

Key Effectiveness Indicators (KEI Report)

American River College
Five-Year Profile
Fall 2011

Planning, Research, Technology & Professional Development
American River College
March 2012

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 (2006-2007 to 2010-2011). 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.

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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”.

No Record

This is defined as existing records in the main/base table (LR_TRNS - Transcript table) and missing record in auxiliary table (LR_SMF - Student Master File). In most cases this is caused by untimely data entry.

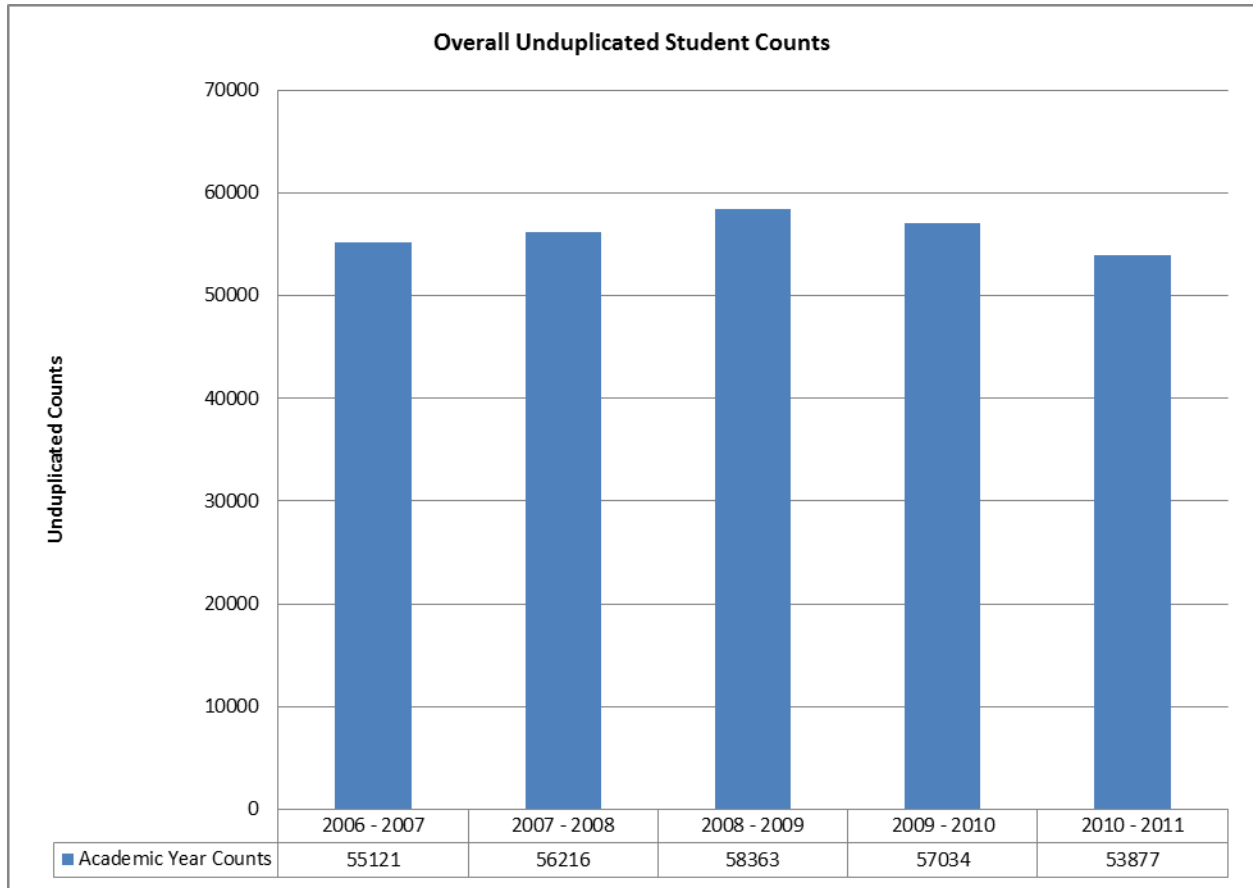
Not Indicated

This term is defined as partially missing information in the application and/or data entry. This is caused by Incomplete applications and/or inaccurate data entry.

