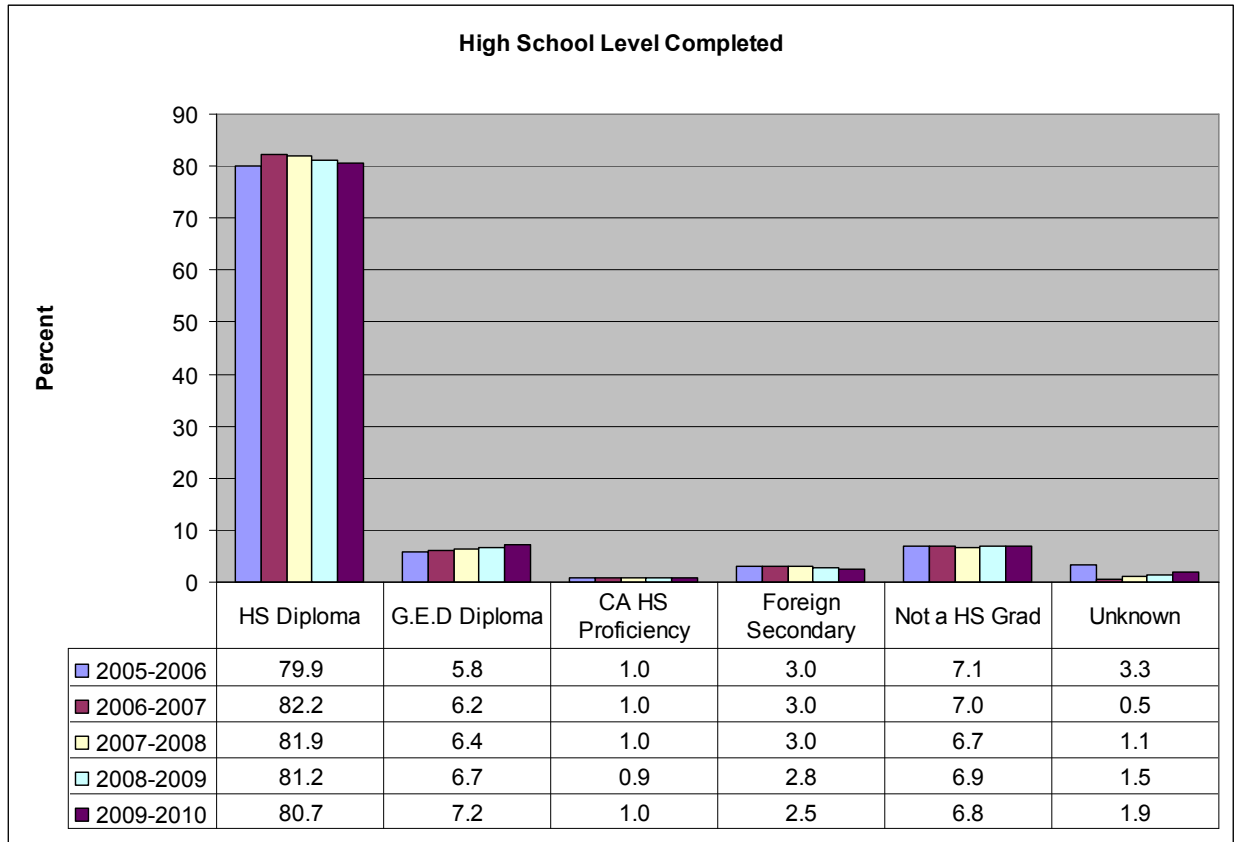
Academic Load Status by Academic Year



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 have represented about 50+ percent of the total student population over the last five years. Less than one out of five students has been enrolled in 12 or more units over the past five years. As shown in the table below, the largest growth over the past five years has been for middle-time students (26.8%), followed by full-time (23.8%)

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
Full-time	13,777	13,647	15,046	16,725	16,945	23.0
Middle-time	21,926	22,352	24,123	25,935	27,800	26.8
Part-time	41,779	46,503	46,504	46,302	44,625	6.8

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 majority of first-time freshmen completing a high school degree. As shown in the table below, the largest growth for new freshmen have been students that have completed a G.E.D. Diploma (42.4%).

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Pct Chg
HS Diploma	61,941	67,835	70,120	72,220	72,132	16.5
G.E.D Diploma	4,504	5,136	5,438	5,975	6,413	42.4
CA HS Proficiency	742	796	813	831	849	14.4
Foreign Secondary	2,305	2,495	2,607	2,508	2,251	-2.3
Not a HS Grad	5,473	5,798	5,743	6,133	6,064	10.8
Unknown	2,517	442	952	1,295	1,661	-34.0

Top Thirty Feeder High Schools by Academic Year

High School	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	Total	5 year Pct Chg
El Camino Fundamental High	149	156	162	184	157	808	5.4
Del Campo High	143	148	151	162	181	785	26.6
Mira Loma High	139	152	155	146	157	749	12.9
Visions In Education	94	120	174	196	160	744	70.2
Rio Linda High	98	110	114	162	171	655	74.5
Rio Americano High	120	121	111	142	150	644	25.0
Foothill High	107	106	135	100	144	592	34.6
Center High School	109	110	96	120	130	565	19.3
Cordova High	98	100	99	83	121	501	23.5
Bella Vista High	86	100	106	97	99	488	15.1
Natomas High	109	139	74	97	62	481	-43.1
Grant Union High	83	82	79	101	107	452	28.9
Inderkum High School	0	1	101	164	143	409	14200.0
Highlands High	60	65	85	63	86	359	43.3
San Juan High	61	78	64	74	71	348	16.4
Mesa Verde High	54	47	64	65	88	318	63.0
Oakmont High	33	54	60	75	80	302	142.4
Casa Roble Fund High	60	56	55	76	37	284	-38.3
Independent Home School	38	9	57	60	71	235	86.8
Encina High	29	36	47	55	62	229	113.8
Woodcreek High	55	35	23	41	56	210	1.8
Folsom High	47	32	32	31	45	187	-4.3
El Sereno Alternative Educ	24	48	32	38	44	186	83.3
Rosemont High School	0	1	43	60	68	172	6700.0
Keema (Elwood J.) High (Alt.)	34	23	27	50	38	172	11.8
Options for Youth-San Juan	22	18	20	27	58	145	163.6
Roseville High	21	32	18	39	30	140	42.9
Natomas Charter #19	19	25	23	22	34	123	78.9
Ponderosa High	21	19	16	32	27	115	28.6
Horizon Instructional Systems	13	28	25	24	23	113	76.9
Overall	1,926	2,051	2,248	2,586	2,700	11,511	40.2

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 774 students from ARC's top 30 high schools (40.2%) over the past five years. The 5 year Pct Chg column indicates the increase/decrease of students from the high schools over the five year period.

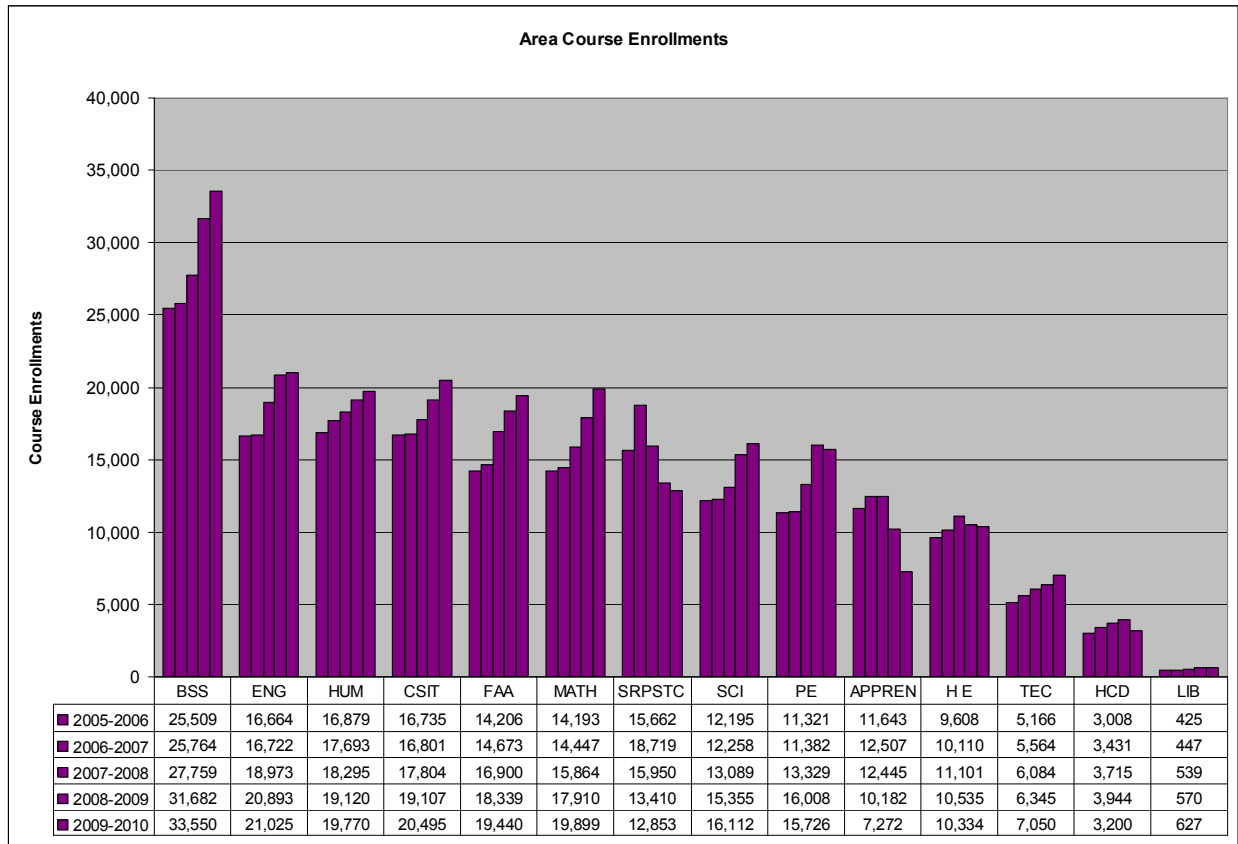
Recent high school graduate: A recent high school graduate is a first-time freshmen under 20 years old that has received a high school diploma.

Top Thirty High Schools with Advanced Ed Students by Academic Year

High School	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	Total	5 year Pct Chg
Visions In Education	60	102	126	132	130	550	116.7
Mira Loma High	126	99	84	78	74	461	-41.3
Rio Americano High	63	87	97	118	62	427	-1.6
Center High School	40	65	58	58	47	268	17.5
Inderkum High School	6	51	68	92	47	264	683.3
Natomas High	14	18	34	60	118	244	742.9
Encina High	2	61	63	54	56	236	2700.0
El Camino Fundamental High	48	34	24	38	30	174	-37.5
Independent Home School	9	5	33	61	46	154	411.1
Rio Linda High	61	33	23	22	13	152	-78.7
Foothill High	16	12	37	40	46	151	187.5
Highlands High	28	33	35	29	18	143	-35.7
Sheldon High School	2	1	1	67	67	138	3250.0
Bella Vista High	20	29	26	42	16	133	-20.0
Del Campo High	25	24	27	26	23	125	-8.0
Natomas Charter #19	20	21	28	20	26	115	30.0
Horizon Instructional Systems	18	19	17	28	20	102	11.1
Mesa Verde High	41	21	6	15	18	101	-56.1
Grant Union High	14	18	24	24	12	92	-14.3
Futures High School	5	2	23	23	39	92	680.0
La Entrada Continuation High	33	18	6	9	1	67	-97.0
Keema (Elwood J.) High (Alt.)	3	12	19	25	6	65	100.0
San Juan High	12	2	20	20	8	62	-33.3
Casa Role Fundamental High	18	13	12	9	8	60	-55.6
San Juan Choices Center	11	9	12	15	13	60	18.2
Antelope View Home Charter	0	3	16	14	23	56	666.7
Cordova High	12	6	12	8	14	52	16.7
Woodcreek High	9	16	13	4	6	48	-33.3
Jesuit High-Catholic	4	9	11	14	9	47	125.0
Oakmont High	4	7	10	14	9	44	125.0
Overall	724	830	965	1,159	1,005	4,683	

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 change over the five years. Where the overall student population has grown by 9.9 percent, there has been a net gain of 281 Advanced Ed students (38.8%) 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 for overall number of course enrollments. The table below describes the relative proportion of enrollments across academic areas over the past five years.

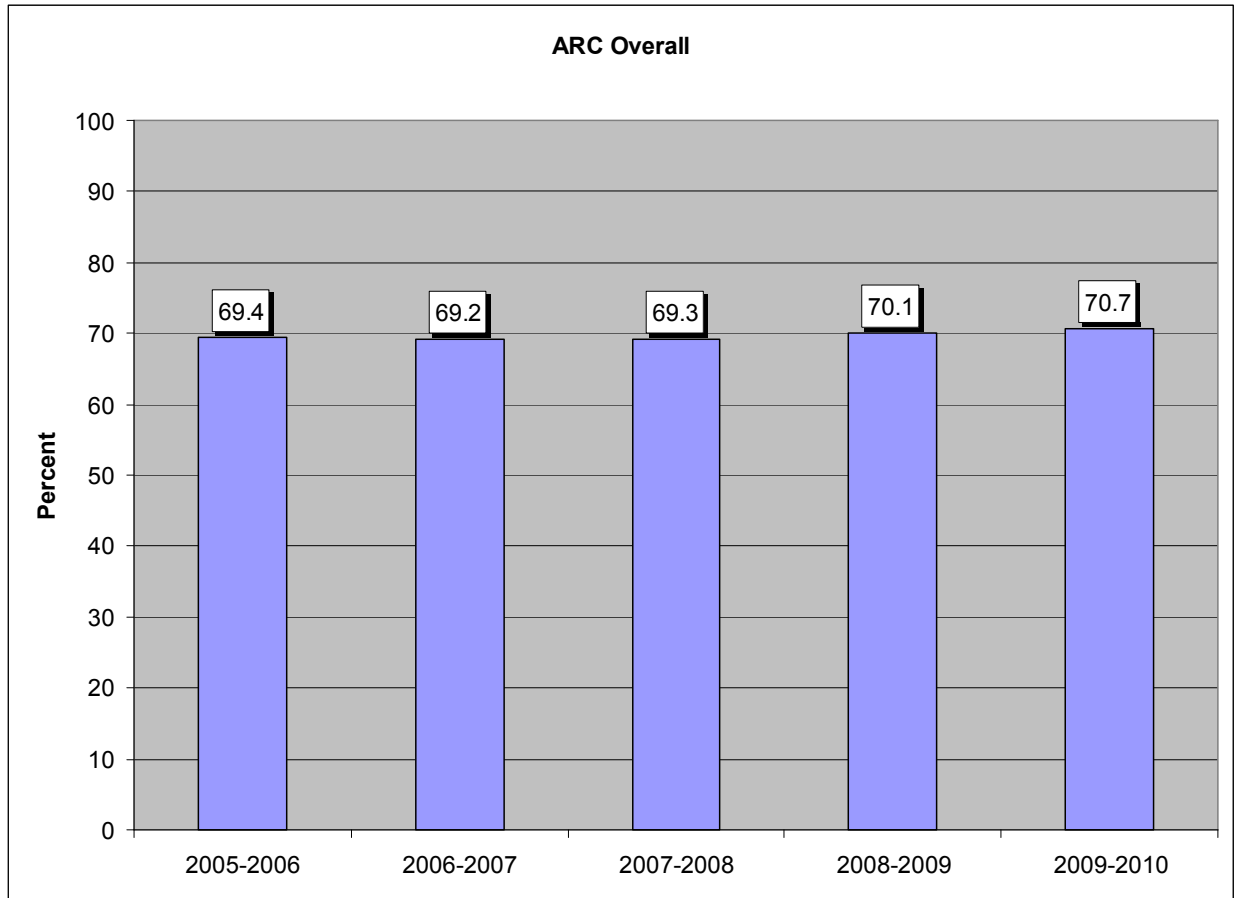
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
BSS	14.7	14.3	14.5	15.6	16.2
ENG	9.6	9.3	9.9	10.3	10.1
HUM	9.7	9.8	9.5	9.4	9.5
CSIT	9.7	9.3	9.3	9.4	9.9
FAA	8.2	8.1	8.8	9.0	9.4
MATH	8.2	8.0	8.3	8.8	9.6
SRPSTC	9.0	10.4	8.3	6.6	6.2
SCI	7.0	6.8	6.8	7.5	7.8
PE	6.5	6.3	7.0	7.9	7.6
APPREN	6.7	6.9	6.5	5.0	3.5
H E	5.6	5.6	5.8	5.2	5.0
TEC	3.0	3.1	3.2	3.1	3.4
HCD	1.7	1.9	1.9	1.9	1.5
LIB	0.3	0.3	0.3	0.3	0.3
WEXP	0.0	0.0	0.0	0.2	0.2

Student Performance

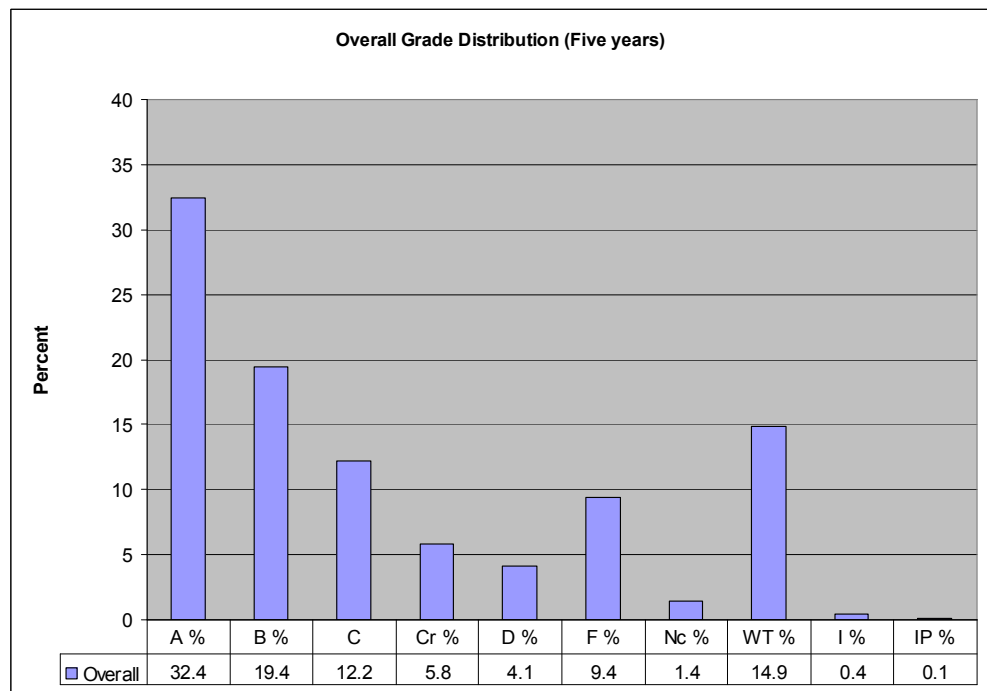
Traditionally GPA has been used as one measure of student performance, but GPA does not reflect grade notations such as WT (withdrew from class with notation on transcript), CR and NC (credit and no-credit) or I (incomplete) and IP (in progress). To overcome these limitations for GPA, a definition of **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 94% 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.

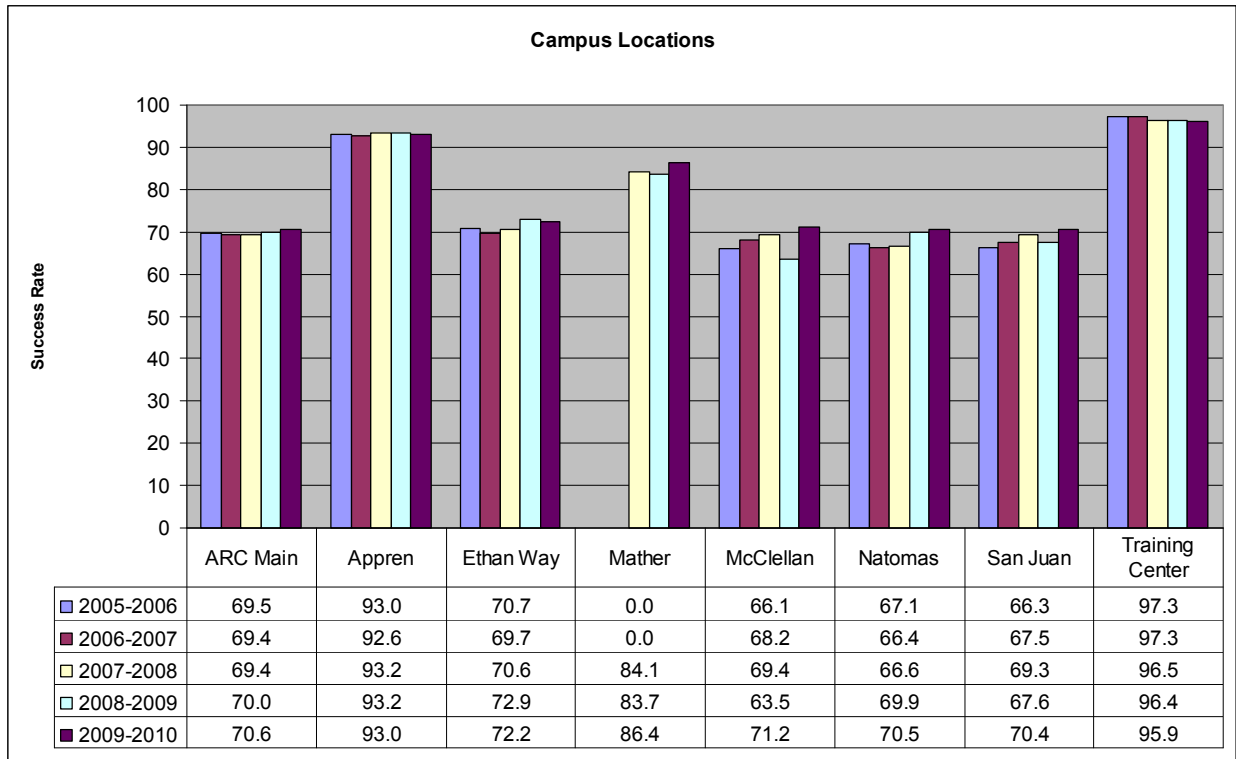
Overall Student Success Rate



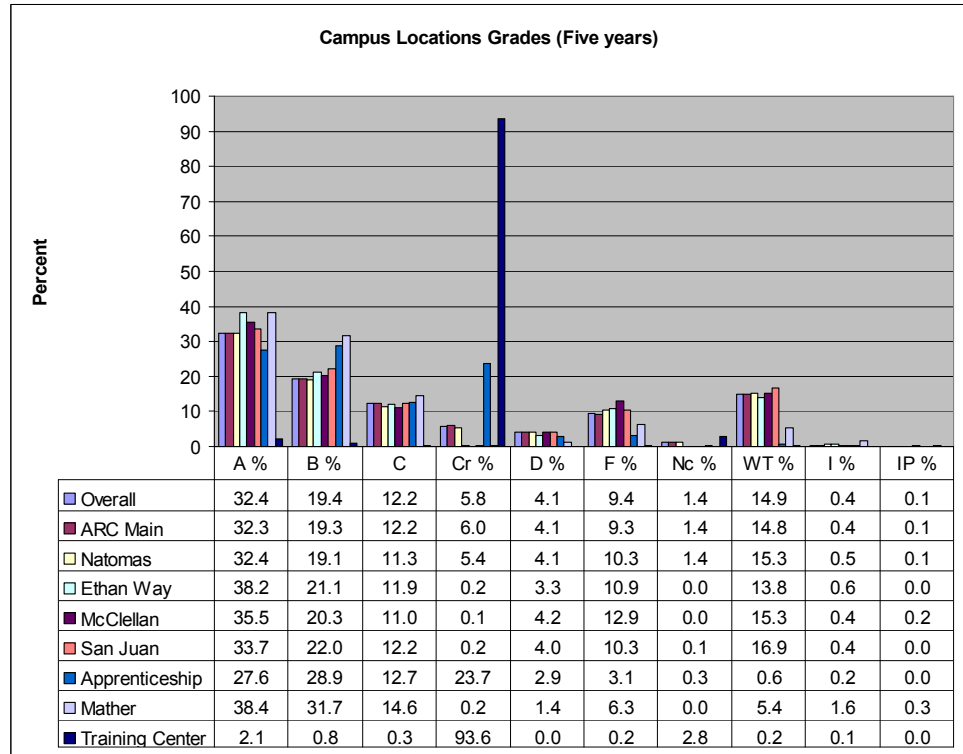
The ARC success rate has remained relatively stable over the past five years. The overall five year grade distribution shown to the right and on the following pages indicates that overall, the most frequent grade awarded at ARC over this period has been the “A” Grade notation.