Unknown

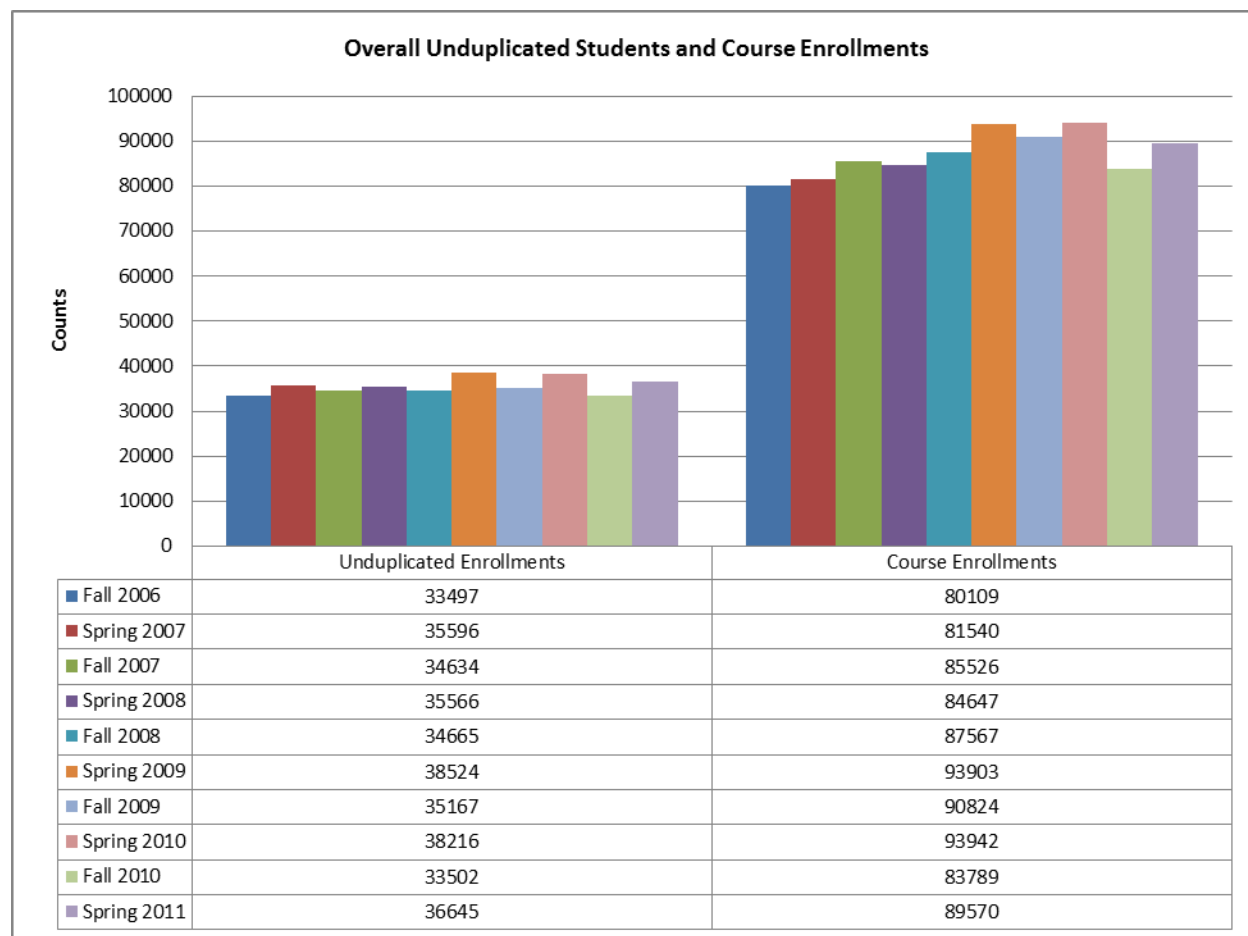
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ARC Annual Unduplicated Student Counts by Academic Year



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 five years ARC has served approximately 55,000 unduplicated students each academic year (summer, fall, and spring terms). The overall unduplicated student reduction for the past five years was 2.26 percent. The drop in enrollment in 2009-2010 was associated with reduced course section offerings due to state budget cuts.

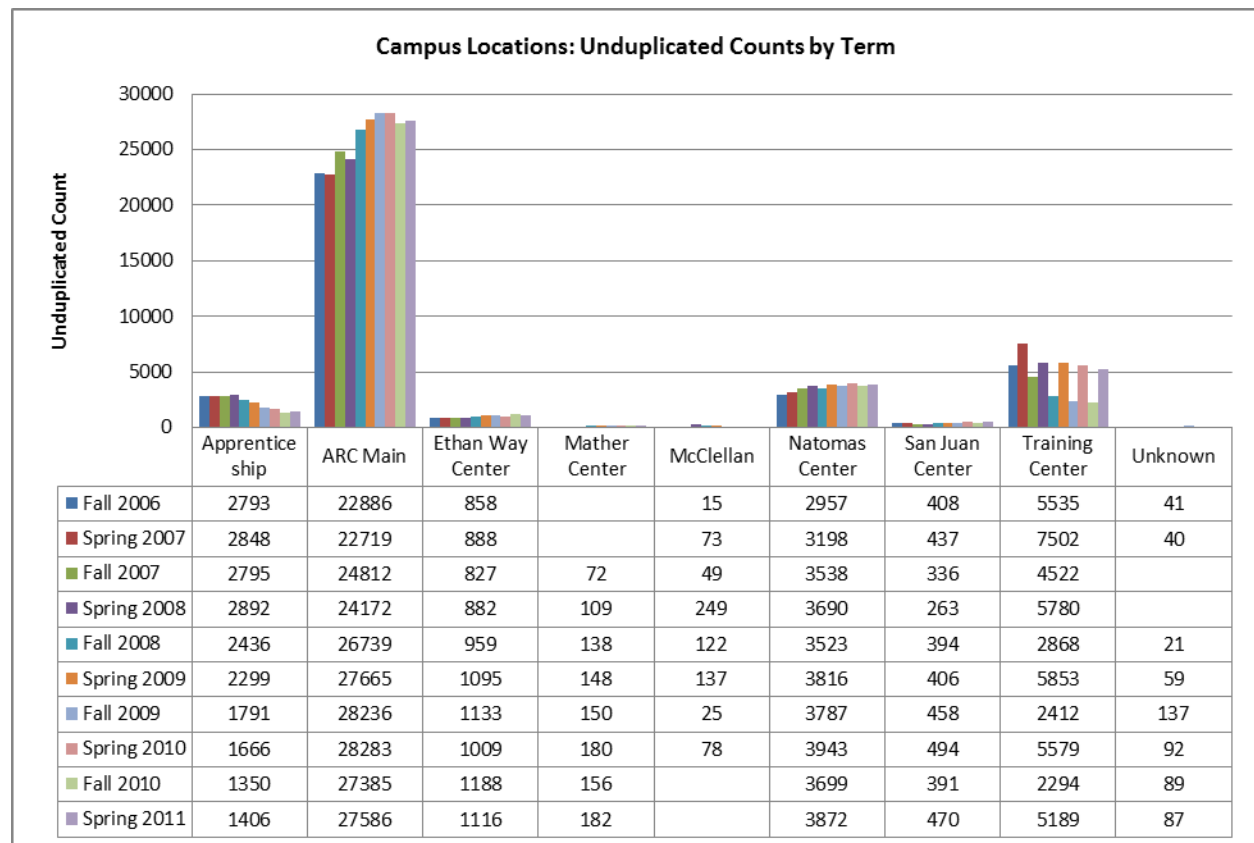
Overall Unduplicated Counts and Course Enrollments by Term



Another view of ARC student population describes a steady increase for the unduplicated student counts from fall 2006 to spring 2011. As shown in the table below, where overall unduplicated enrollments have decreased by 2.26 percent over the past five academic years, course enrollments by this group of students has increased 8.04 percent.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
Unduplicated Enrollments	55121	56216	58363	57034	53877	-2.26%
Course Enrollments	180712	191582	203210	207739	195239	8.04%