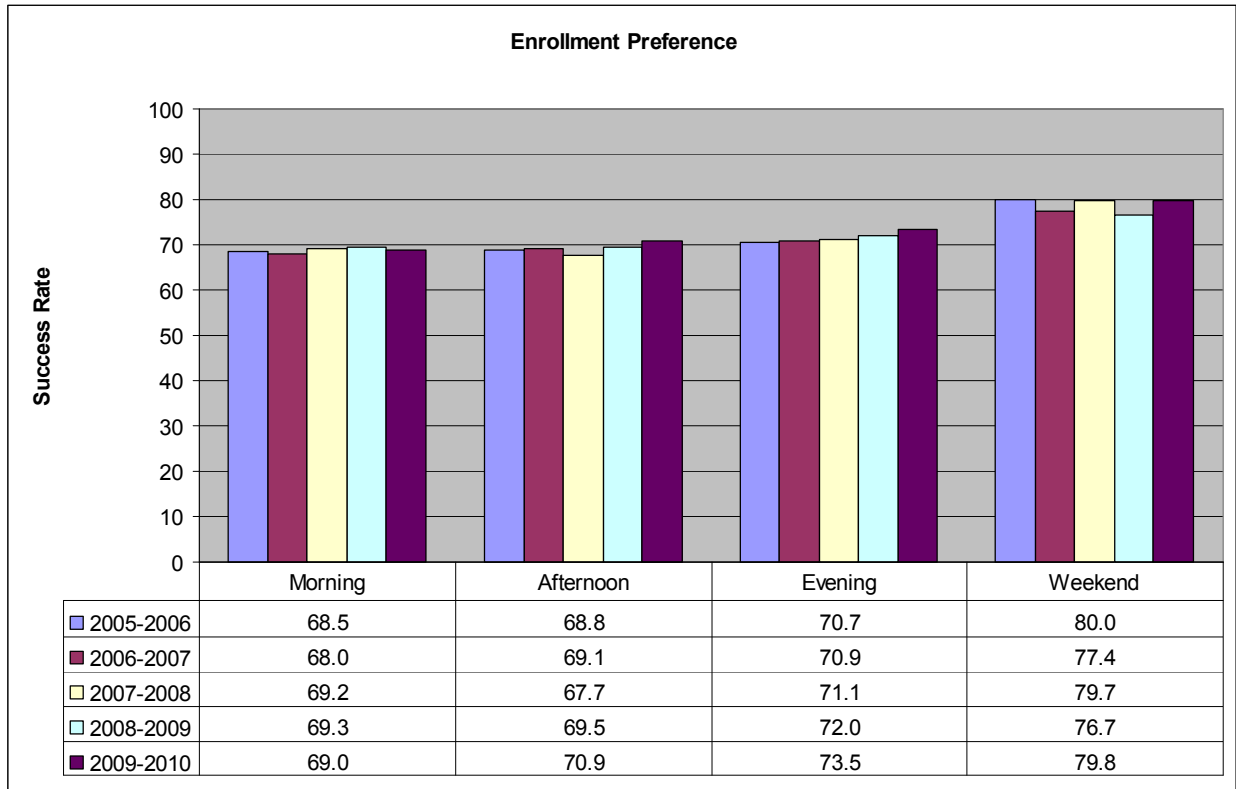
Campus Location: Success Rates and Grades



The success rates for each ARC campus location over five years are shown above. The high percentage of the Cr grade notations seen to the right represents the large proportion of Cr grades given by the Public Safety Training Center for professional continuing education courses (Credit/Non-Credit). 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 initiated after first-census.

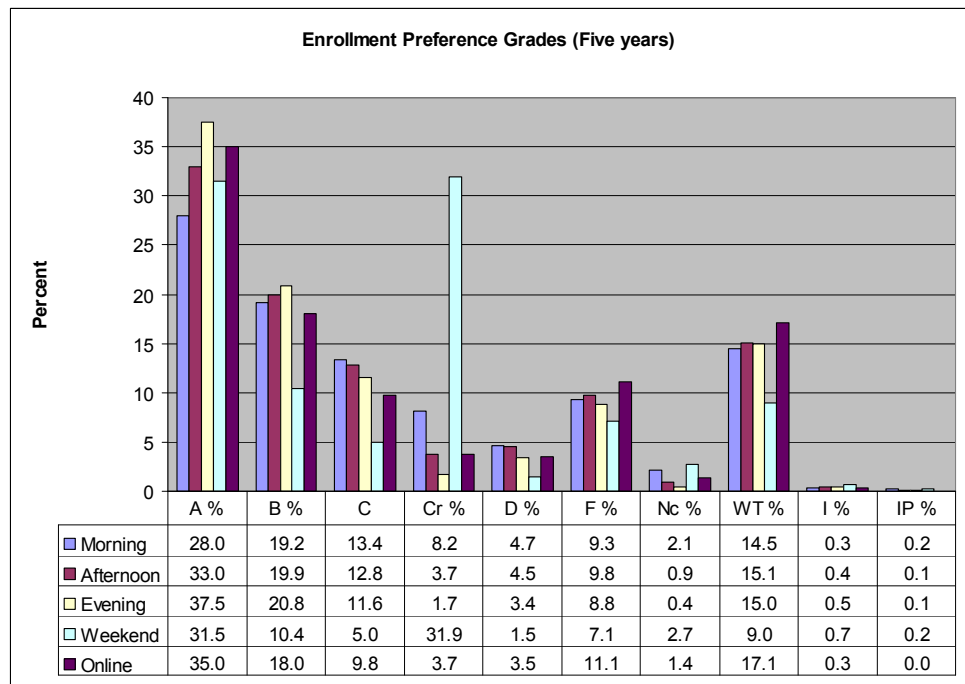


Morning, Afternoon, Evening, Weekend and Online: Success Rates and Grades

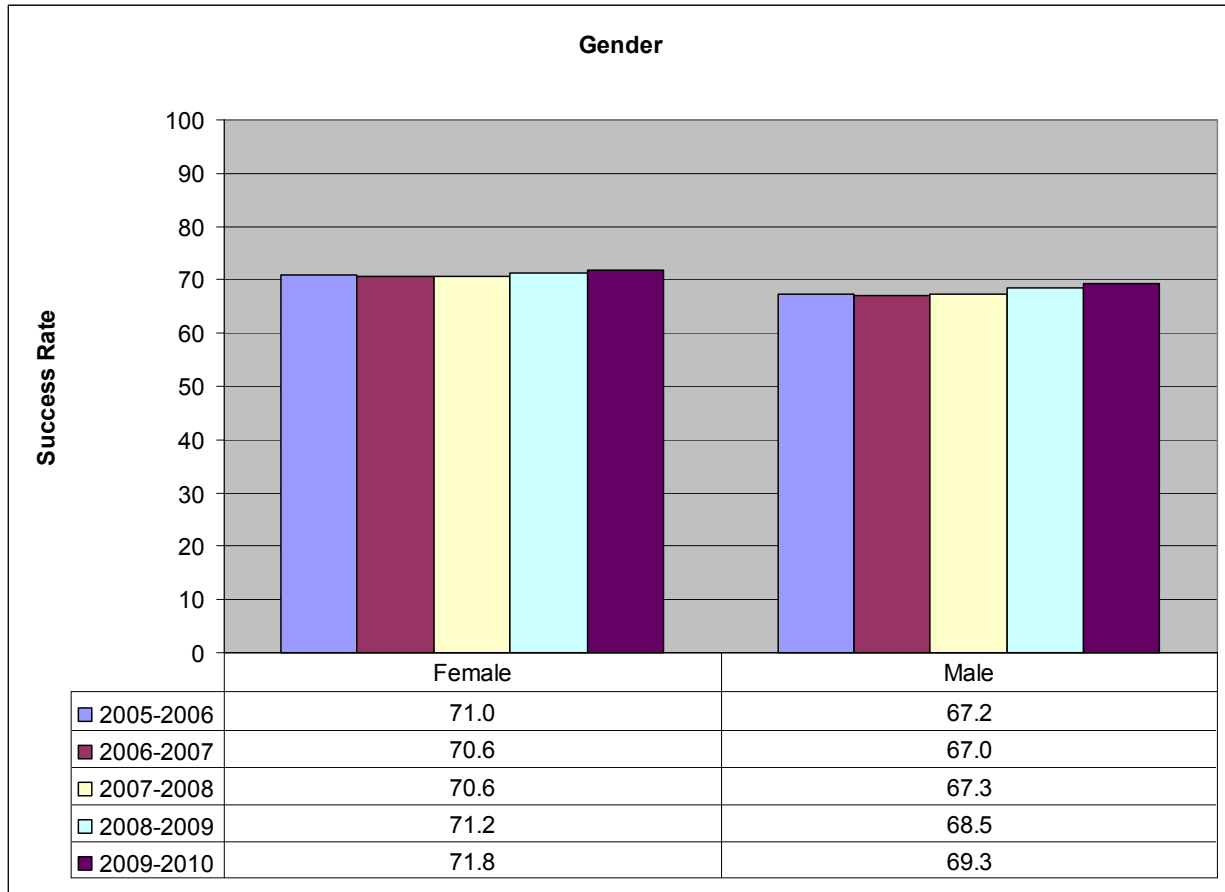


The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and reflects differences associated with students who work (weekend and evening), students who augment their current classroom schedule with online courses, and the population of students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

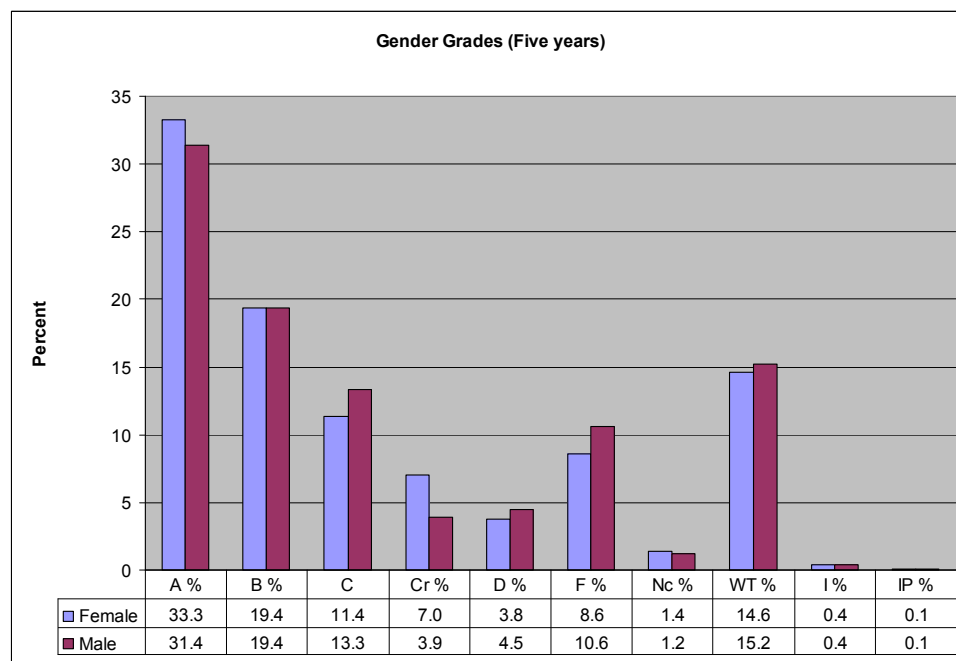
Refer to the enrollment section for these categories on page 5 for definitions of Day, Evening, Weekend, and Online categories.



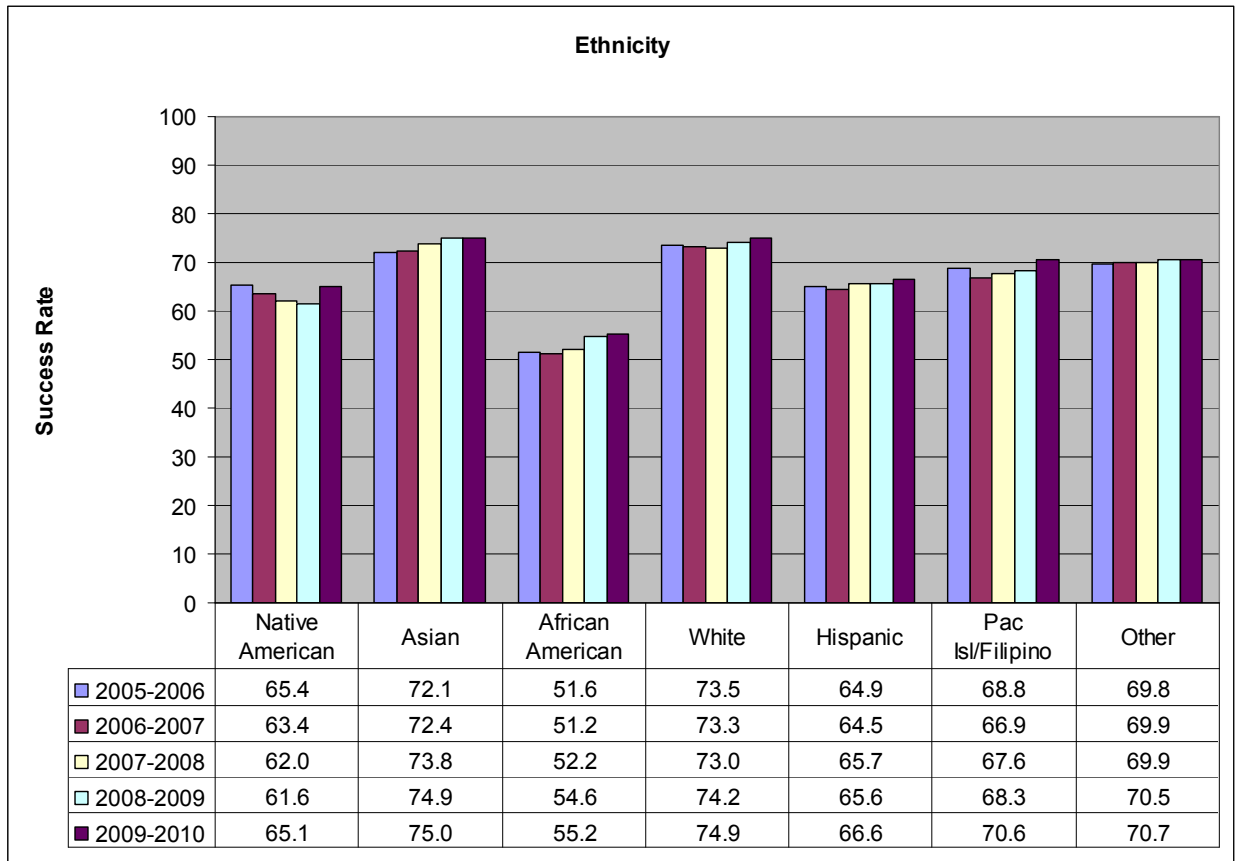
Gender: Success Rate and Grades



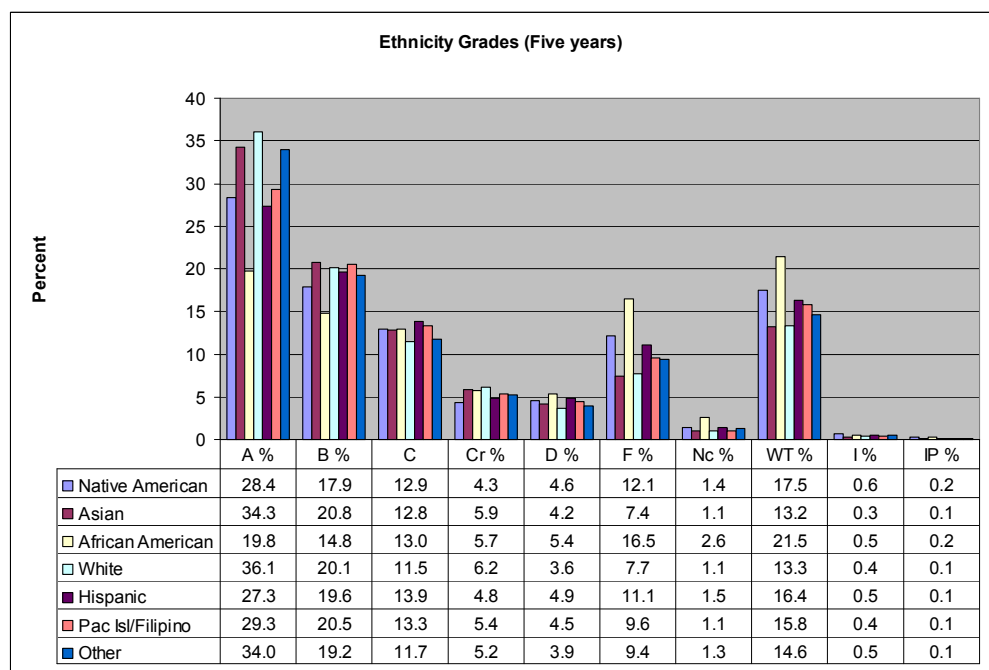
Female students demonstrate higher success rates than males overall and the subtle differences are further seen in the grade distribution shown to the right.



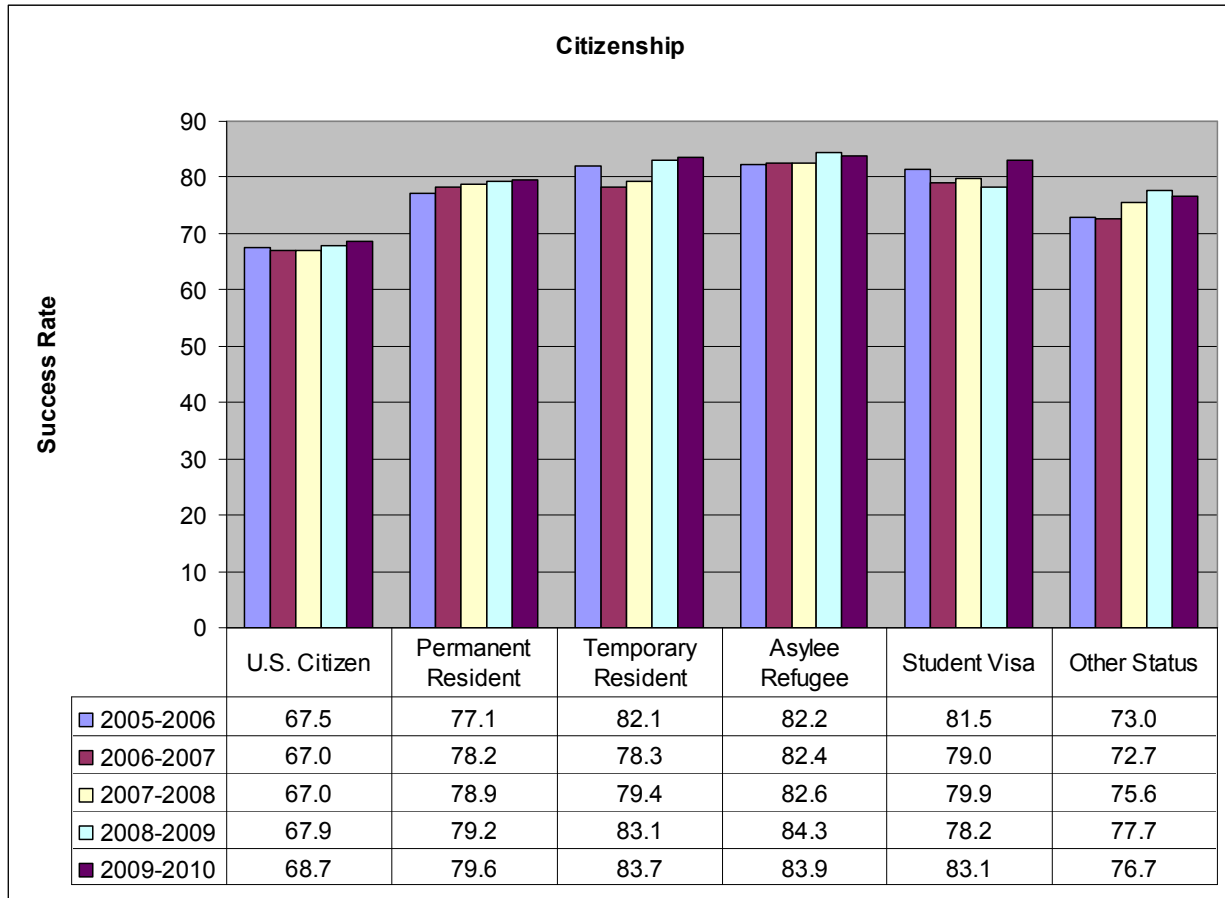
Ethnicity: Success Rates and Grades



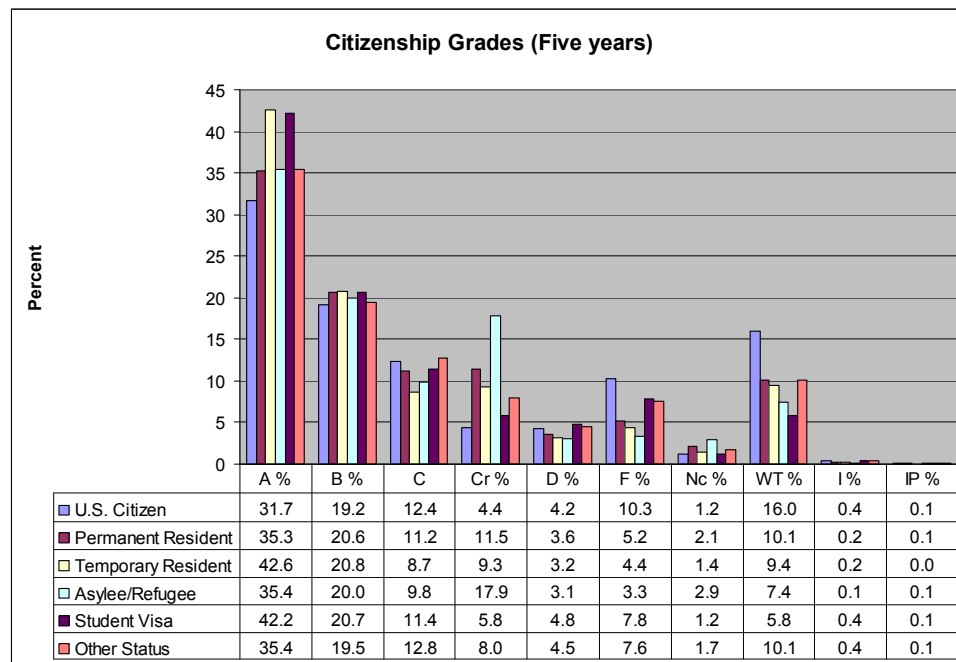
Differences in success rates are evident across the ethnic categories, and are further seen in the grade distribution to the right.



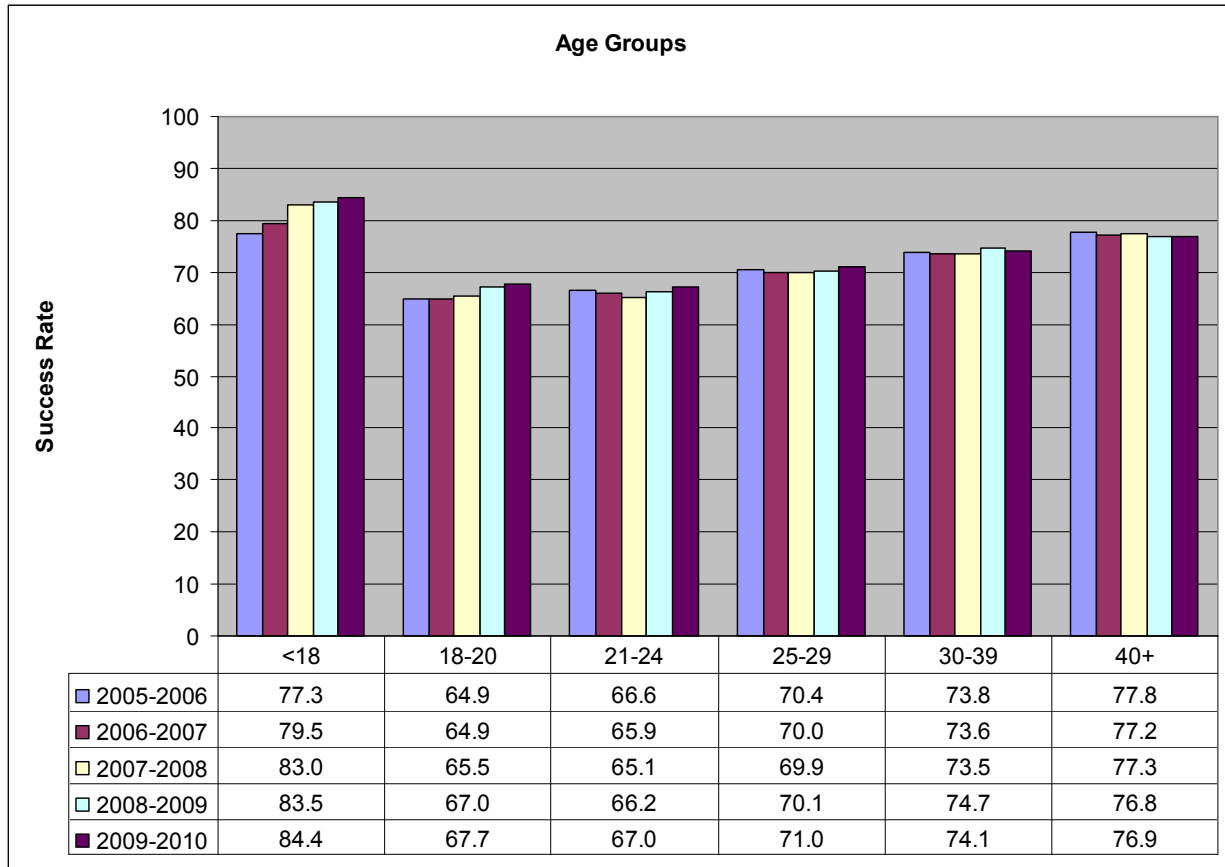
Citizenship: Success Rate and Grades



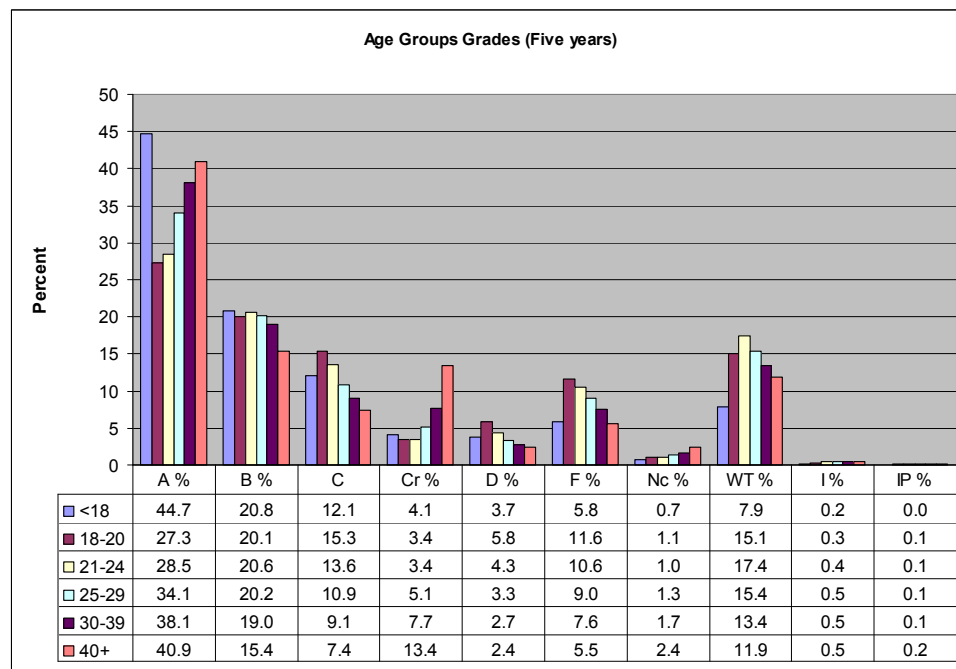
It is interesting to note that every citizenship category shown above has higher success rates than those for the U.S. Citizen group. The non U.S. Citizen groups represented about 14% of the total student population in 2009-2010, and indicate the shifting landscape of diversity attending ARC.



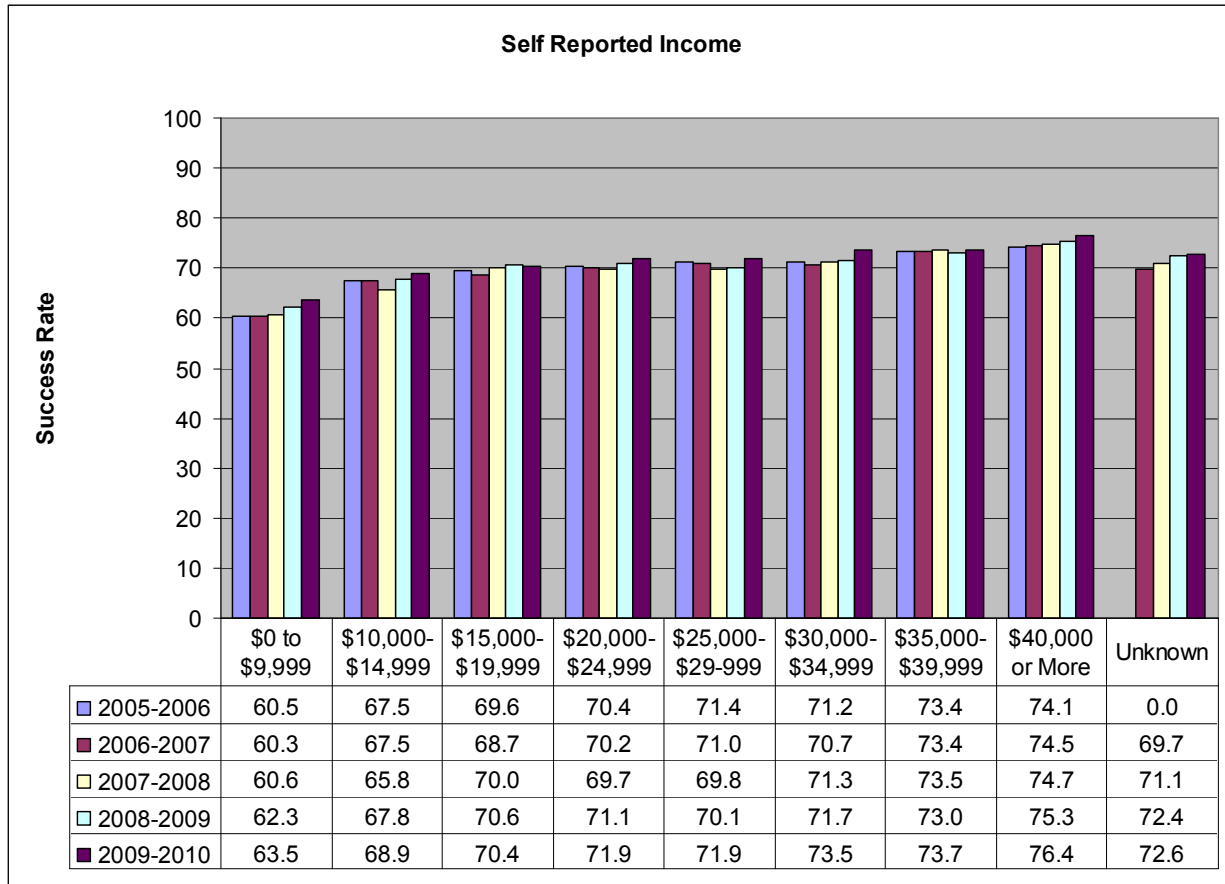
Age Groups: Success Rates and Grades



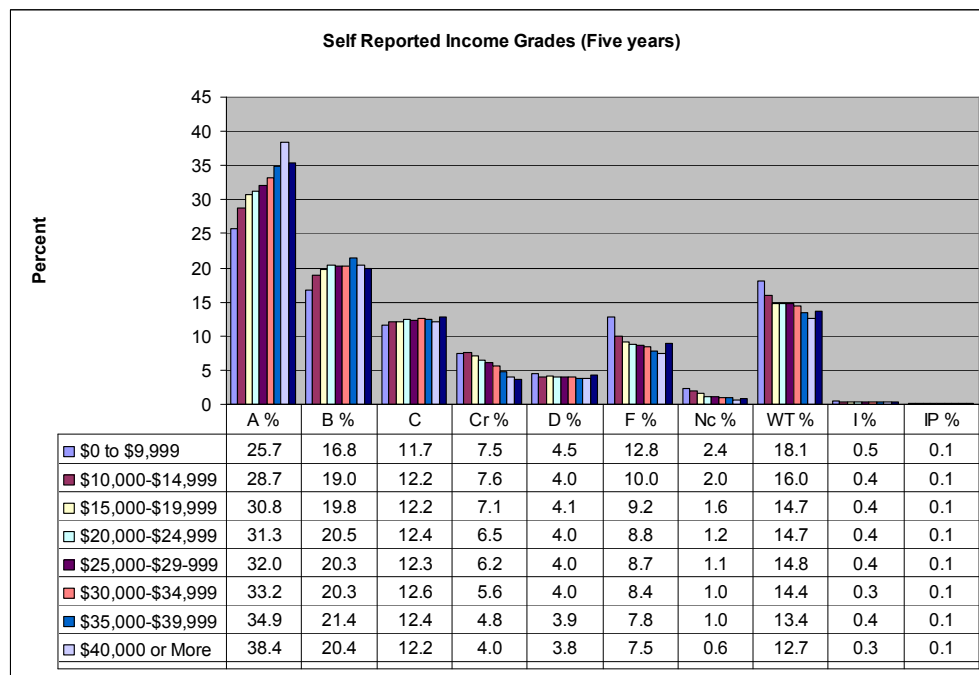
The under 18 group above generally represents the Advance Ed. students who are enrolled in high school and also enroll in courses at ARC. All age categories except 40+ show increased success rates.



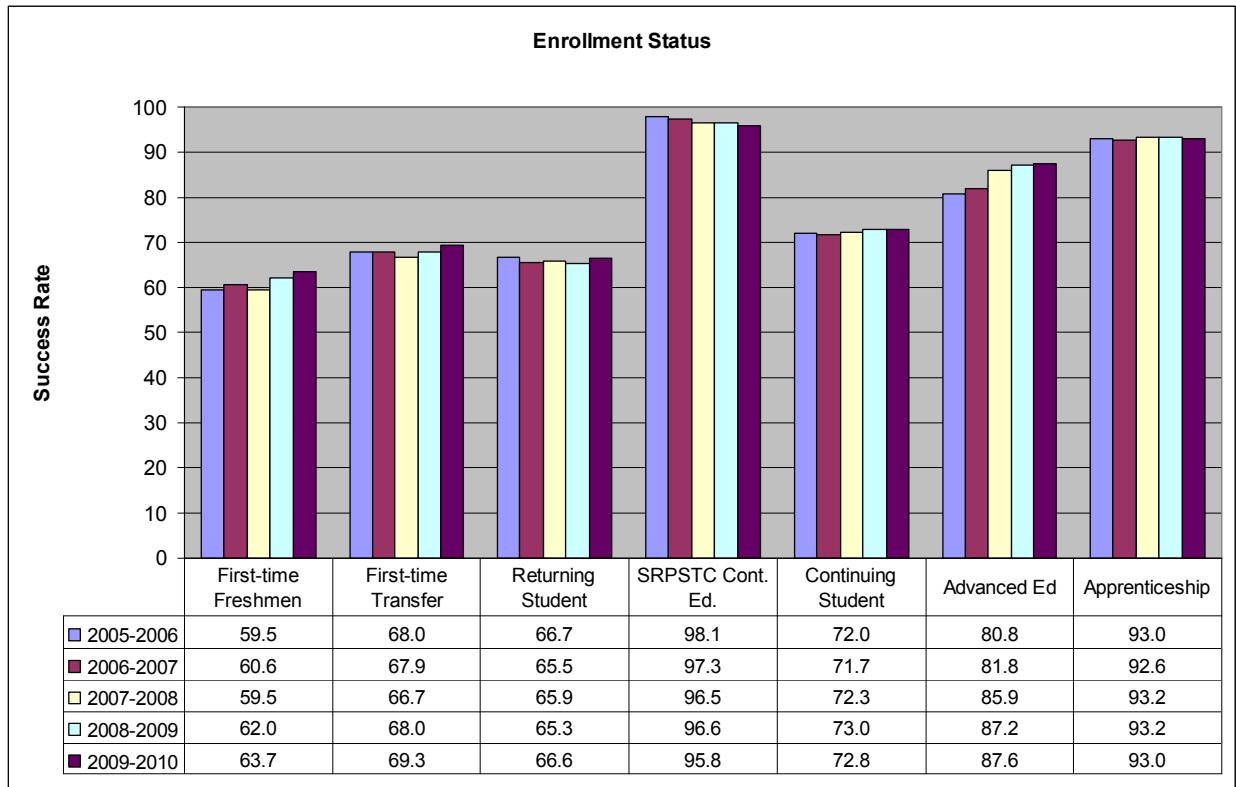
Self Reported Income: Success Rates and Grades



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).

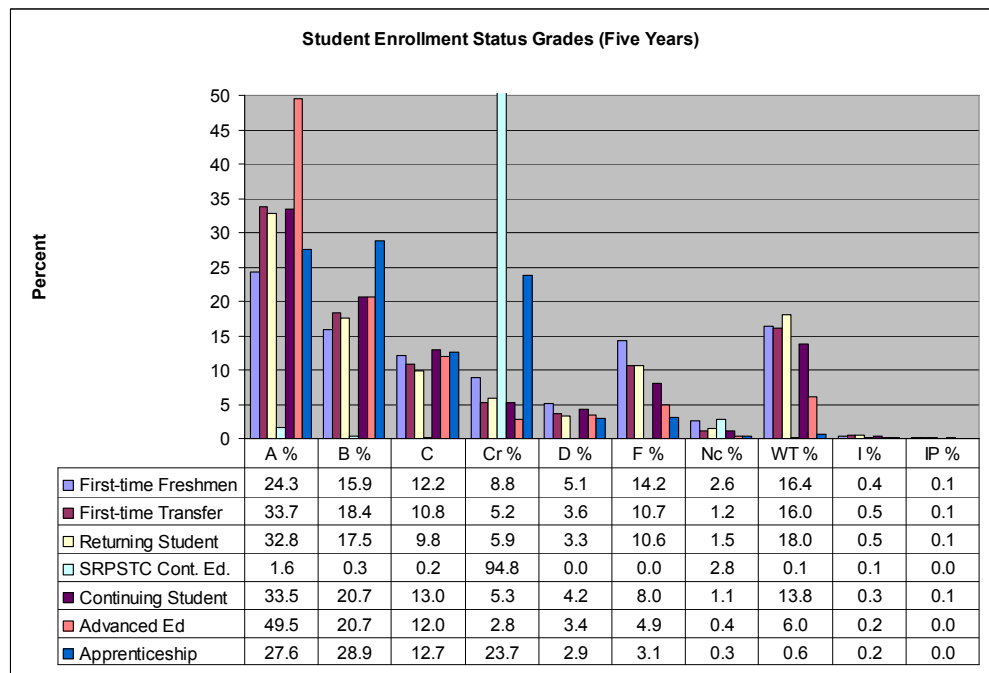


Enrollment Status: Success Rate and Grades

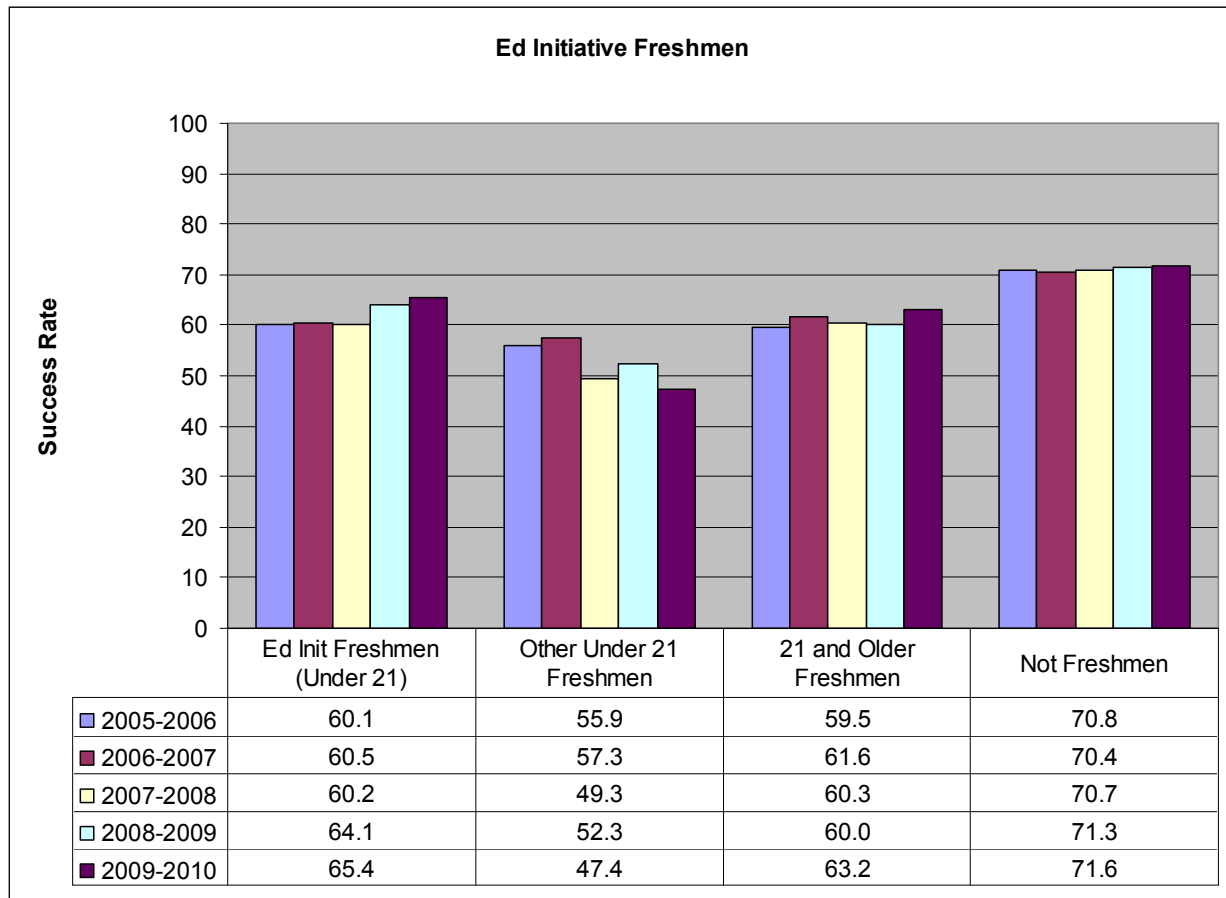


The success rates shown above illustrate differences across student groups attending ARC.

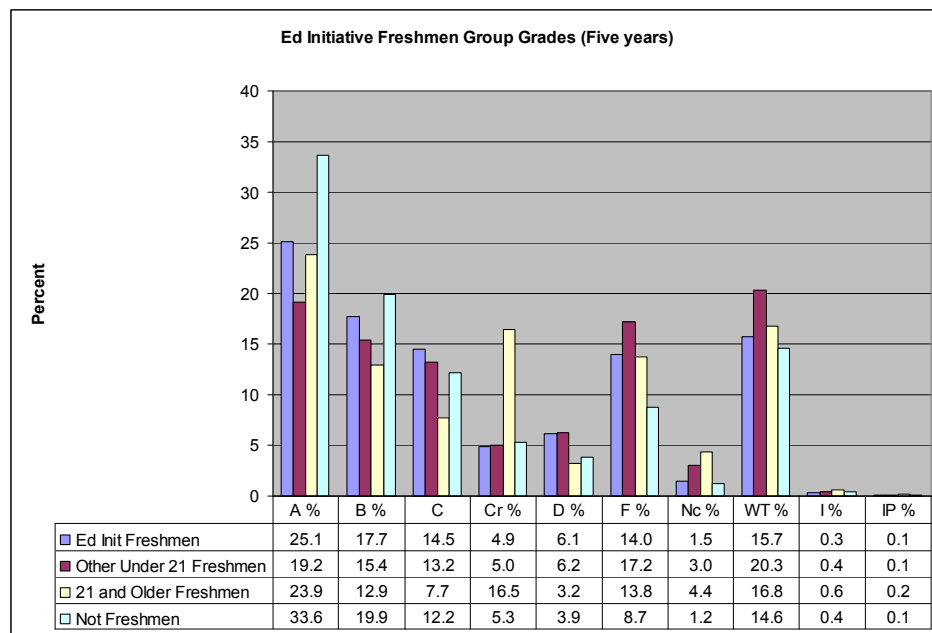
Refer to Enrollment Status on page 13 for definitions of these groups.



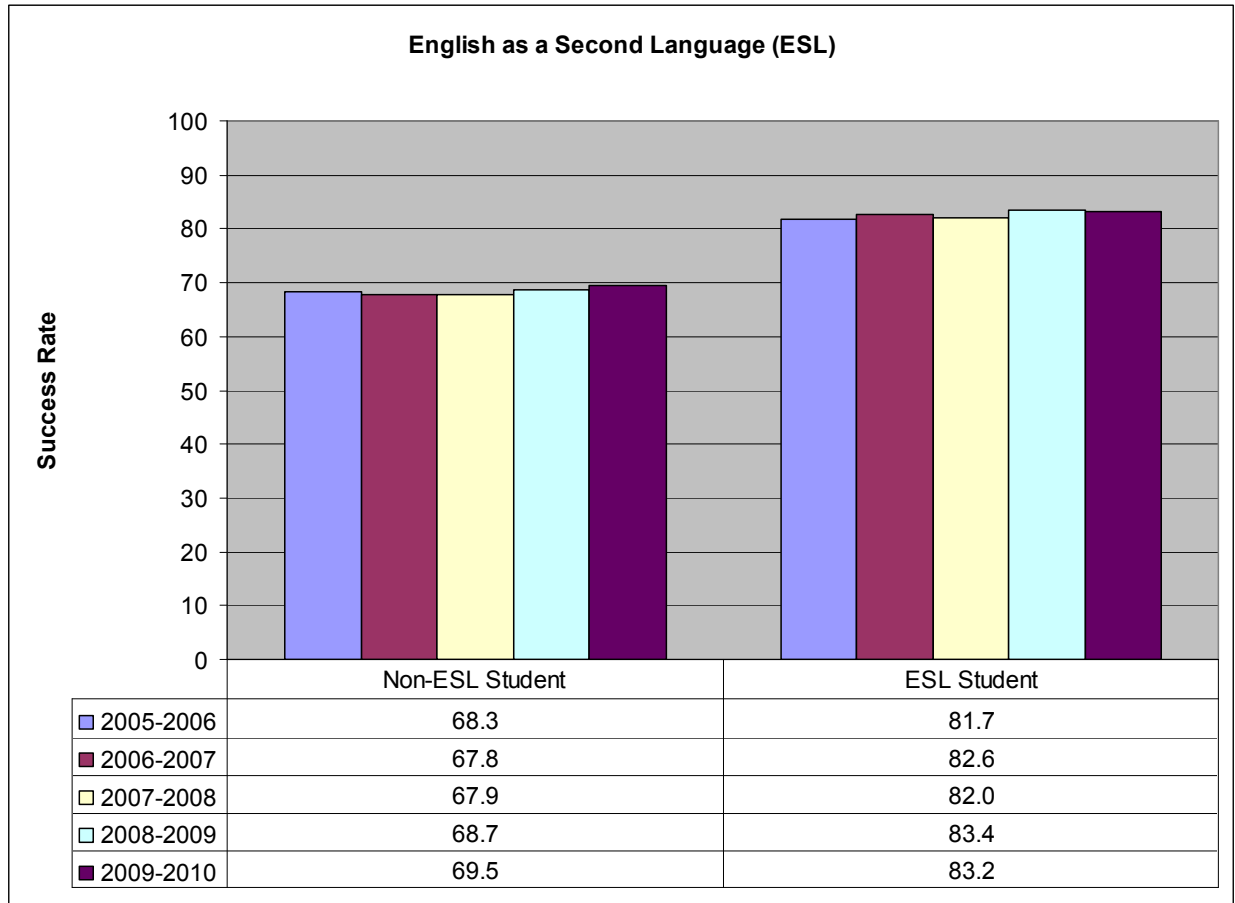
Educational Initiative Freshmen Groups: Success Rates and Grades



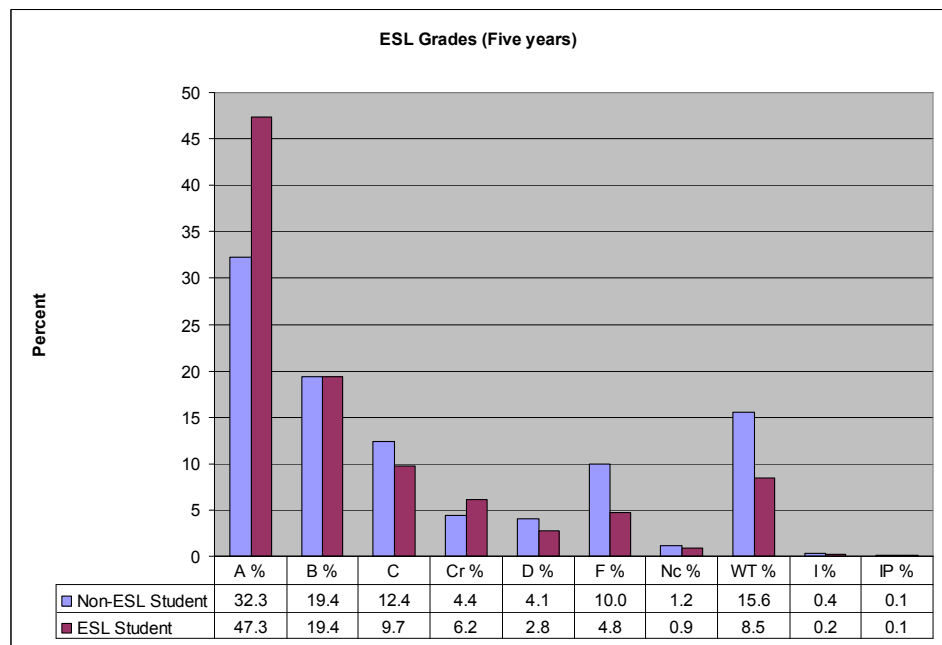
The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen under the age of 21 years that have achieved a high school degree or equivalency. The college made a committed effort to track this cohort through a number of enhanced support activities beginning in 2006-2007, and the increased success rates seen in 2008-2009 and 2009-2010 for the Educational Initiative Freshmen in the graph above are encouraging. Reference page 13 for definitions of these Ed Initiative groups.



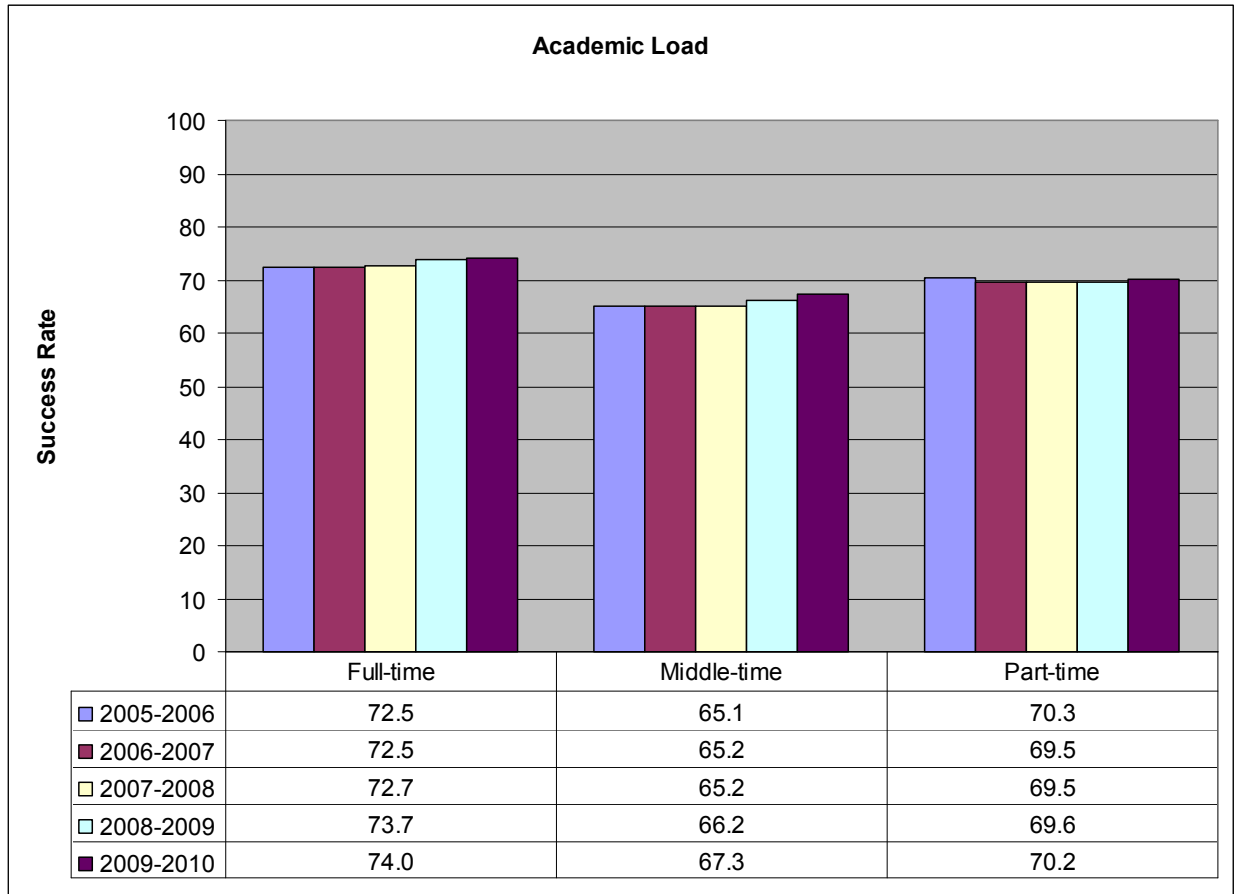
English as a Second Language (ESL): Success Rates and Grades



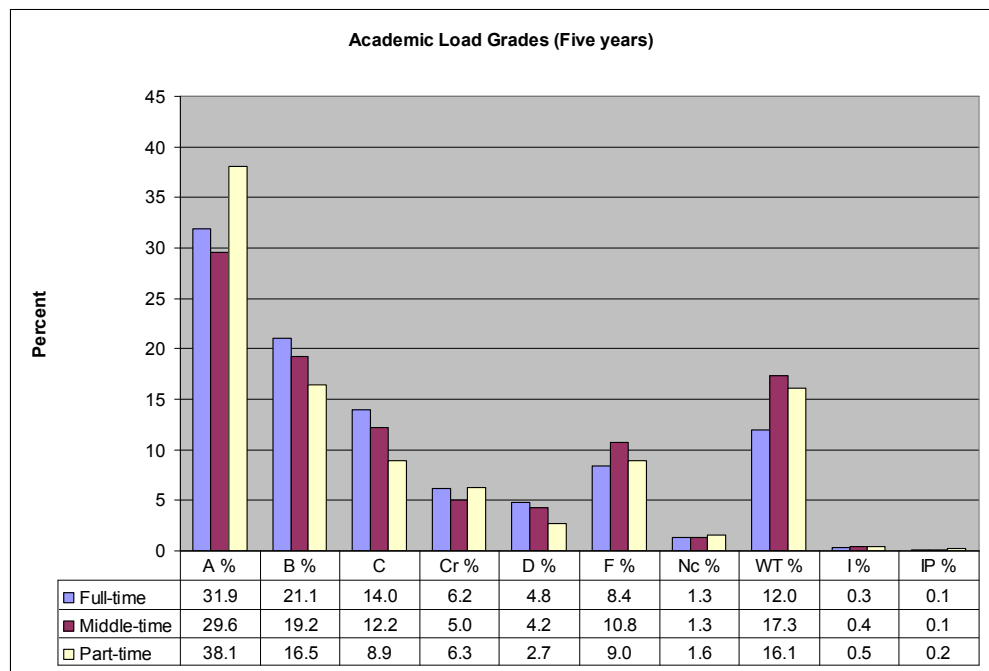
For the past five years, ESL students (English as a Second Language) have demonstrated high success rates when compared to the general population. ESL students are defined as having completed one or more ESL courses at ARC and the success rates shown above and grade distribution shown to the right represent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



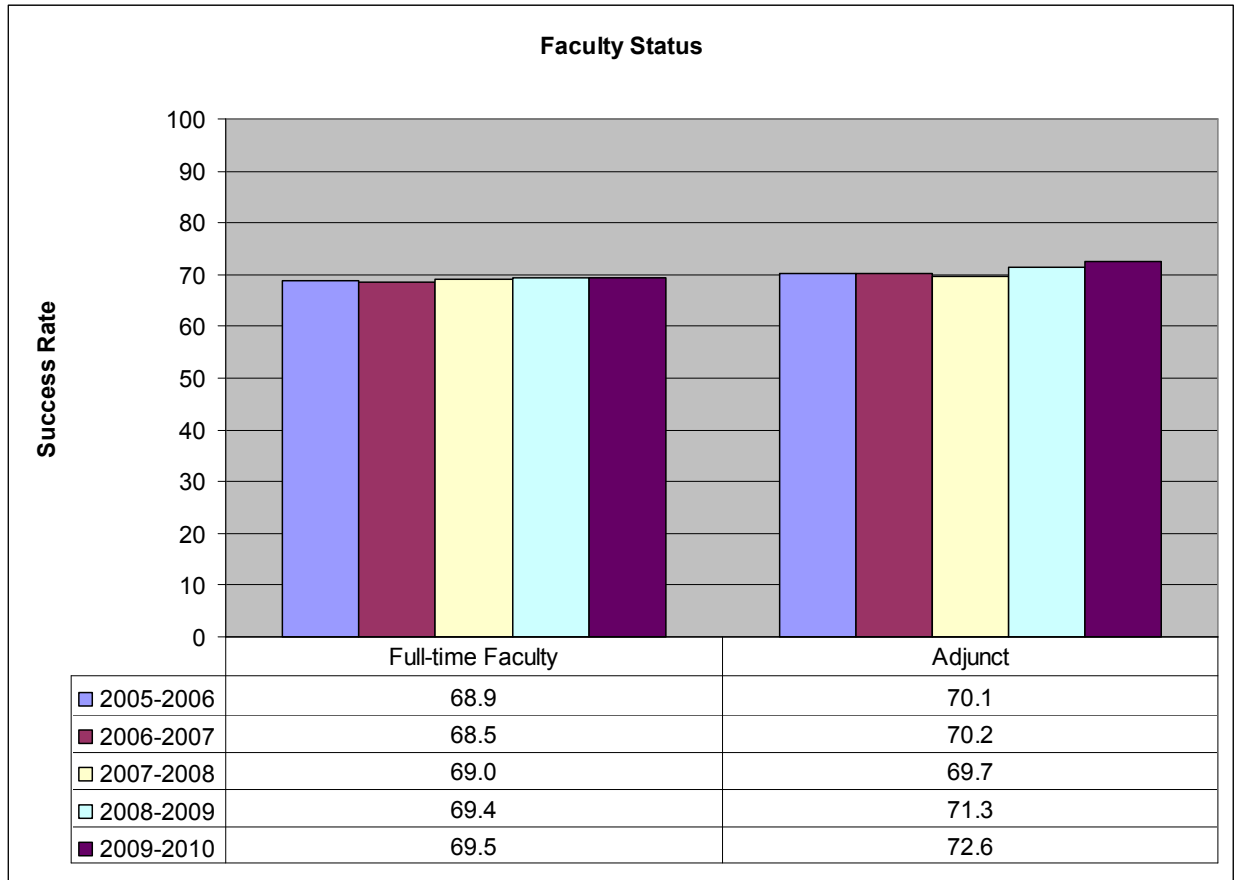
Academic Load: Success Rates and Grades



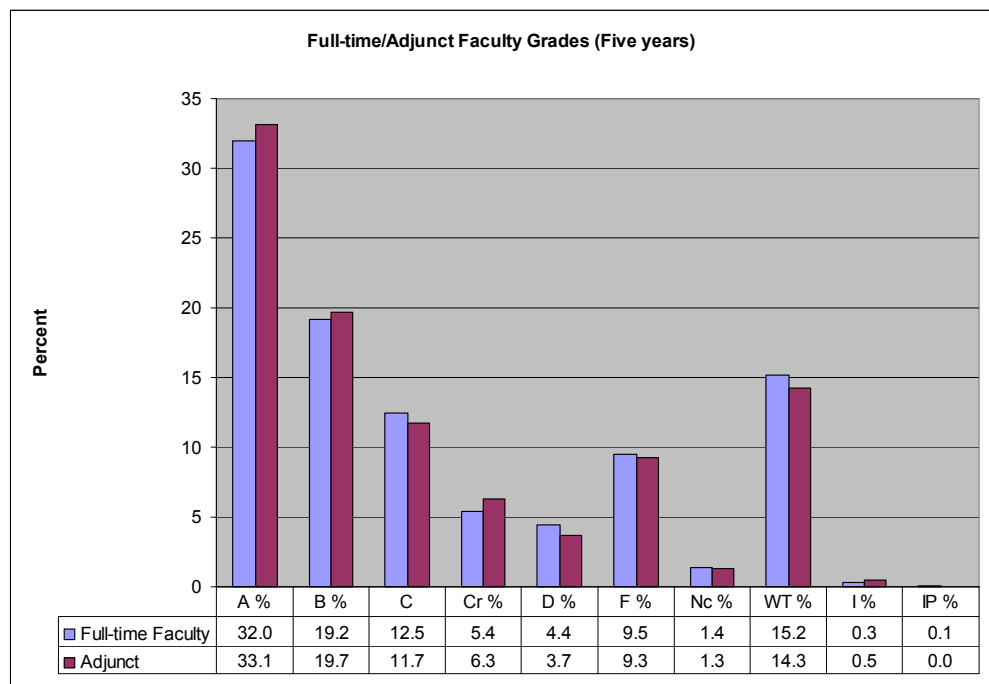
Full-time students are defined as enrolled in 12+ units, middle time as 5.5 to 11.5, and part-time as 5.5 or less units.



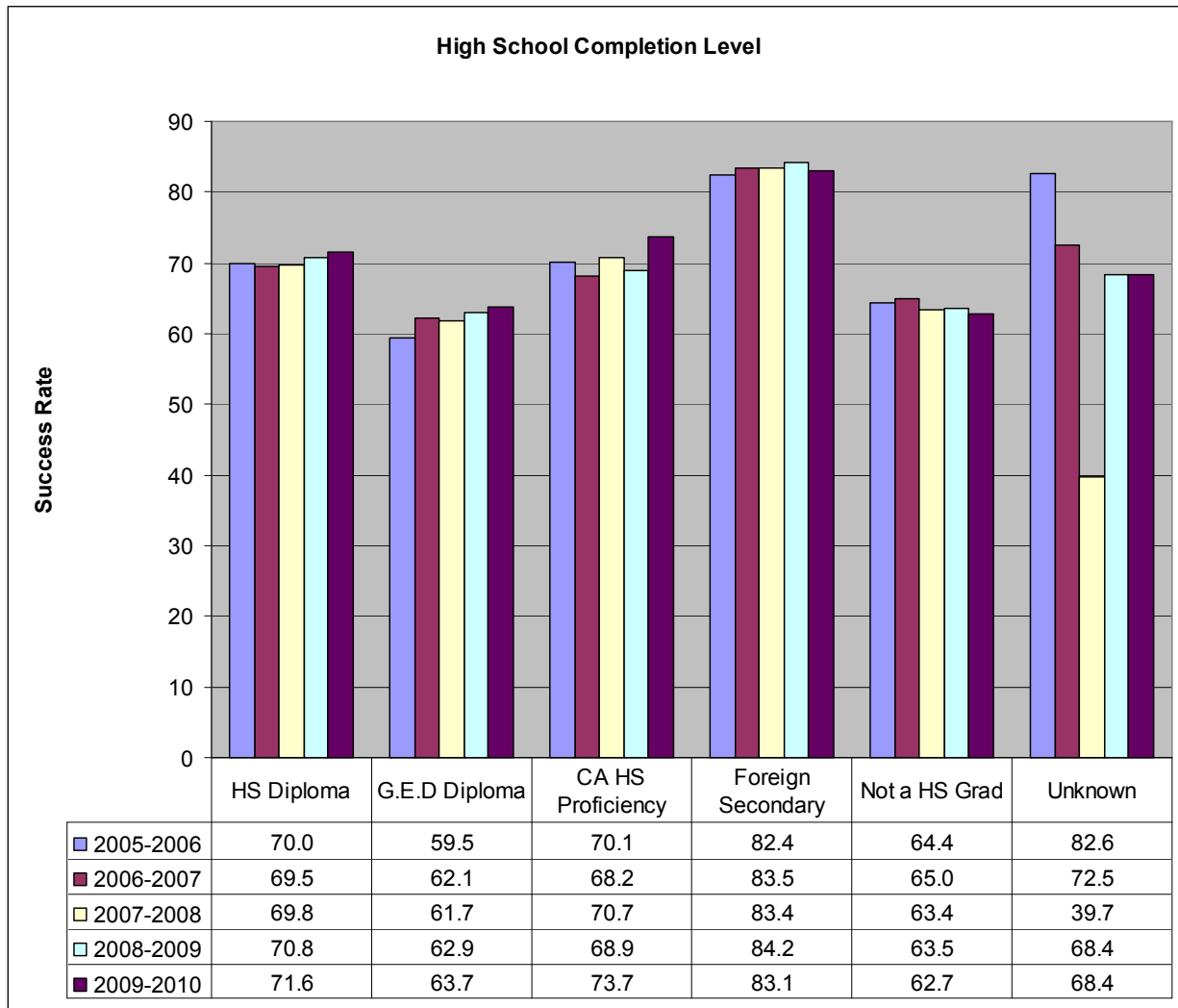
Full-time/Adjunct Faculty: Success Rates and Grades



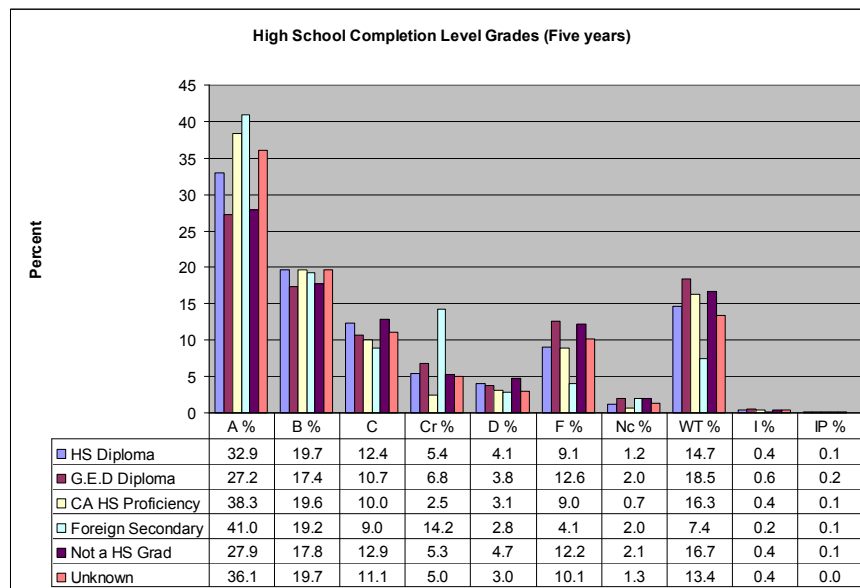
There are no appreciable differences in student success rates for courses taught by full-time or adjunct faculty.



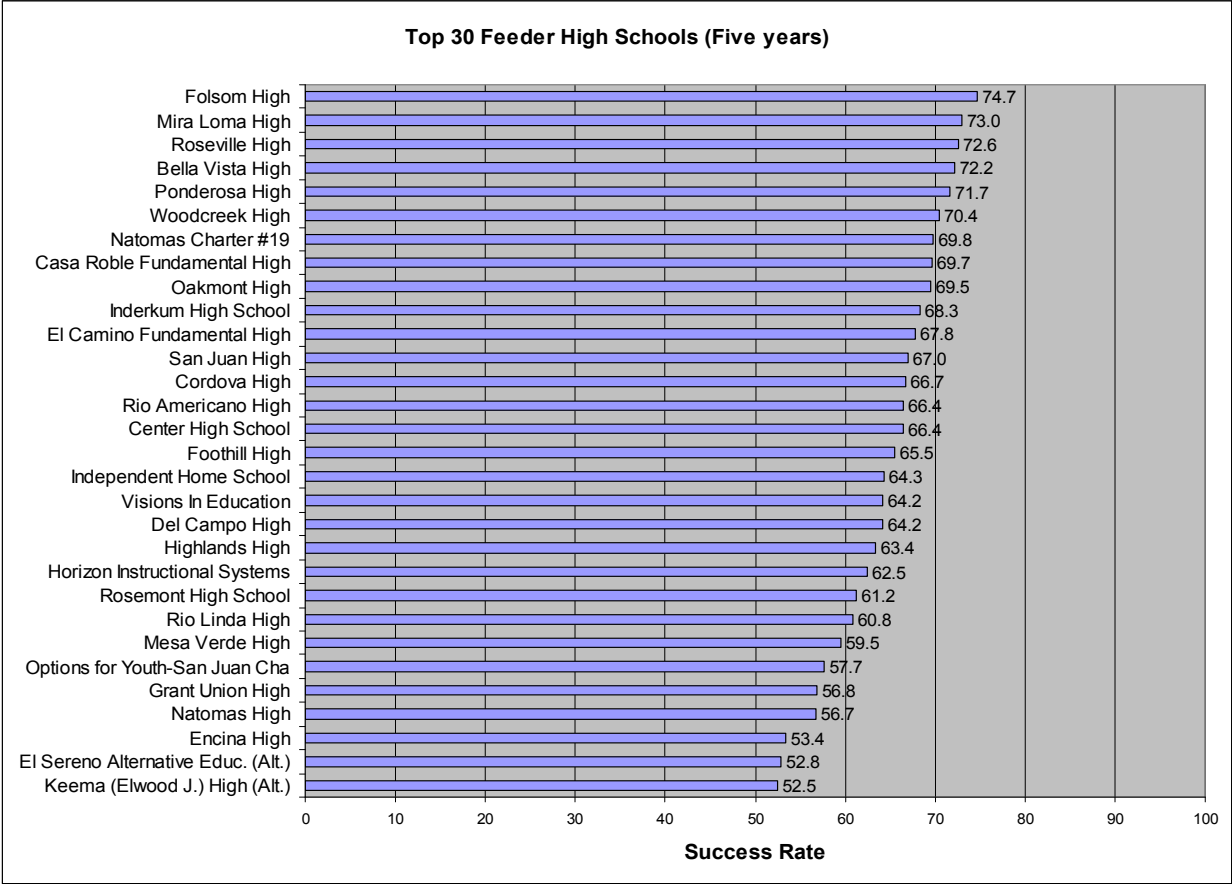
High School Completion Level: Success Rates and Grades



Distinct differences are seen across the categories for high school completion status. 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

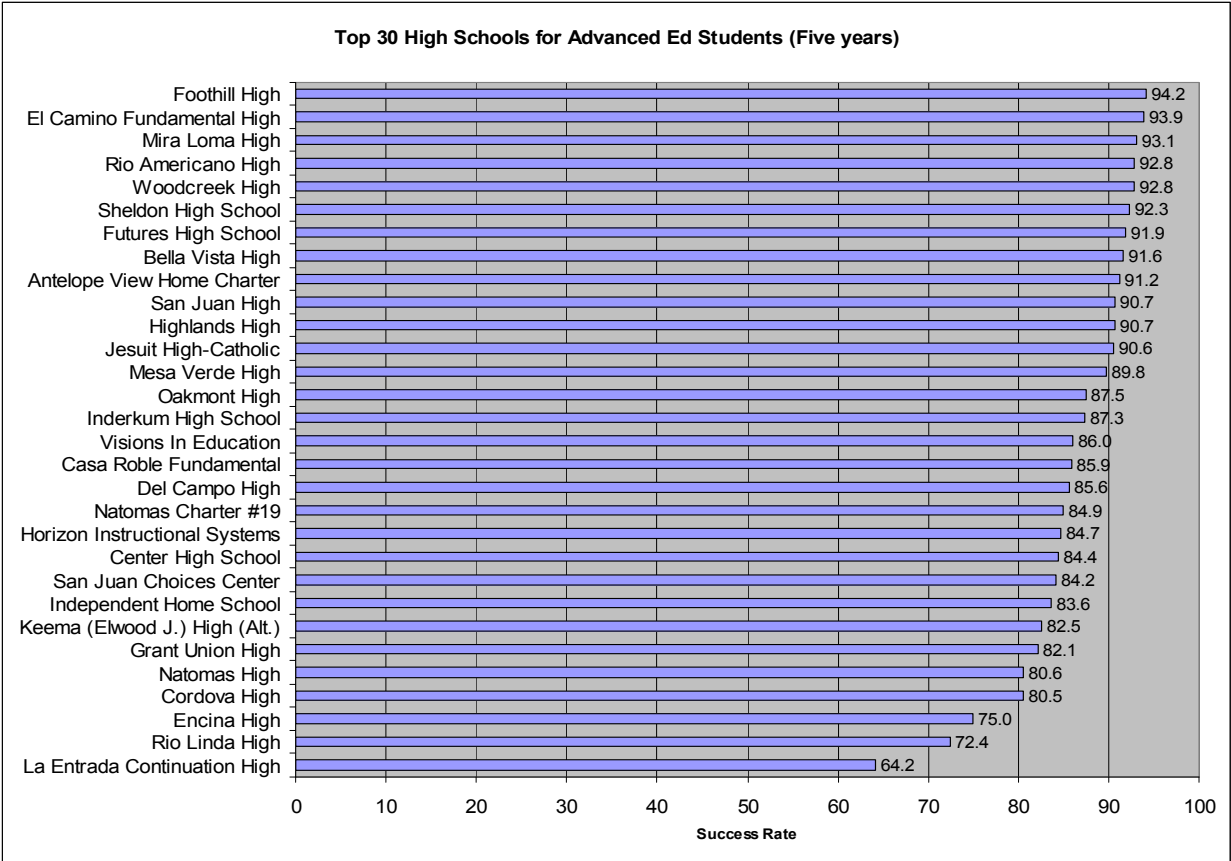


High School	Success Rate	Count
Folsom High	74.7	565
Mira Loma High	73.0	2,534
Roseville High	72.6	497
Bella Vista High	72.2	1,706
Ponderosa High	71.7	368
Woodcreek High	70.4	720
Natomas Charter #19	69.8	443
Casa Roble Fund High	69.7	973
Oakmont High	69.5	1,012
Inderkum High School	68.3	1,351
El Camino Fundamental High	67.8	2,887
San Juan High	67.0	1,173
Cordova High	66.7	1,717
Center High School	66.4	1,970
Rio Americano High	66.4	2,259
Foothill High	65.5	1,928
Independent Home School	64.3	740

High School	Success Rate	Count
Visions In Education	64.2	2,287
Del Campo High	64.2	2,586
Highlands High	63.4	1,151
Horizon Instructional Systems	62.5	347
Rosemont High School	61.2	556
Rio Linda High	60.8	2,162
Mesa Verde High	59.5	1,013
Options for Youth-San Juan	57.7	435
Grant Union High	56.8	1,499
Natomas High	56.7	1,487
Encina High	53.4	713
El Sereno Alternative Educ.	52.8	502
Keema (Elwood J.) High (Alt.)	52.5	495

The ranked success rates for the top 30 high schools are shown above. The lower table describes the number of students and 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	94.2	258
El Camino Fundamental High	93.9	297
Mira Loma High	93.1	767
Woodcreek High	92.8	69
Rio Americano High	92.8	636
Sheldon High School	92.3	142
Futures High School	91.9	161
Bella Vista High	91.6	179
Antelope View Home Charter	91.2	148
Highlands High	90.7	257
San Juan High	90.7	107
Jesuit High-Catholic	90.6	64
Mesa Verde High	89.8	157
Oakmont High	87.5	56
Inderkum High School	87.3	323
Visions In Education	86.0	949
Casa Roble Fund High	85.9	78
Del Campo High	85.6	195

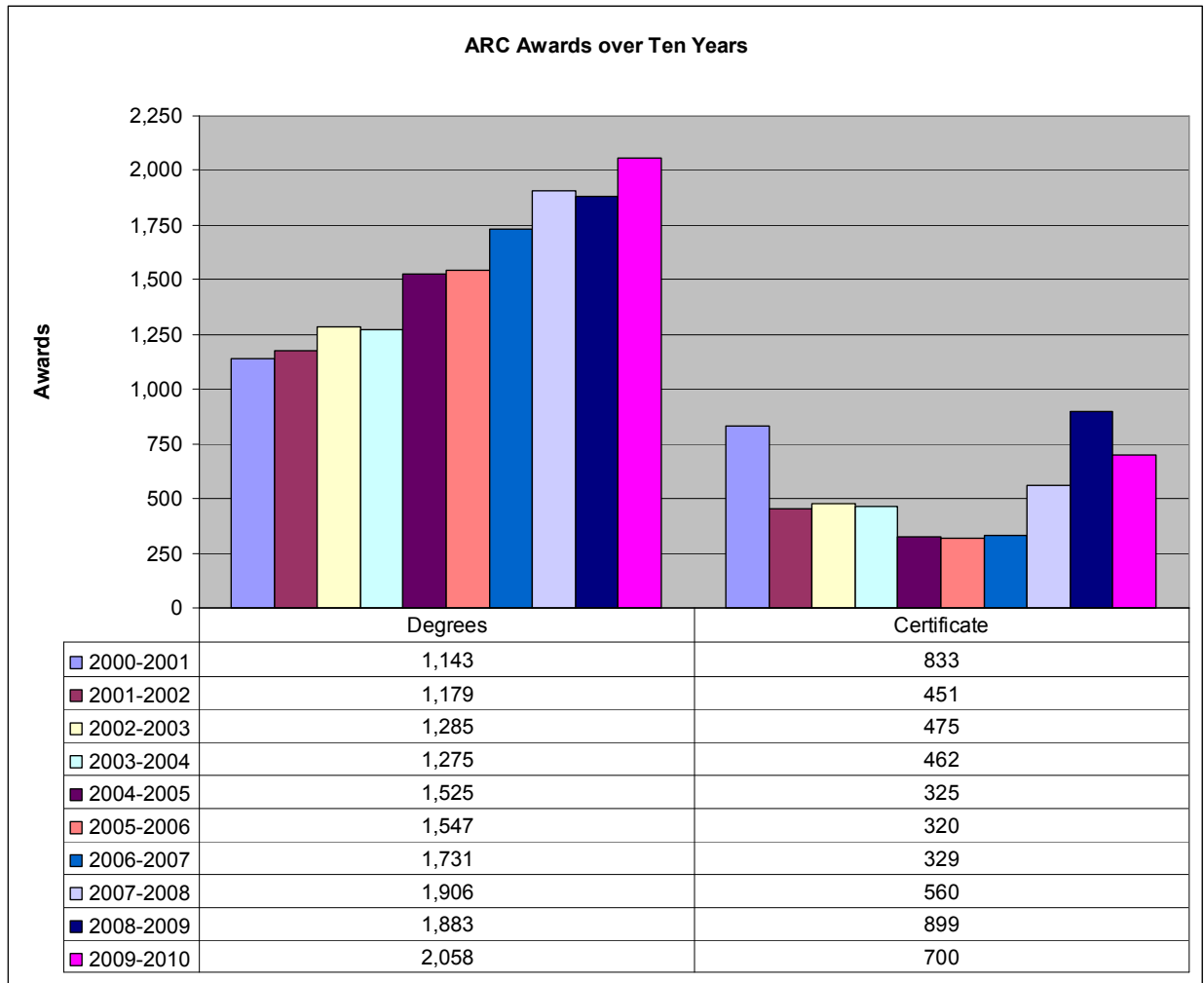
High School	Success Rate	Count
Natomas Charter #19	84.9	146
Horizon Instructional Systems	84.7	170
Center High School	84.4	461
San Juan Choices Center	84.2	114
Independent Home School	83.6	232
Keema (Elwood J.) High (Alt.)	82.5	126
Grant Union High	82.1	168
Natomas High	80.6	330
Cordova High	80.5	77
Encina High	75.0	352
Rio Linda High	72.4	217
La Entrada Continuation High	64.2	165

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 success rates that correspond to the bar chart.

ARC Awards, Transfers and Transfer Ready

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

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 9.9 percent, the increase in the total number of degrees awarded during the last five years has been 80.1 percent. The number of certificates awarded in 2009-2010 decreased by 199 from 2008-2009 (-28.4%).

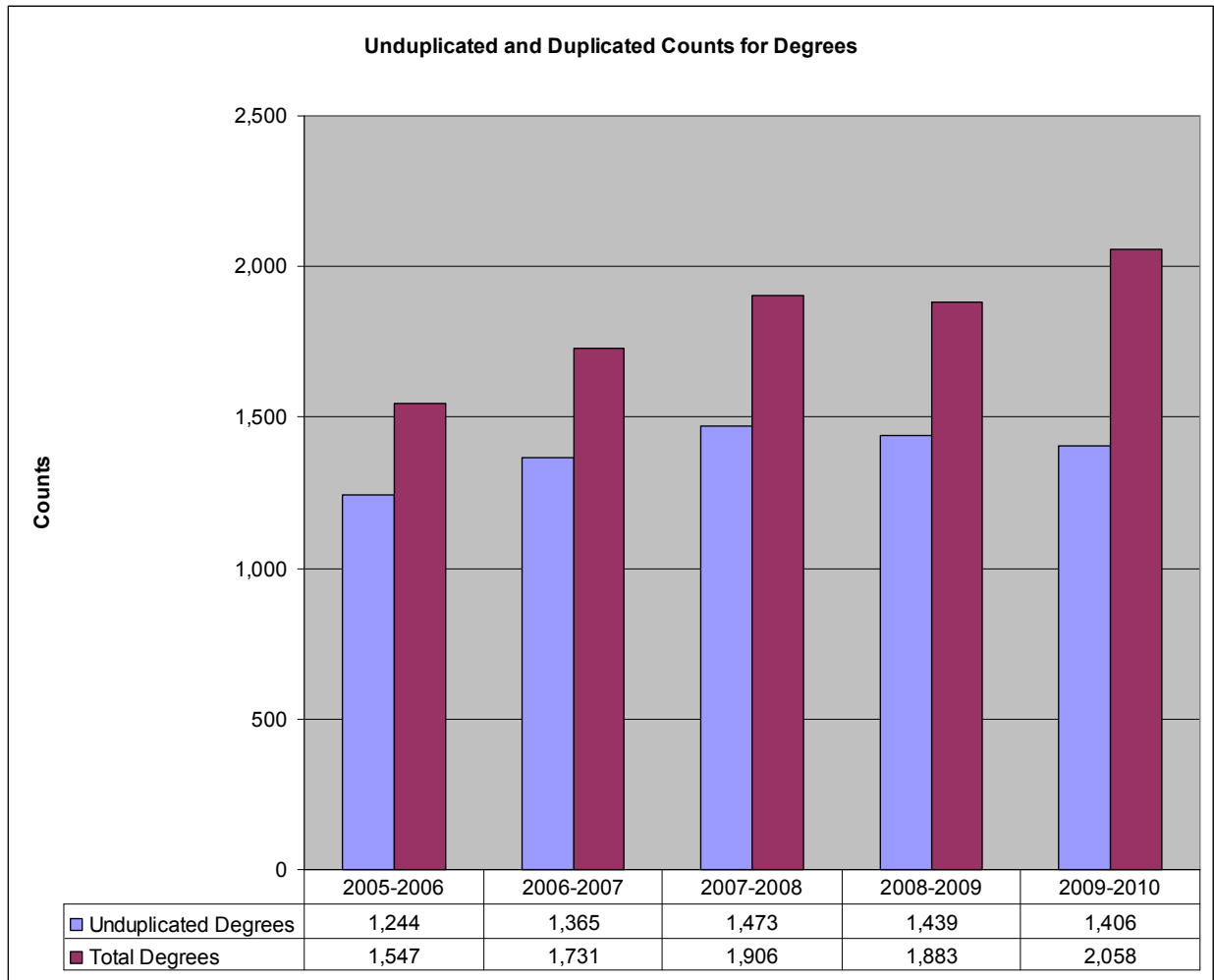
Degrees and Certificates Awarded by Area Over Ten Years

Area AA/AS Degrees	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	10 Yr	Total
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total	Percent
Apprenticeship		2	4	1	1		1	2	3	12	26	0.2
Behavioral & Social Science	117	86	98	127	175	175	196	221	256	414	1,865	12.0
Computer Sci. & Info Tech	161	150	197	155	134	131	129	144	164	170	1,535	9.9
English	9	8	16	10	13	10	18	12	6	13	115	0.7
Fine & Applied Arts	40	29	40	45	54	67	75	80	78	96	604	3.9
Health & Education	93	112	120	114	190	199	177	193	198	196	1,592	10.3
Humanities	6	4	11	2	13	21	19	14	22	35	147	1.0
Interdisciplinary - Gen Ed	69	65	76	135	145	145	142	171	155	131	1,234	8.0
Mathematics			5	7	5	6	20	10	12	12	77	0.5
Physical Education	1	3	3	1		1	1				10	0.1
Sac Reg Pub Safety Training Center	11	13	5	6	7	19	23	15	14	21	134	0.9
Science & Engineering	584	662	638	631	739	740	885	993	916	902	7,690	49.5
Technical Education	50	44	72	41	49	33	45	51	59	56	500	3.2
Year Total	1,141	1,178	1,285	1,275	1,525	1,547	1,731	1,906	1,883	2,058	15,529	100.0

Area Certificates	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	10 Yr	Total
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total	Percent
Apprenticeship	10	23	61	36	27	11	4	235	307	222	936	17.5
Behavioral & Social Science	90	56	39	68	41	55	54	41	57	17	518	9.7
Computer Sci & Info Tech	196	157	125	117	58	66	45	50	136	98	1,048	19.6
English				1	1	2	2	3	1	3	13	0.2
Fine & Applied Arts	49	21	35	28	33	36	43	48	55	61	409	7.7
Health & Education	280	128	135	110	105	79	60	57	141	168	1,263	23.6
Humanities	8	2	14	7	5	8	9	13	9	5	80	1.5
Interdisciplinary - Gen Ed									1	8	9	0.2
Physical Education									4	8	12	0.2
Sac Reg Pub Safety Training Center	15	11	7	5	2	4	8	9	10	7	78	1.5
Science & Engineering	10	15	14	13	19	16	13	27	24	16	167	3.1
Technical Education	170	36	45	77	34	43	91	77	154	87	814	15.2
Year Total	828	449	475	462	325	320	329	560	899	700	5,347	100.0

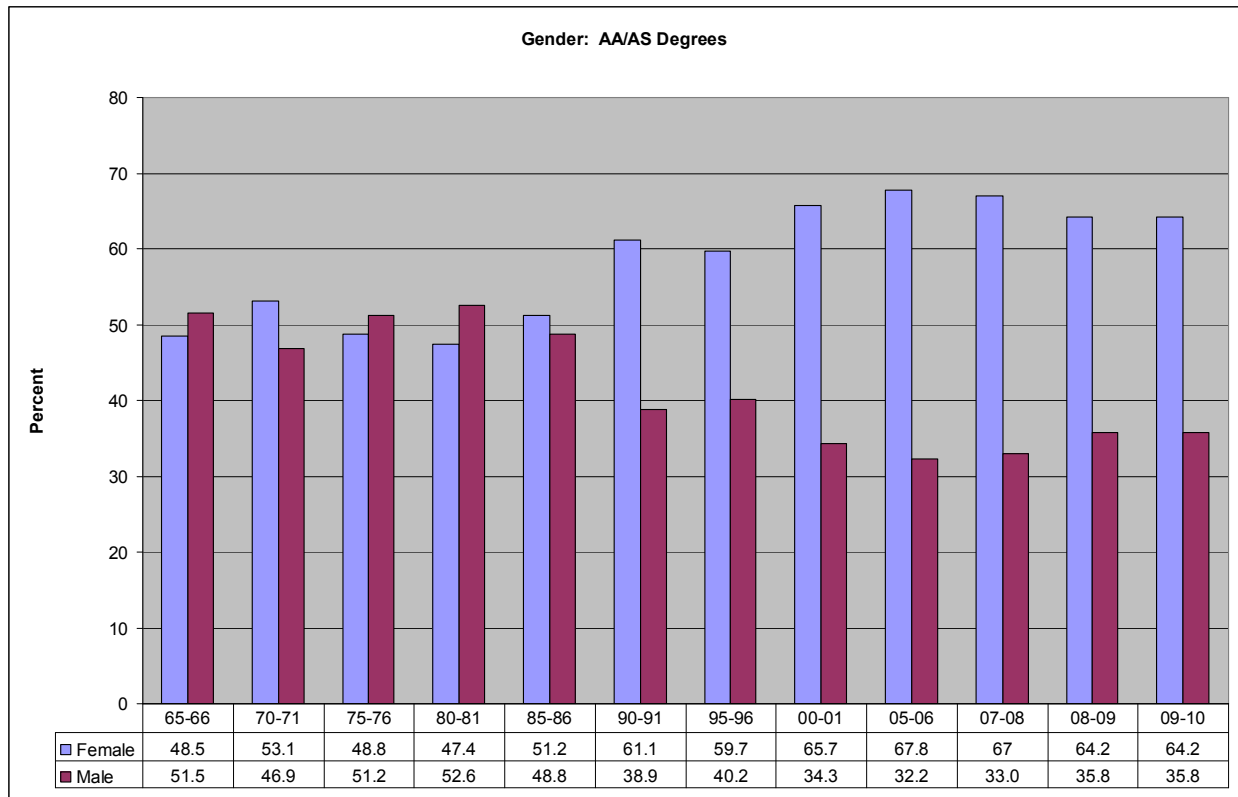
The tables above show the duplicated number of degrees and certificates awarded by each Area over the past ten years. The total Percent column describes the relative percent of awards across Areas for the entire 10 year period.

Unduplicated Counts for Student Degrees



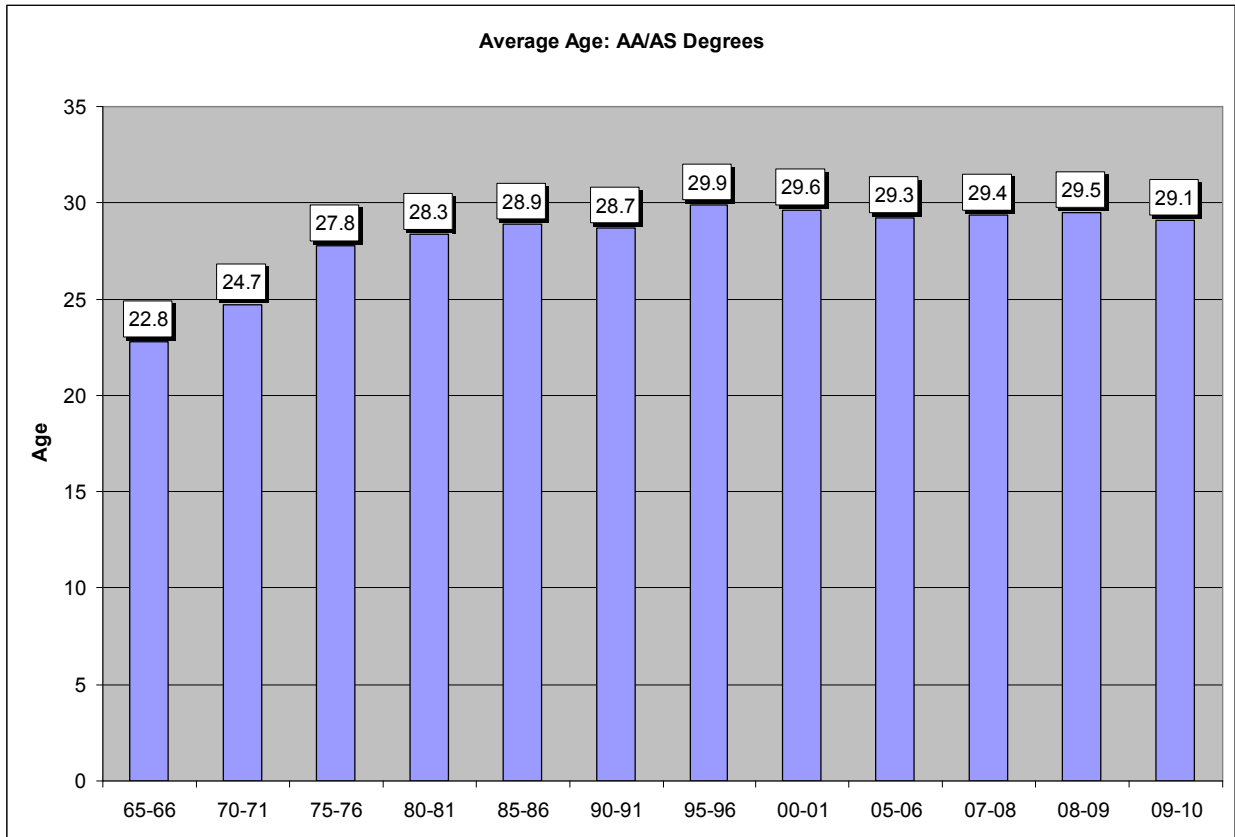
Over the past five years, the unduplicated number of students who received an AA/AS degree has increased from 1,278 to 1,406, a 10.1 percent increase. Of concern is the drop from 1,439 in 2008-2009 to 1,406 in 2009-2010 which may reflect issues related with the new graduation standards that require completion of a higher level English writing and Math course than in the past. Though it has been the practice at ARC to award multiple degrees when appropriate, it is important to note that the unduplicated student counts are used by the State Chancellor's Office for generating the ARCC Accountability Report for the Student Progress and Achievement: Degree/Certificate/Transfer indicator.

AA/AS Degrees by Gender



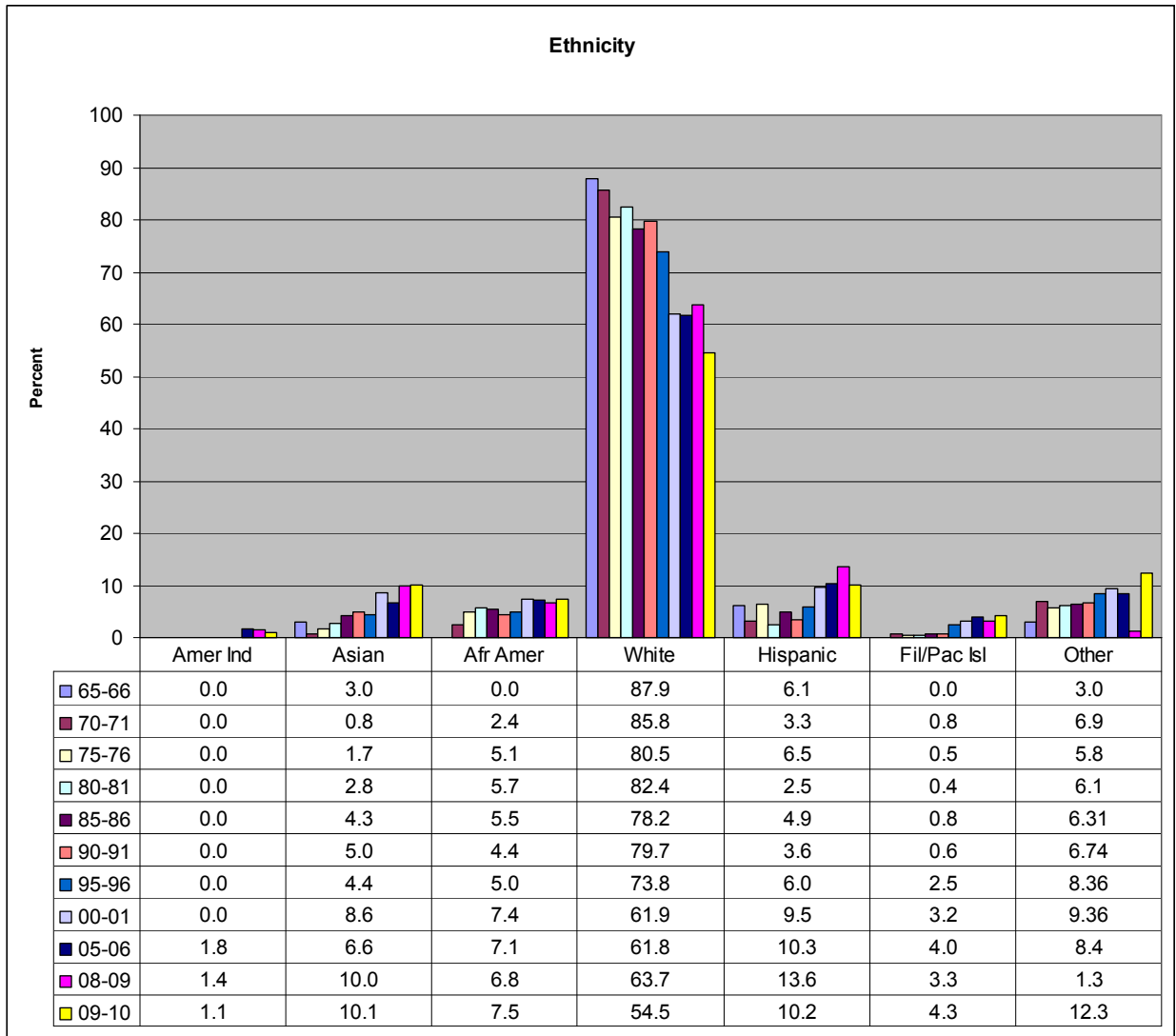
The data shown for AA/AS degrees awarded at ARC spans 45 years and describes a trend that began in the 1990s when female students received a higher proportion of degrees than male students. During the 2009-2010 academic year, almost two thirds, or 64.2 percent of the degrees awarded at ARC, were to female students. But data from 2007-2008 to the current time suggest that a greater proportion of males are completing the requirements for a degree. In 1990-1991 academic year, females represented 56% of the student population and this percent has only shifted slightly where in 2009-2010, about 60% of ARC students are female (if the Public Safety Training Center and Apprenticeship enrollments are removed), indicating that females earn a slightly higher proportion of degrees at ARC than do males relative to the student gender ratio.

AA/AS Degrees by Average Age for Past 45 Years



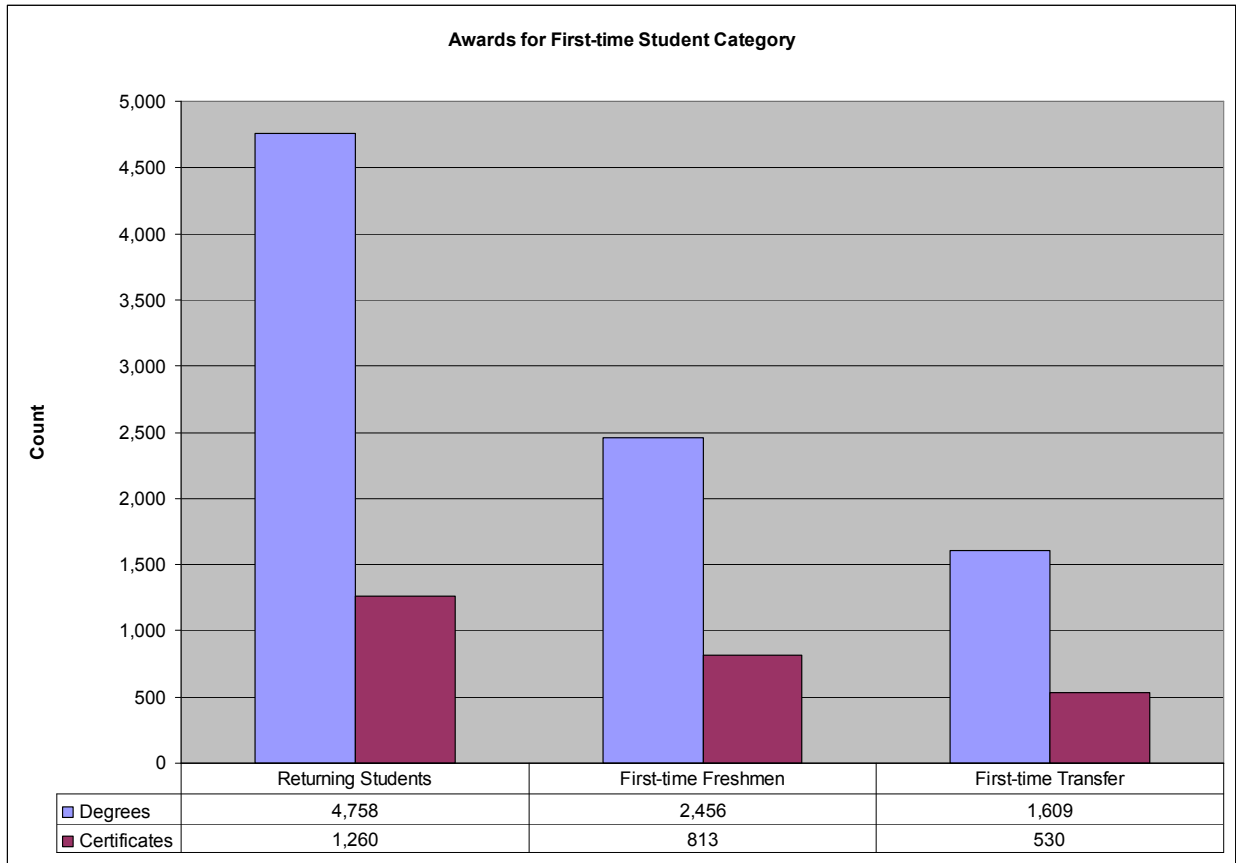
The chart shown above describes the average age for students receiving AA/AS degrees over the past 45 years. It is interesting to note the rather sharp decline for younger students from 1965-1966 to 1985-1986 and that the proportion of degrees for older students has not shifted appreciably since 1985-1986.

AA/AS Degrees by Ethnicity



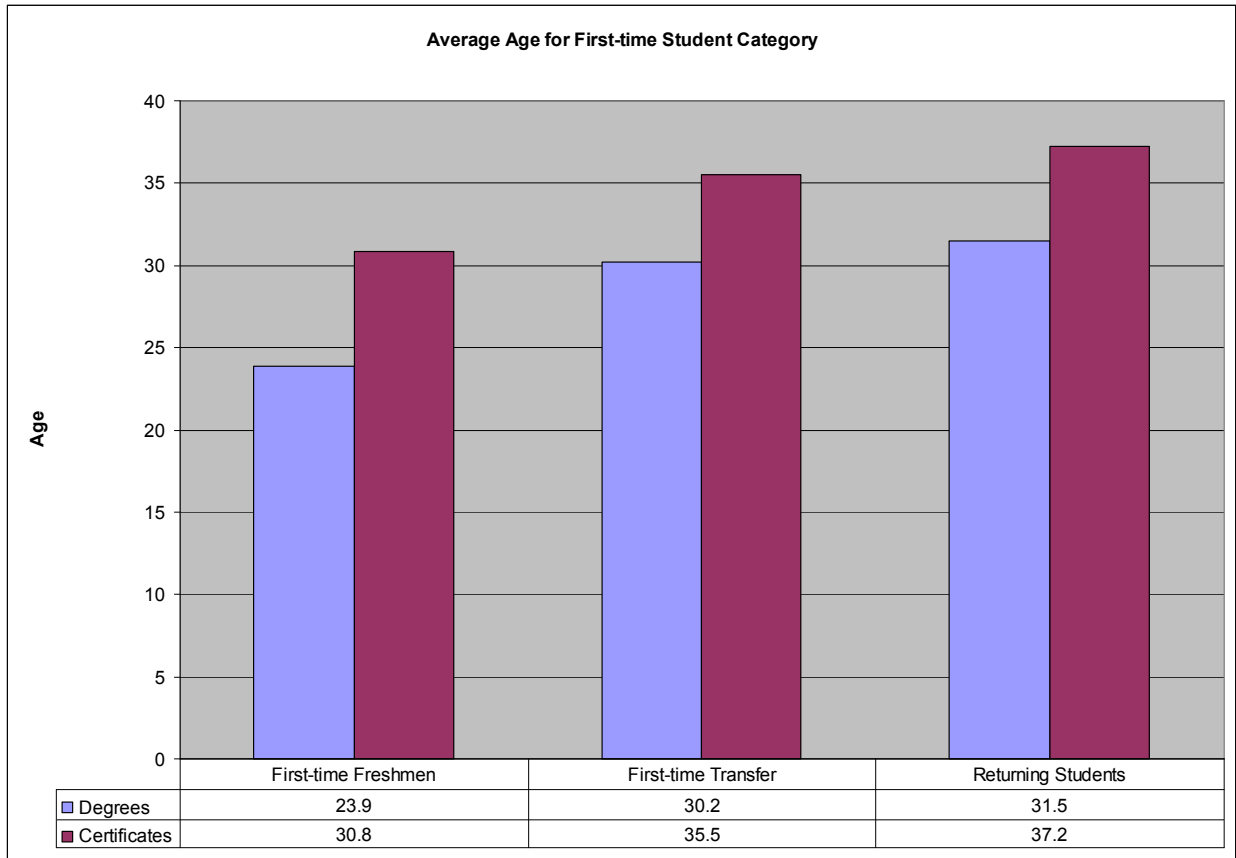
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown above have also occurred since 1964-1965, reflecting the growing and increased success across the student diversity on the ARC campus over the past 45 years.

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



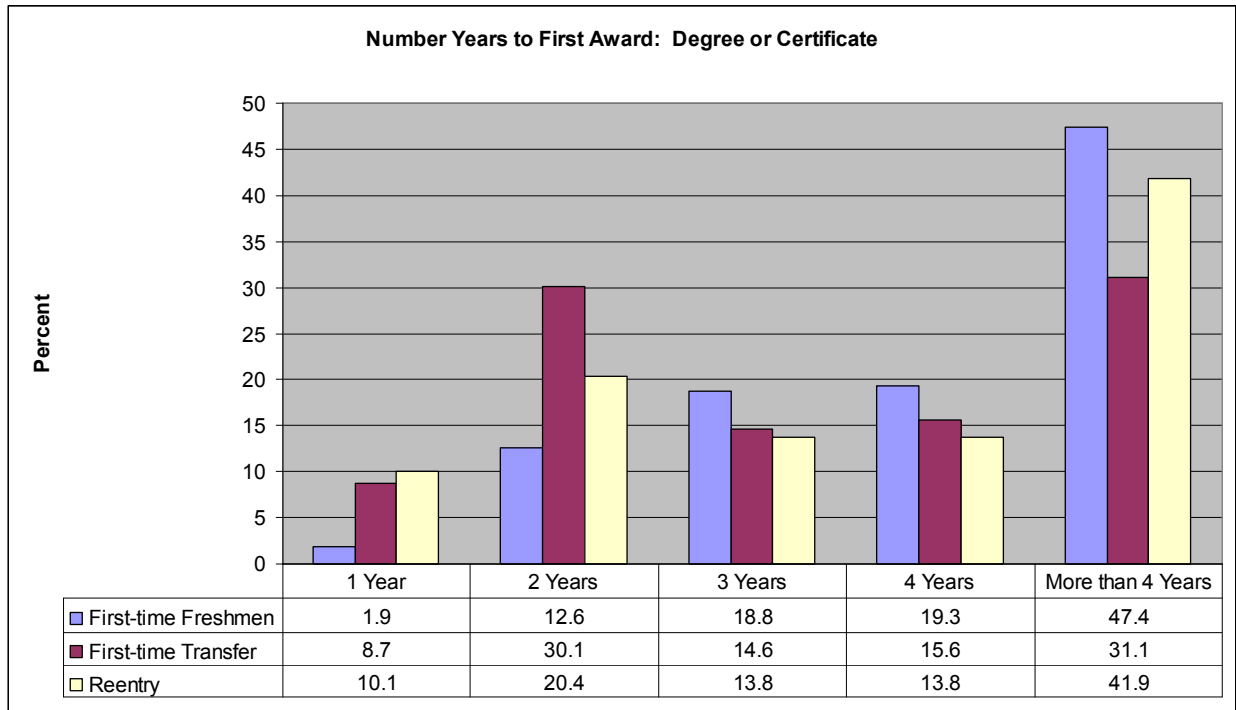
Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. Returning students (reentry) received 53.9 percent of the total degrees awarded in the past five academic years, and can be compared with the first-time freshmen who received 27.8 percent, and first-time transfer at 18.2 percent. The returning and first-time transfer students together accounted for 72.7 percent of all degrees awarded and 68.2 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



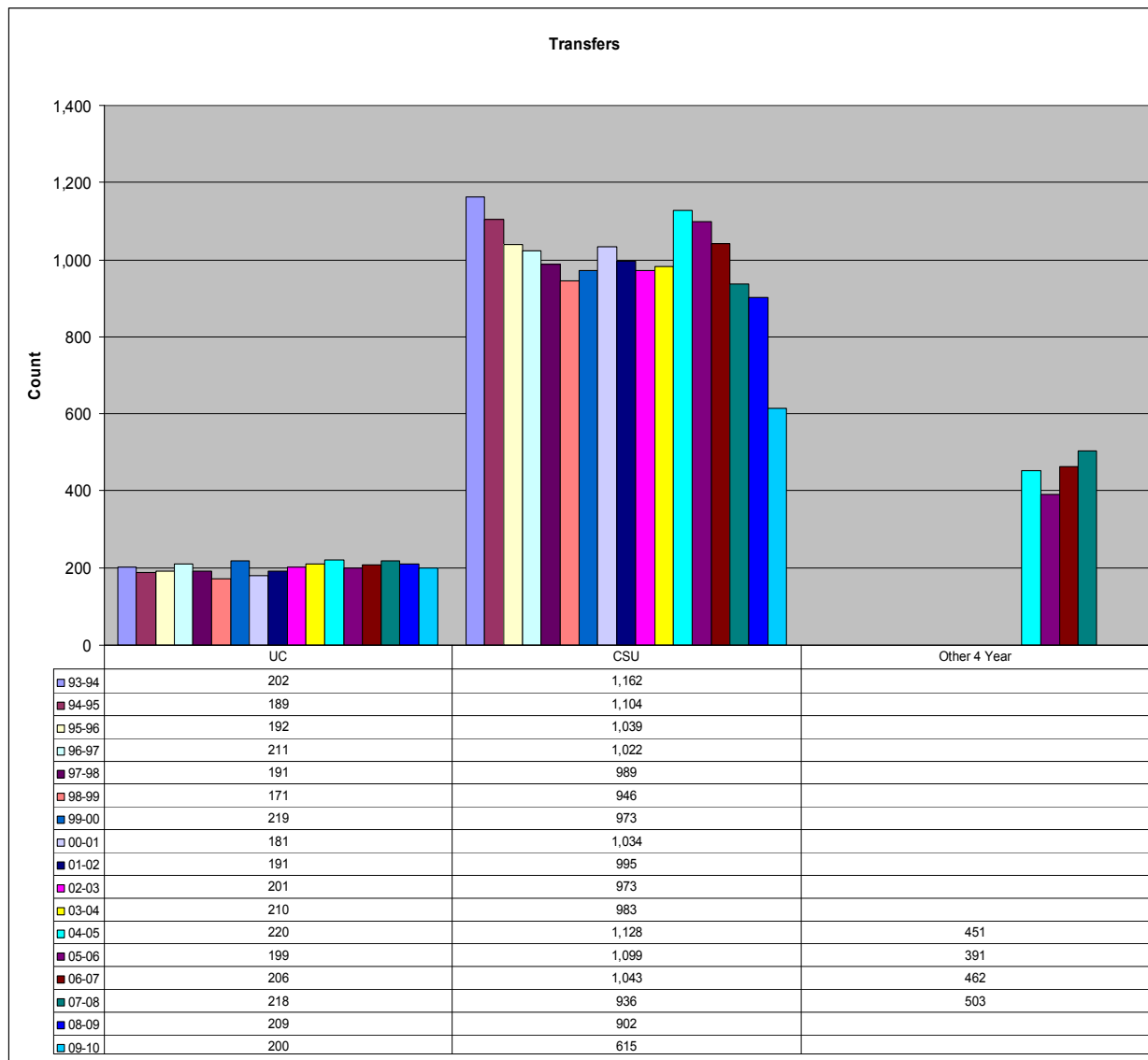
The average age of ARC students has hovered around 29 years for the past five years, and it should come as no surprise that a significant number of awards go to our older student population. The average age for first-time freshmen at the time of receiving a degree was 23.9 years old, and contrasts with first-time transfers students at 30.2 years and returning students at 31.5 years. Across all categories, the average age for students receiving certificates range from 30 to 38 years old.

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



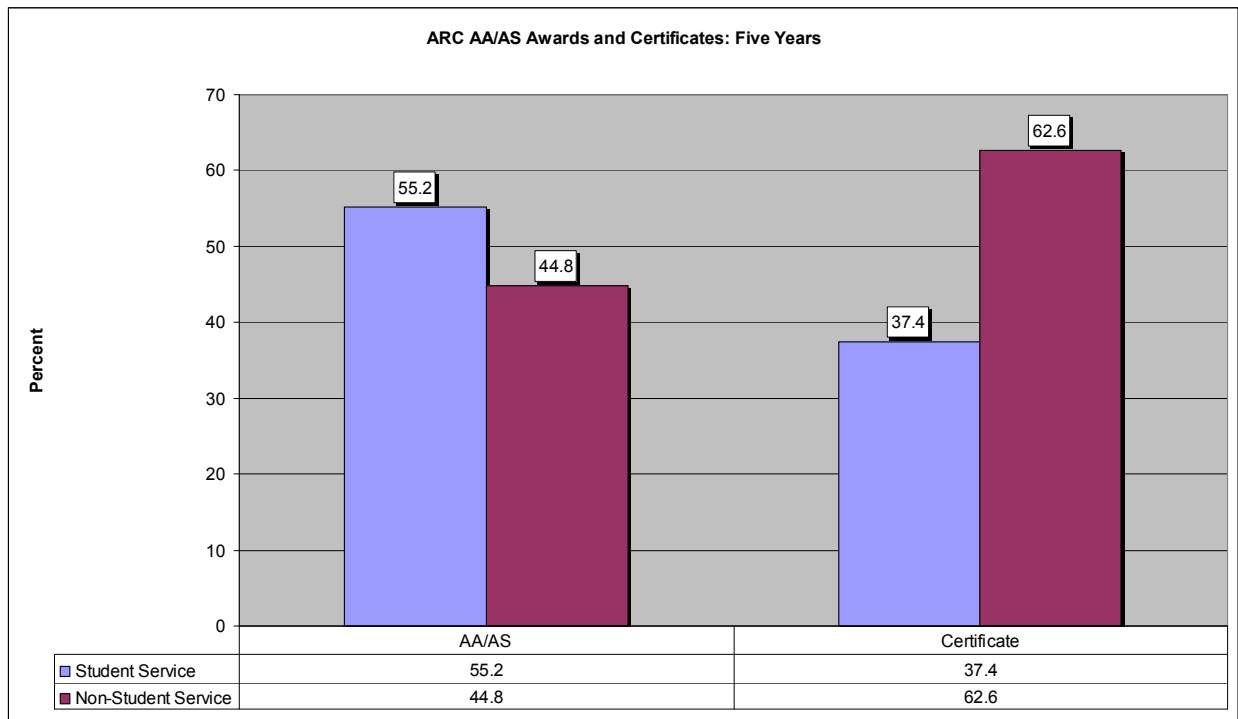
Data from the 2000-2001 academic year to present (2009-2010) was evaluated to determine the number of years students completed before receiving their first ARC award (AA/AS or Certificate). It should be clear that a significant proportion of students from all three groups take 4 or more years. This picture 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. The State Chancellor’s office has determined that 50% of all transfers also had completed an AA/AS degree, so these numbers may function as a proxy for time to transfer as well.

Transfer Counts to CSU/UC and other Four Year Institutions



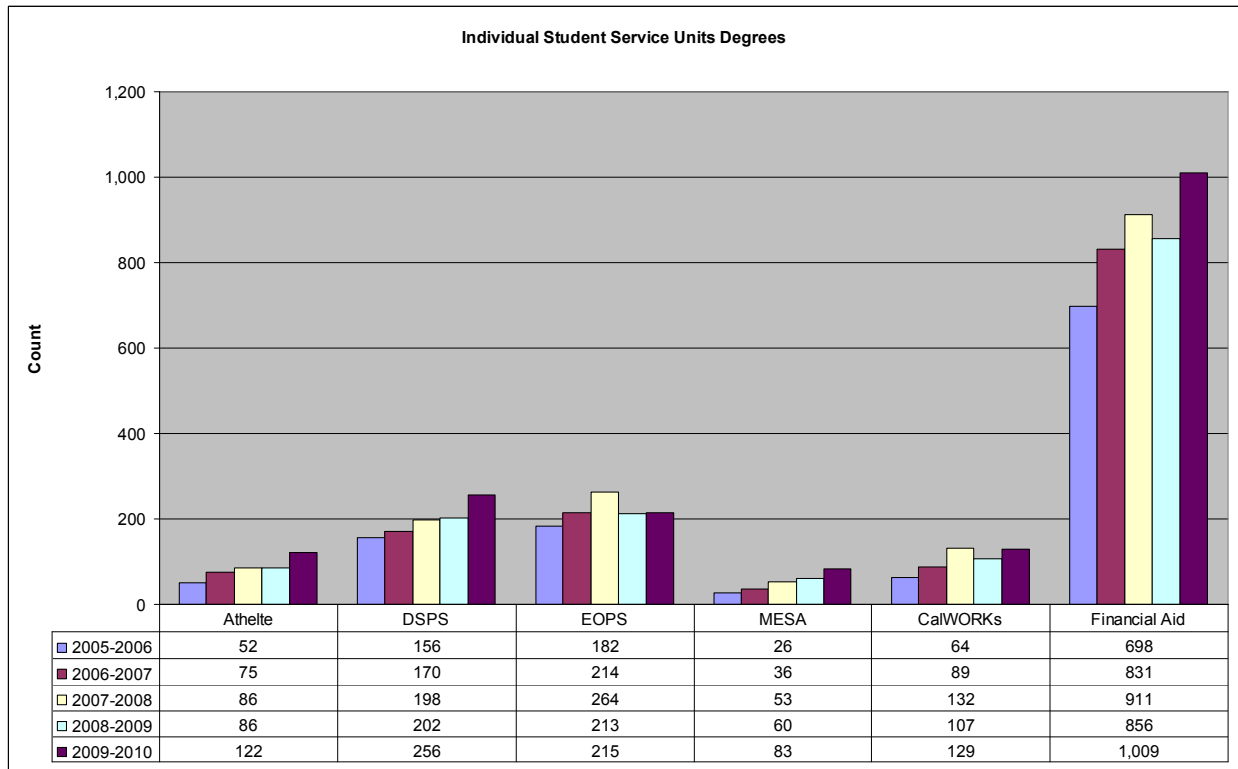
The California Postsecondary Education Commission (CPEC) provides data on transfers for community colleges to University of California system (UC) and the California State University systems (CSU). The Other 4 Year category represents available data from the National Clearing House which tracks transfer from ARC to in state private, and out of state four year institutions, and represents all the data available at the current time. For the 2007-2008 academic year, the data would indicate that approximately 30 percent of all transfers are to the Other 4 Year institutions, an increase from 25 percent in 2004-2005. The rather sharp drop in 09-10 (2009-2010) for CSU transfers from ARC was seen system-wide for community colleges in the district and across the state. System-wide transfers to CSU have decreased by 39.8 percent (52,640 to 37,651), and contrast with a drop of 78.7 percent (1,099 to 615) at ARC over the past five years. System-wide transfers to UC have increased 6.7 percent (13,765 to 14,690), compared to ARC with a .5 percent increase (199 to 200).

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. Because student 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 55.2 percent of the total AA/AS degrees awarded and 37.4 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.

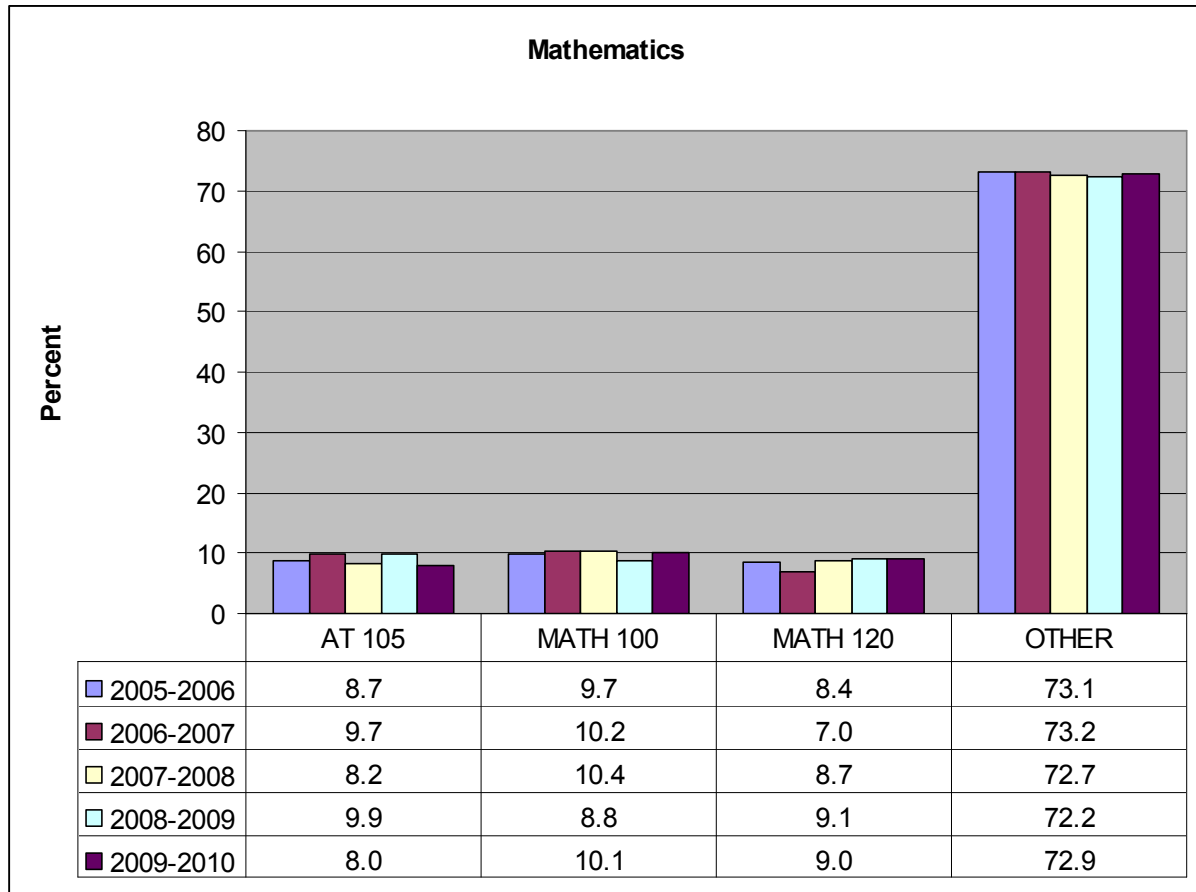
Awards for Individual Student Support Services over Five Academic Years



The chart above describes the count of AA/AS degrees earned by students who were associated with the student service units shown during 2005-2006 to 2009-2010. It should be noted that students can participate in more than one service unit, and as such, the count of students receiving an award may be duplicated across other service units. The degrees associated with students receiving financial aid represents 47.2 percent of the all degrees awarded at ARC over the past five years.

Impact of 2009 Graduation Standards on Math and English

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

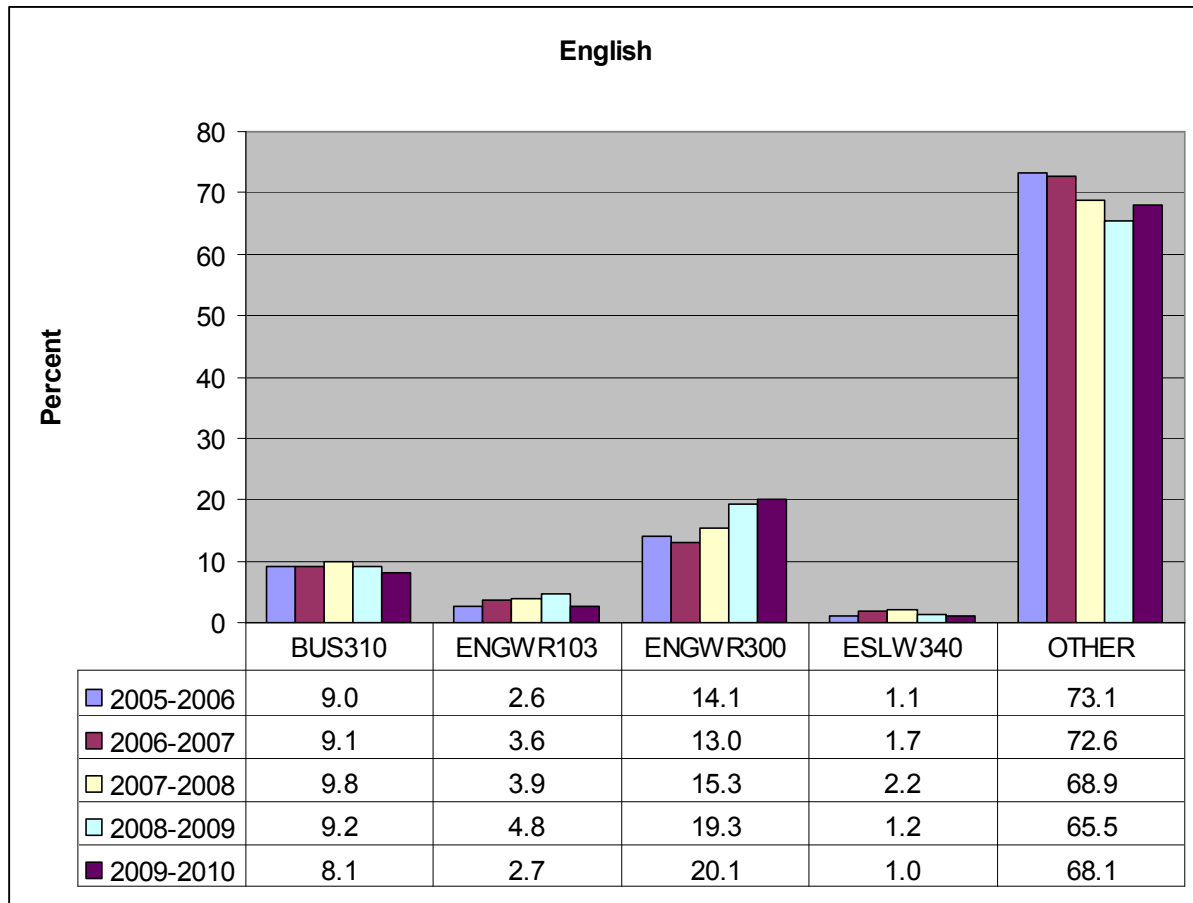


The chart above describes the highest level of math taken for ARC students who received an AA/AS degree over the last five academic years. Each of the five academic years shown did contain students who received a degree but had no evidence of a math course taken at ARC which would meet the math requirement. Historically approximately 20 percent of the students receiving a degree meet the math requirement through another college or a satisfactory score on the LRCC Math Competency Test. Though the number of students completing math 100 (Elementary Algebra) in the classroom or in the Math Learning Lab has remained relatively stable over the past seven years, it is evident that a proportion of students have continued to use AT 105 (Mathematics for Automotive Technology) to meet the mathematics requirement for graduation. For students beginning in the 2009-2010 year the catalog rights will change to require completion of a 120 (Intermediate Algebra) level math.

Impact of new graduation standards:

The historical data over the past ten years indicates that about 18 percent of all graduates will need to complete a higher level math than in the past to be in compliance with the new graduation requirements. .

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



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 five 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 88.1 percent of all students complete the graduation requirement for English writing with Engwr 300 (College Composition) with 9.7 meeting the requirement with a higher level English course, which is in compliance with the new 2009-2010 graduation standards.

Impact of new graduation standards:

The historical data over the past ten years indicates that only 2.7 percent of all graduates will need to complete a higher level English course equivalent than in the past to be in compliance with the new graduation requirements. .

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 number of 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 one year 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 2009 the unduplicated number of first-time freshmen was 4,750, first-time transfers were 4,479, and reentry students 5,510. Together, these groups accounted for 14,739 students or 48.4 percent of the total fall 2010 academic student population. Note that in this analysis, the Public Safety Training Center and Apprenticeship program were removed as together the programs have about a 94 percent success rate and are not representative of the general student population. For the purposes of this report, the first-time freshmen, first-time transfer, and returning student will collectively be examined as first-time students.

Average Age of First-time Students in Fall 2009

Average Age of First-time Student Groups Fall 2009		
Freshmen	First-time Transfer	Reentry Students
22.7	29.9	32.8

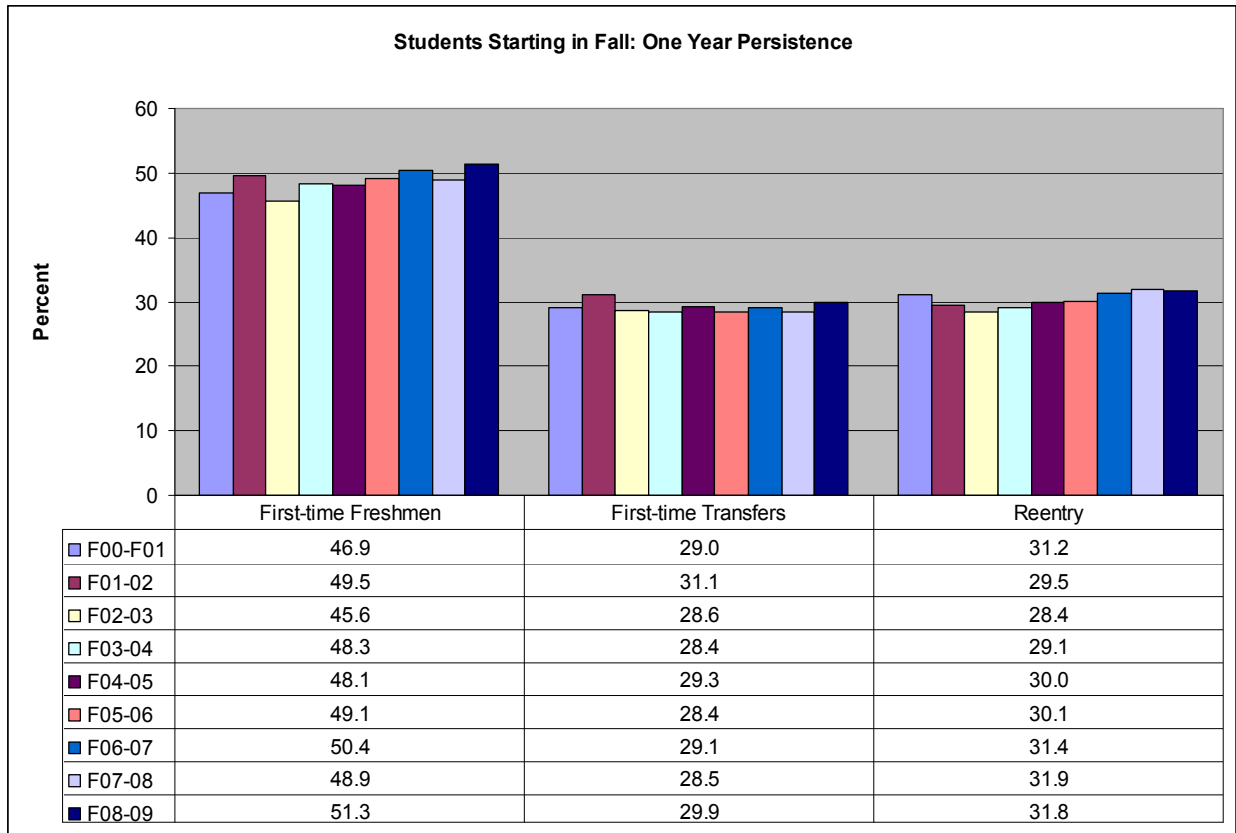
Proportions of First-time and Continuing Students in Fall and Spring Terms

Term	First-time Freshmen	First-time Transfers	Reentry	Total First-time	Total Continuing	Percent First-time	Percent Continuing
Fall 2009	4,750	4,479	5,510	14,739	15,738	48.4%	51.6%
Spring 2010	2,072	3,697	4,598	10,367	20,140	34.0%	66.0%

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 2005 and 2006 fall semesters and were given four years to reach the various benchmarks.

First-time Student Fall to Fall Persistence Rate



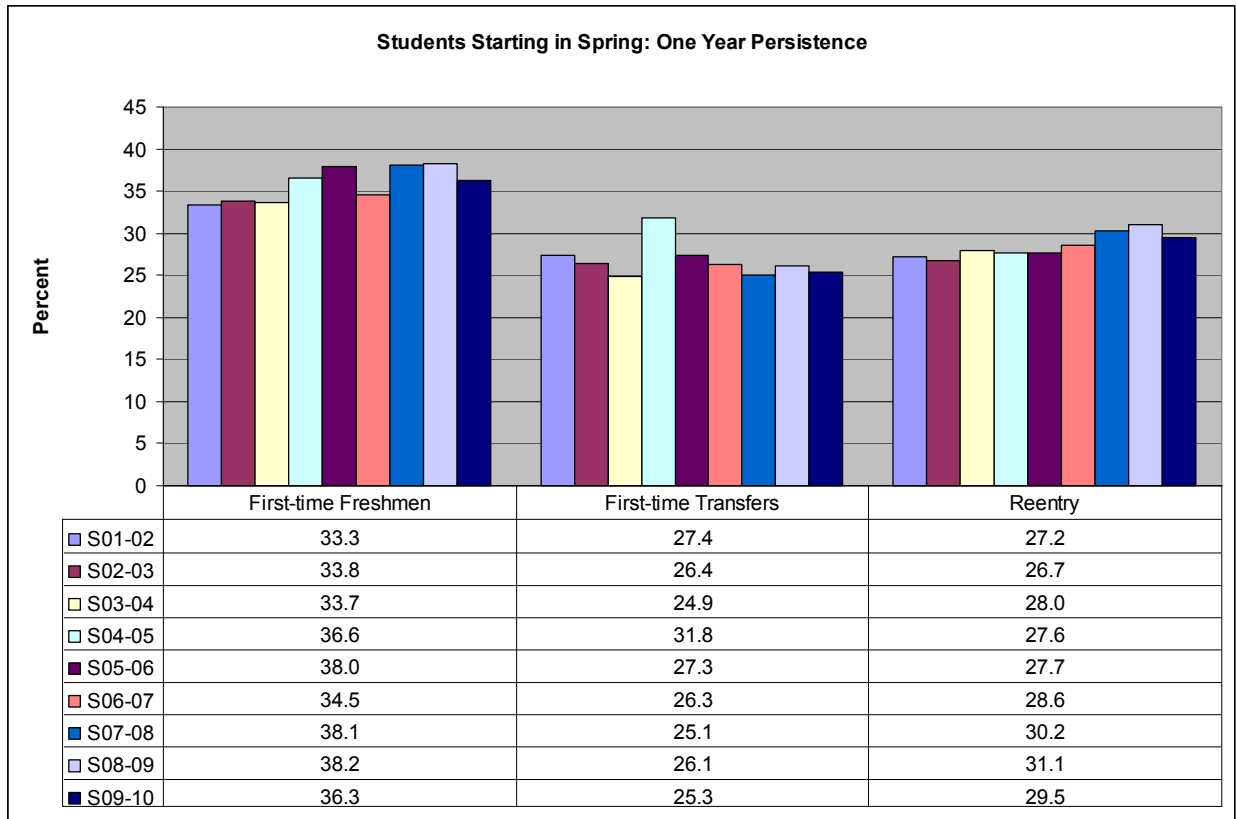
Fall to Fall Persistence is defined as the proportion of students who begin at the college during a fall term that subsequently enroll in one or more courses in the following fall term. For example, the F08-09 time period represents all students who enrolled in fall 2008 as one of the three groups shown and then were found to have enrolled in one or more courses in the following fall 2009 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, though Reentry students can continue in the reentry category if they stop out for 2 or more terms. 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 as a first-time transfer or freshmen and have left ARC for a period of time.

First-time Student Spring to Spring Persistence Rate



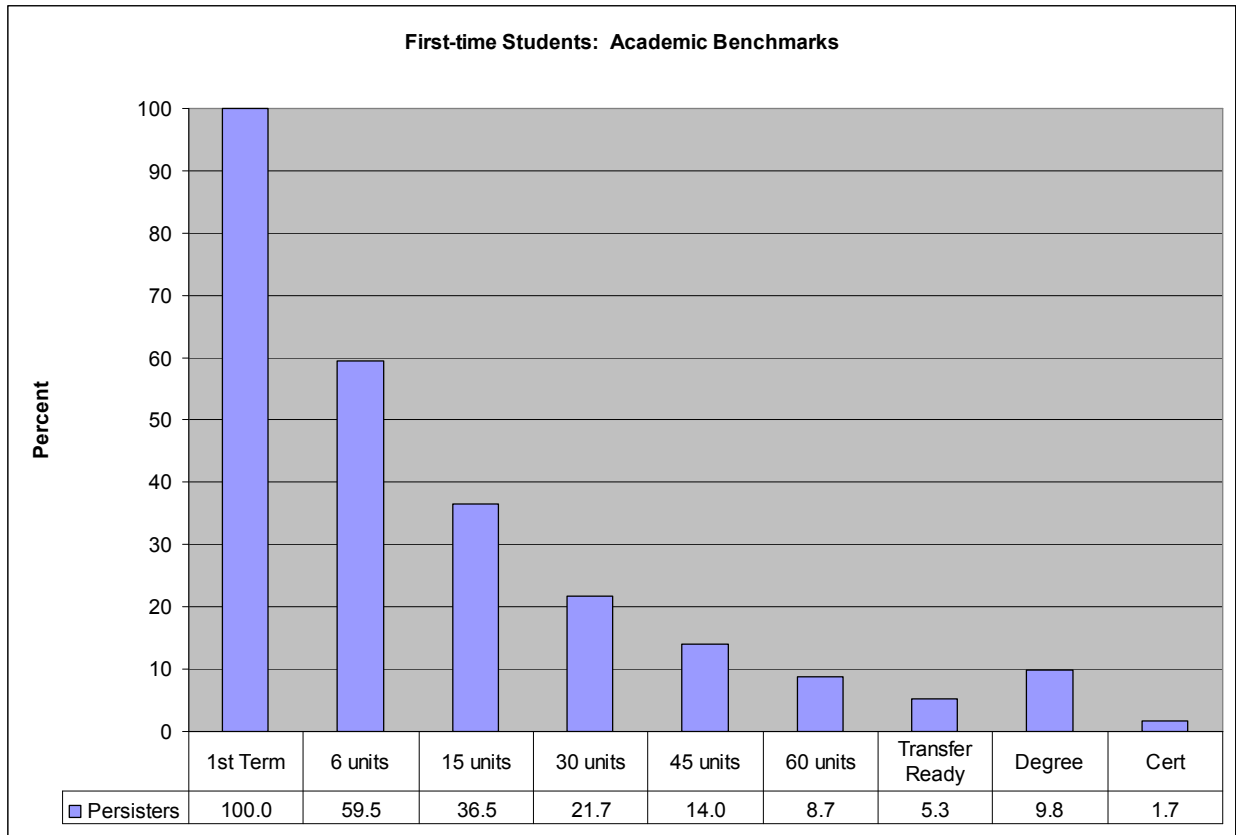
Though it has been traditional to evaluate persistence from fall to fall, a significant proportion of first-time freshmen, first-time transfers, and reentry students start in spring at ARC. This becomes evident in comparing the 14,909 first-time students enrolled in fall 2009 with the 11,278 first-time students that began in spring 2009. Including spring with fall in an academic year provides a more candid view of persistence, where together they result in a one year persistence rate of about 33 percent over the past ten 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 as a first-time transfer or freshmen and have left ARC for a period of time.

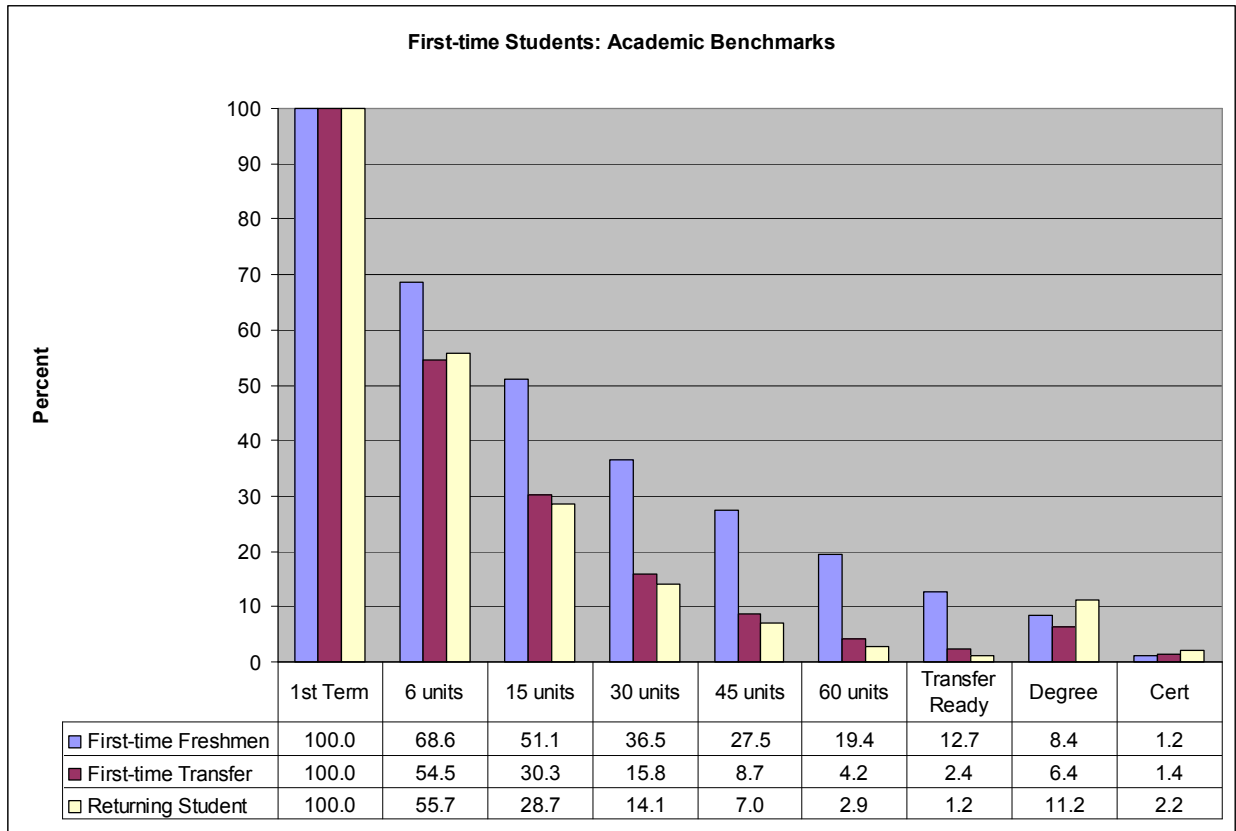
Academic Benchmarks for First-time Students



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 2005 and fall 2006 (n=24,397). The lighter shaded bars indicate the students who have completed each benchmark (Persisters). Of the 24,397 first-time students shown above that were given four years to complete the academic benchmarks, 2,122 finished 60 units (8.7%), 2,379 received an AA/AS degree (9.8%) and 410 received a certificate (1.7%). The scale of the relative number of students that began and completed each benchmark is shown below.

1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
24,397	14,513	8,908	5,287	3,427	2,122	1,288	2,379	410

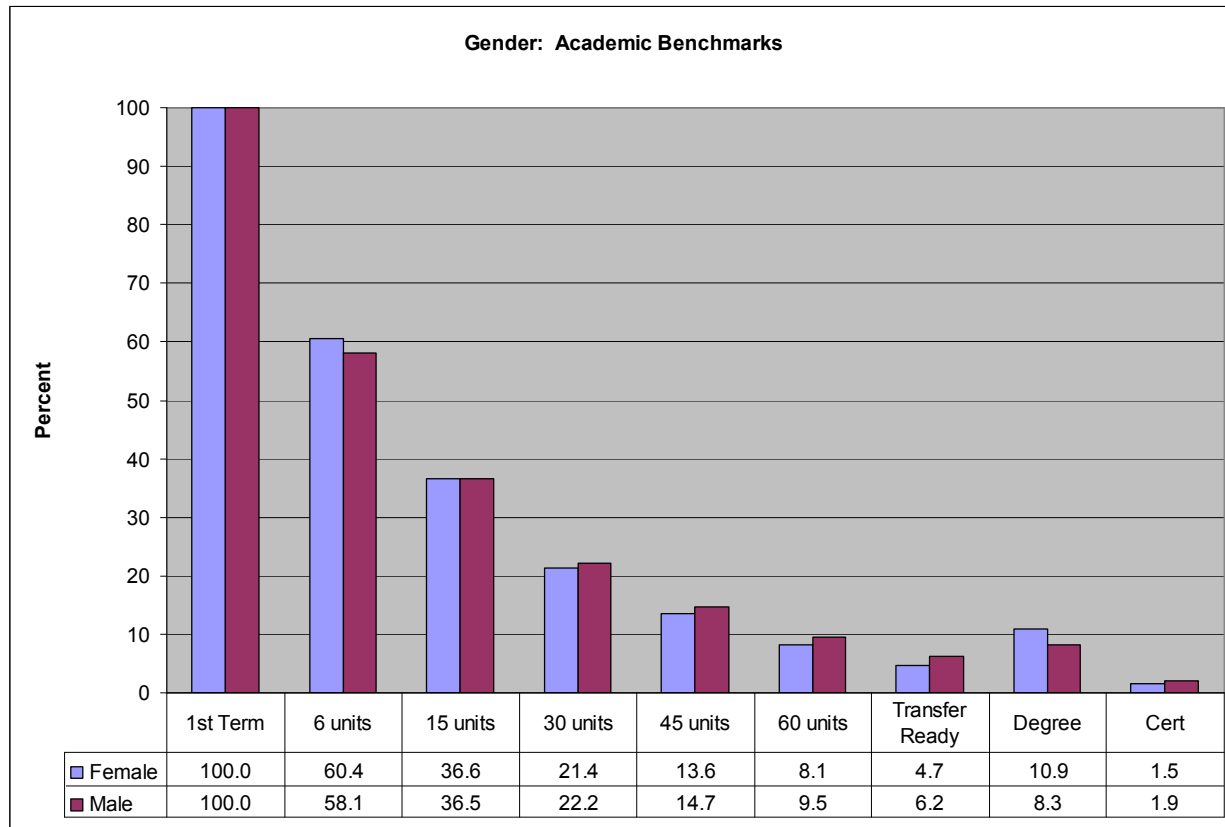
First-time Student Categories: Academic Benchmarks



The chart above describes the progression for the three first-time student categories. The combined fall 2005 and 2006 first-time students represented 24,397 students. First-time freshmen are represented by higher values through most of the academic benchmarks, until Degree category, where it is thought that significant numbers of these students transfer without applying for the AA/AS award. The data would suggest that both first-time transfers and returning students have accumulated units in prior years that have been applied to graduation requirements given that majority of degrees are awarded to these two groups. It should be pointed out also that returning students were at some previous time period first-time freshmen. The relative size of each student category for unduplicated counts are shown below

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
First-time Freshmen	7,976	5,472	4,074	2,912	2,192	1,548	999	670	96
First-time Transfer	7,958	4,340	2,412	1,260	692	336	185	510	114
Returning Student	9,288	5,174	2,662	1,308	648	266	104	1,038	206

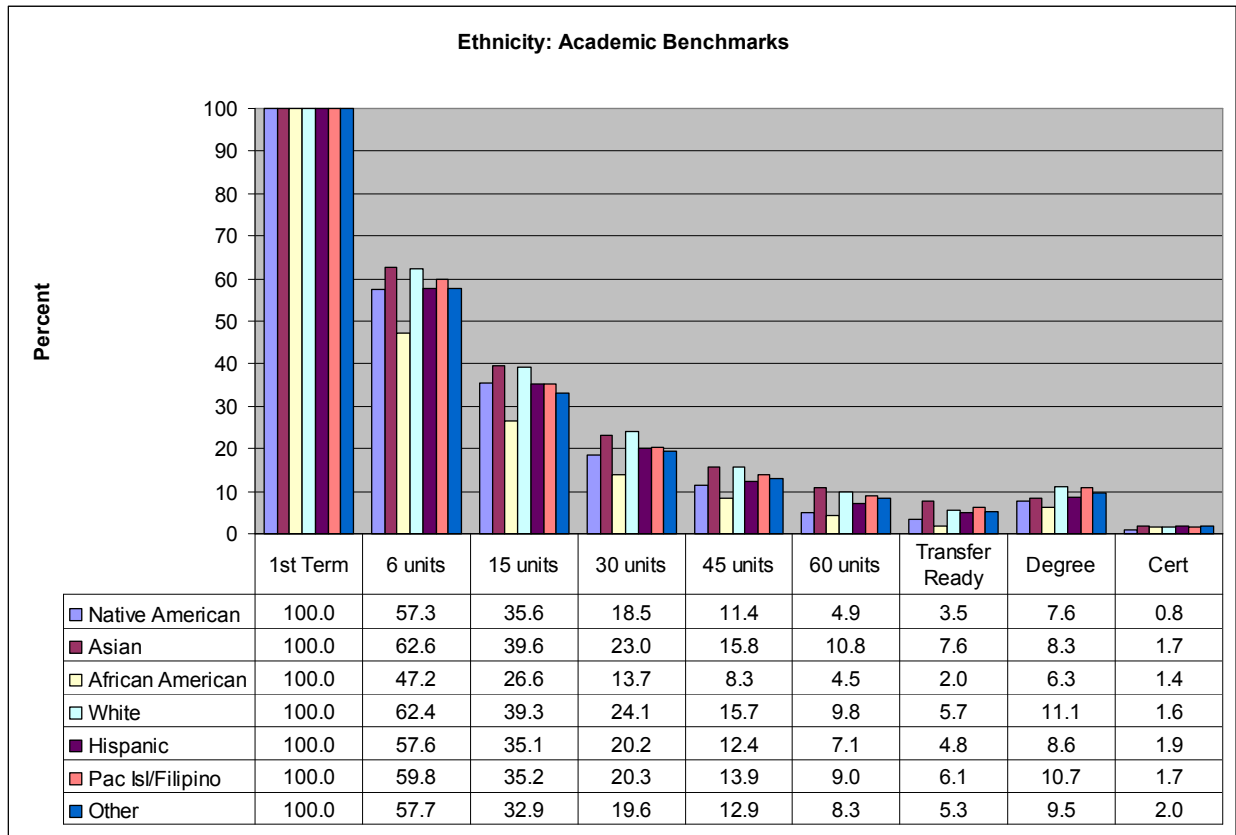
Gender: Academic Benchmarks



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 about two thirds of all degrees awarded over the past five years. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Female	14,311	8,650	5,237	3,057	1,944	1,165	668	1,554	221
Male	9,745	5,664	3,556	2,161	1,433	923	604	809	184

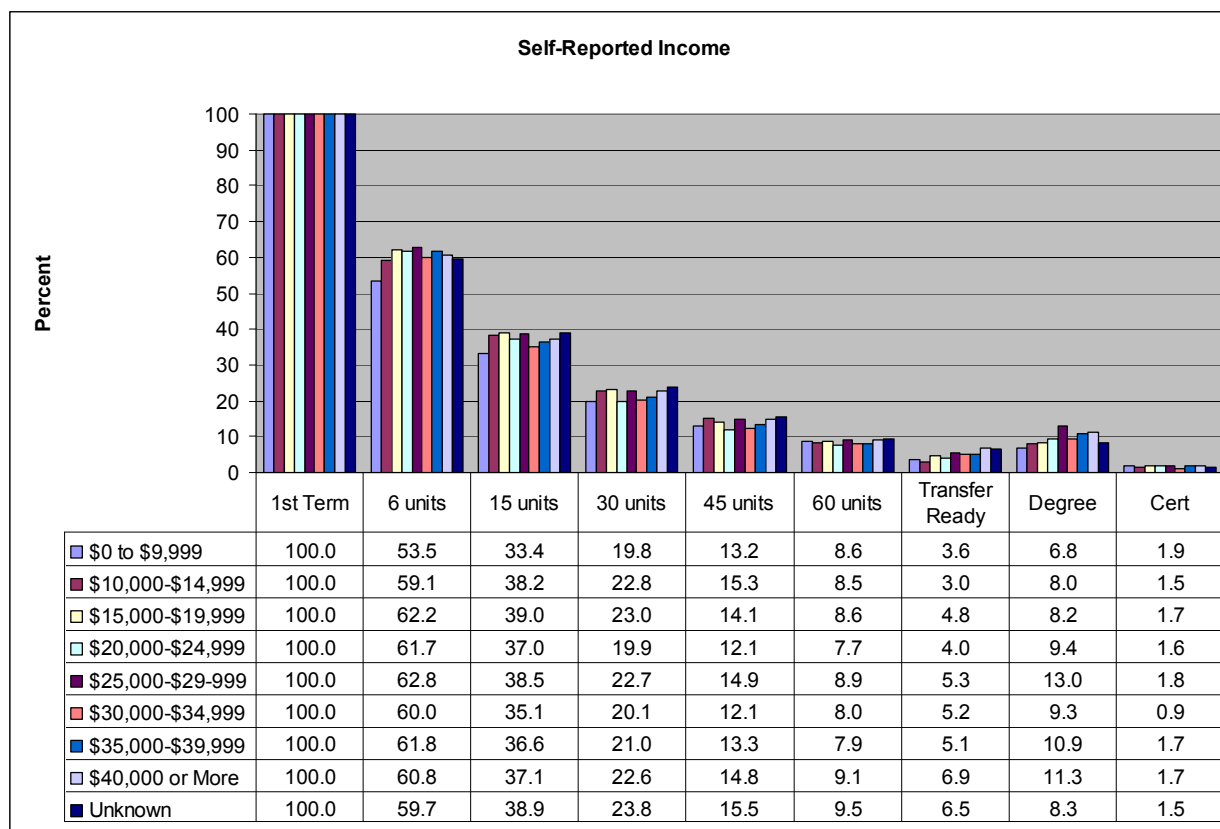
Ethnicity: Academic Benchmarks



The graph above describes the progression and differences across the academic benchmarks for the ethnic categories shown above. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Native American	368	211	131	68	42	18	13	28	3
Asian	2,352	1,473	931	541	372	255	178	194	40
African American	2,664	1,256	709	366	221	119	52	167	37
White	12,414	7,747	4,875	2,995	1,946	1,212	702	1,380	204
Hispanic	3,107	1,791	1,090	627	385	221	150	267	60
Pac Isl/Filipino	972	581	342	197	135	87	59	104	16
Other	2,520	1,454	830	493	326	210	134	239	50

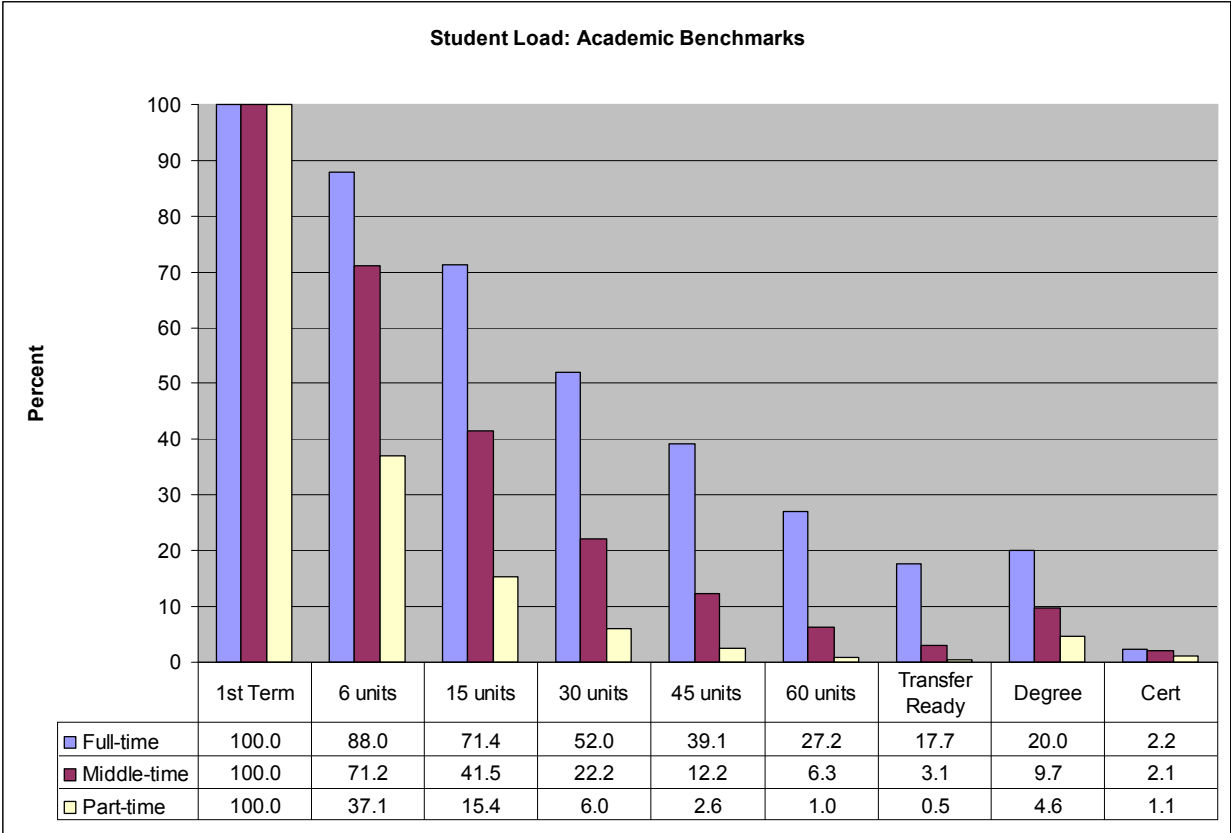
Self-Reported Income: Academic Benchmarks



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 counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
\$0 to \$9,999	4,833	2,584	1,613	958	636	417	174	329	92
\$10,000-\$14,999	2,009	1,187	768	458	307	170	60	160	30
\$15,000-\$19,999	1,552	965	605	357	219	133	75	127	26
\$20,000-\$24,999	1,720	1,062	637	342	208	133	68	161	28
\$25,000-\$29,999	1,353	850	521	307	202	121	71	176	24
\$30,000-\$34,999	1,492	895	523	300	181	119	77	139	14
\$35,000-\$39,999	1,207	746	442	253	160	95	62	132	20
\$40,000 or More	10,231	6,224	3,799	2,312	1,514	934	701	1,155	176

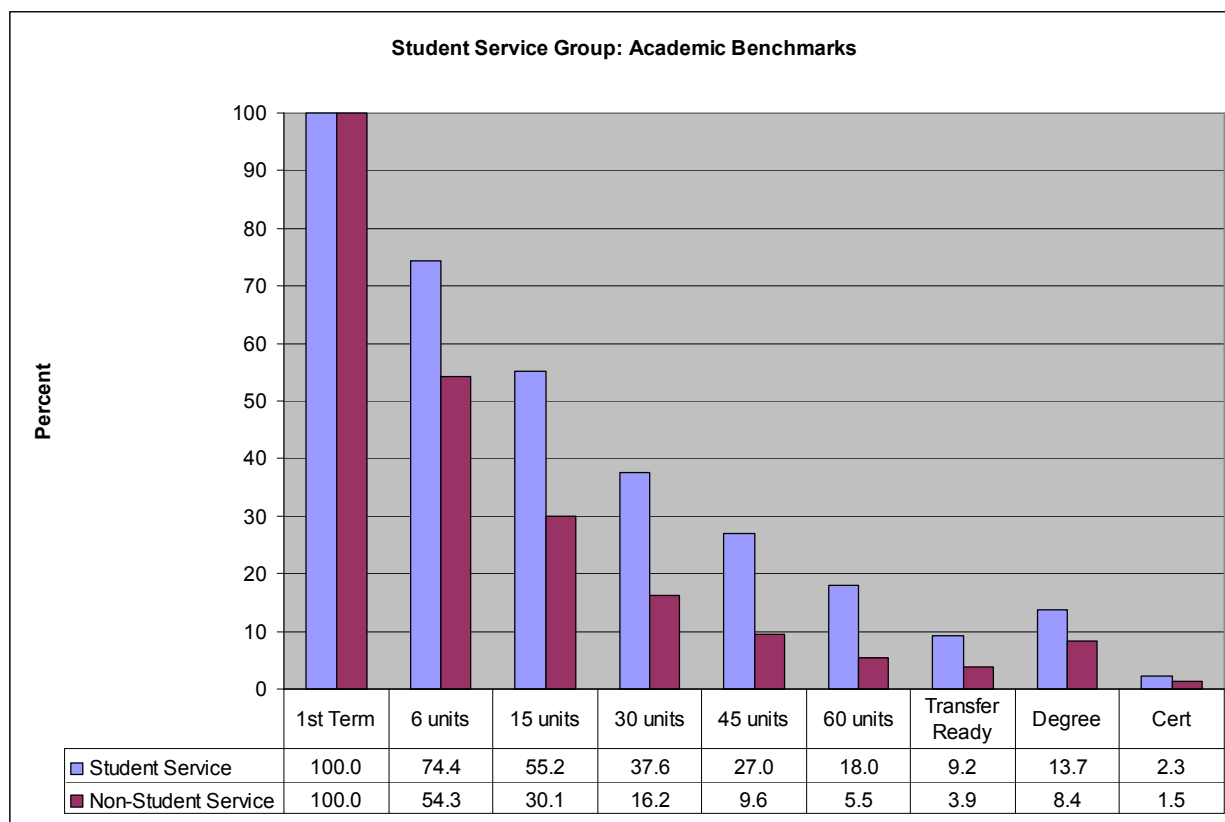
Course Load: Academic Benchmarks



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. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Full-time	5,640	4,961	4,028	2,932	2,203	1,531	998	1,125	126
Middle-time	7,620	5,423	3,161	1,688	933	476	236	740	161
Part-time	11,137	4,129	1,719	667	291	115	54	514	123

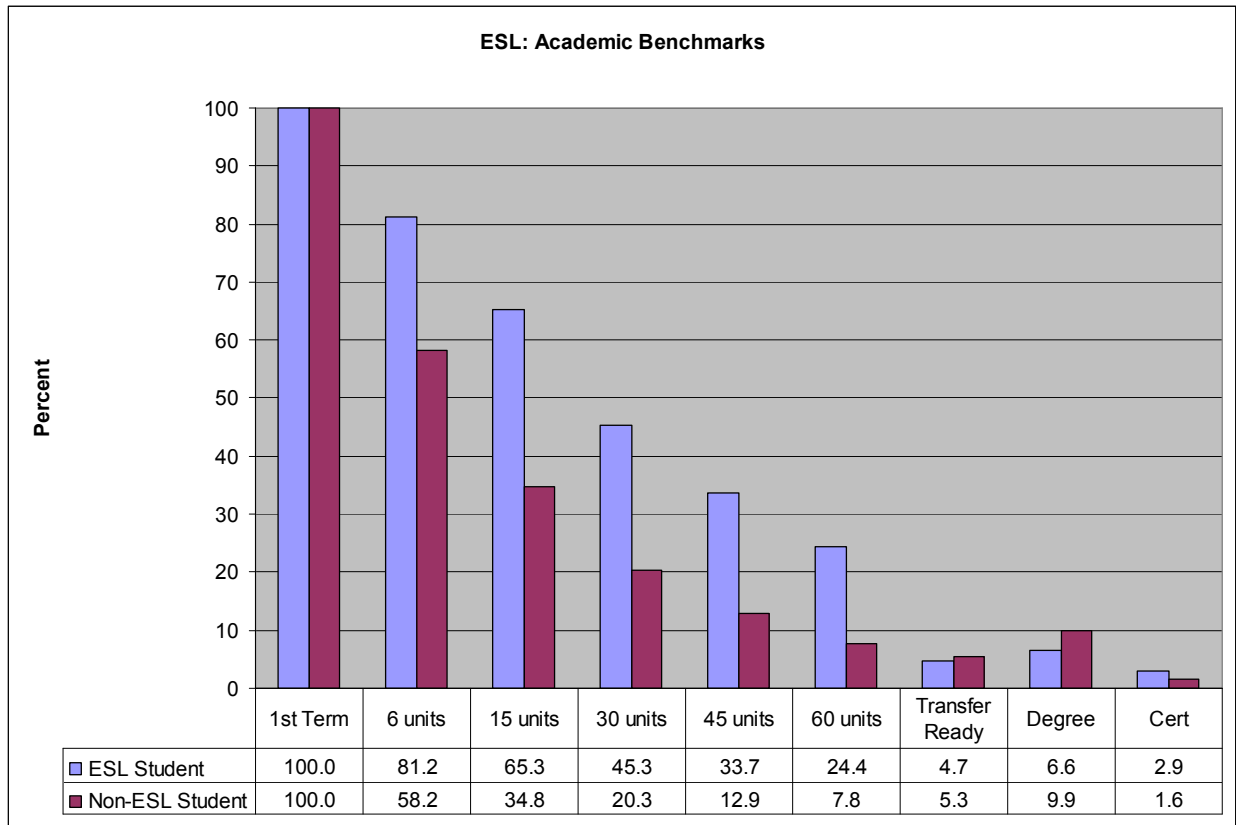
Student Service Units: Academic Benchmarks



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. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Student Service	6,269	4,665	3,459	2,358	1,693	1,130	576	859	146
Non-Student Service	18,128	9,848	5,449	2,929	1,734	992	712	1,520	264

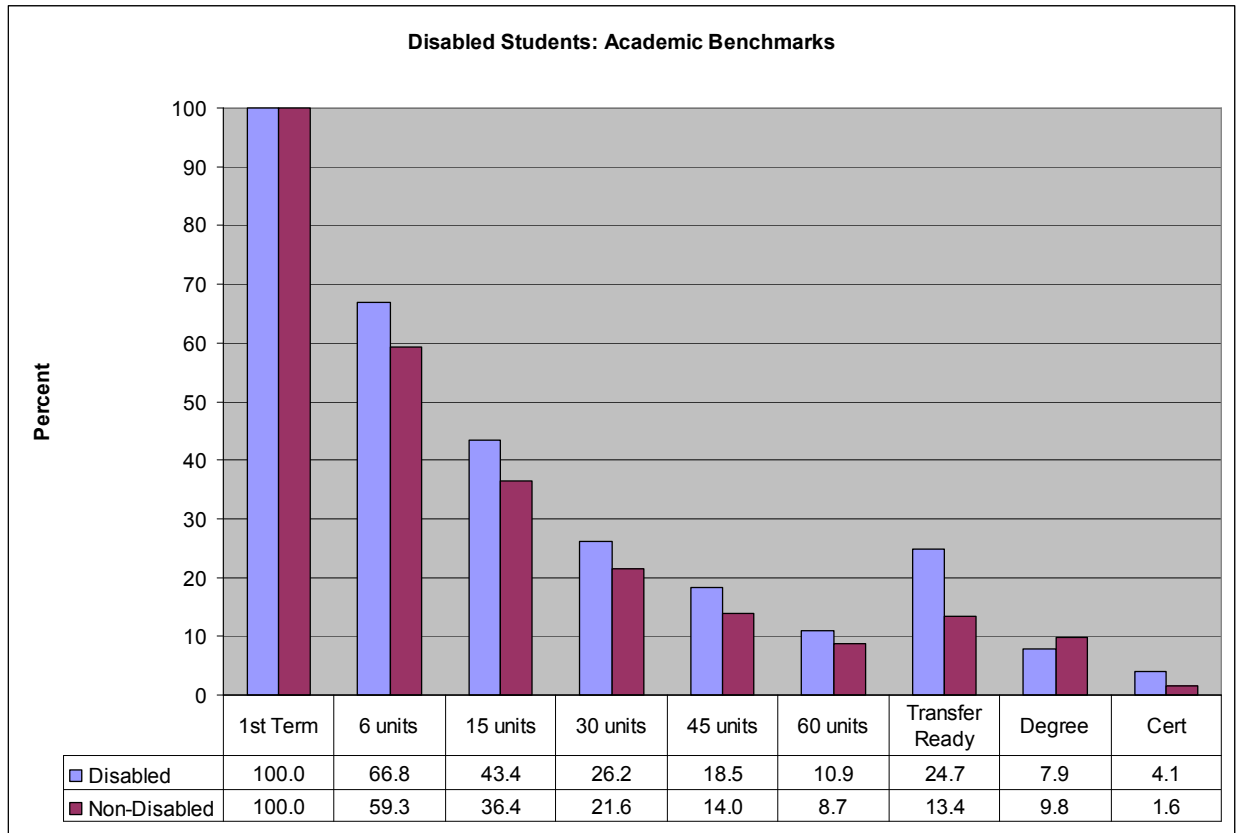
English as a Second Language (ESL): Academic Benchmarks



First-time freshmen, who completed one or more ESL (English as a Second Language) courses at ARC, persist and complete the academic benchmarks at a higher level than students not associated with the ESL program. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Non-ESL Student	23,027	13,400	8,014	4,666	2,965	1,788	1,224	2,289	371
ESL Student	1,370	1,113	894	621	462	334	64	90	39

Disabled Students: Academic Benchmarks



First-time freshmen associated with DSPTS (Disabled Student Programs and Services) at ARC persist and complete the academic benchmarks overall at a higher level than students not associated with the DSPTS program. The lower degree percent for DSPTS could be explained by the higher proportion of DSPTS students who demonstrate a higher potential for transfer in the Trn Rdy (transfer ready) indicator. Student counts for each category are shown below.

	1 st Term	6 units	15 units	30 units	45 units	60 units	Transfer Ready	Degree	Cert
Disability	542	362	235	142	100	59	46	43	22
No Disability	23,855	14,151	8,673	5,145	3,327	2,063	1,007	2,336	388

This report is prepared by:

Jim Barr, 916-484-8846
Cathie Browning, 916-484-8679
Yuj Shimizu, 916-484-8149

ARC RESEARCH OFFICE

<http://research-web.arc.losrios.edu>



American River College
4700 College Oak Drive
Sacramento, CA 95841
916-484-8011
www.arc.losrios.edu
Los Rios Community College District