Campus Locations: Unduplicated Student Counts by Term

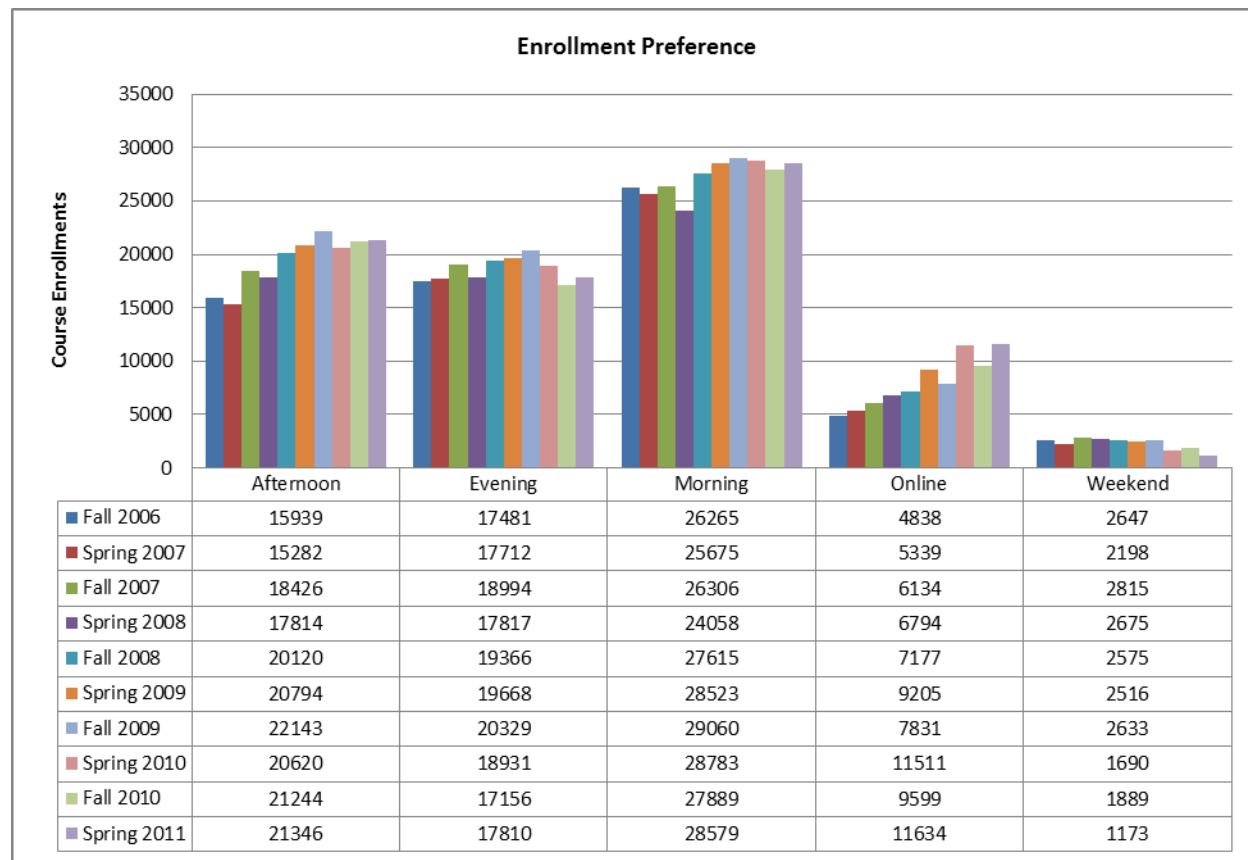


Another perspective of ARC enrollments is provided to describe the unduplicated student counts at each campus location. Though the unduplicated counts represent true counts at each center, the total number of counts would exceed the overall enrollments as students can enroll in more than one center. As shown in the graph above, the ARC Main campus student counts have increased 20.54 percent from 22,886 in fall 2006 to 27,586 in spring 2011 over the past five years. The Mather Center has grown 152.78 percent since it began in 2007-2008, followed by Natomas Center at 30.94 percent, and Ethan Way at 30.07 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 table to the right shows the relative percentage of enrollments across all campus locations over the past five years.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Apprenticeship	6.12%	5.89%	5.03%	3.73%	3.20%
ARC Main	58.92%	61.61%	64.65%	66.33%	66.20%
Ethan Way Center	3.03%	3.07%	3.46%	3.83%	4.23%
Mather Center	0.00%	0.23%	0.35%	0.40%	0.44%
McClellan	0.15%	0.45%	0.45%	0.16%	0.00%
Natomas Center	9.83%	10.94%	10.72%	11.53%	11.85%
San Juan Center	1.33%	0.92%	1.18%	1.42%	1.35%
Training Center	20.55%	16.89%	14.03%	12.31%	12.40%
Unknown	0.07%	0.00%	0.12%	0.29%	0.33%

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



Another view of enrollment activity is provided to describe student enrollment preferences for morning, afternoon, evening, weekend, and online courses. An increase of 16.4 percent (fall semesters) and 21.9 percent (spring semesters) in morning/afternoon course enrollments over the past five years is contrasted with 98.4 percent (fall semesters) and 118 percent (spring semesters) 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 (75%), 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 2,286 in 2006-2007 to 4,299 in 2010-2011, an 88 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 11:59 pm.

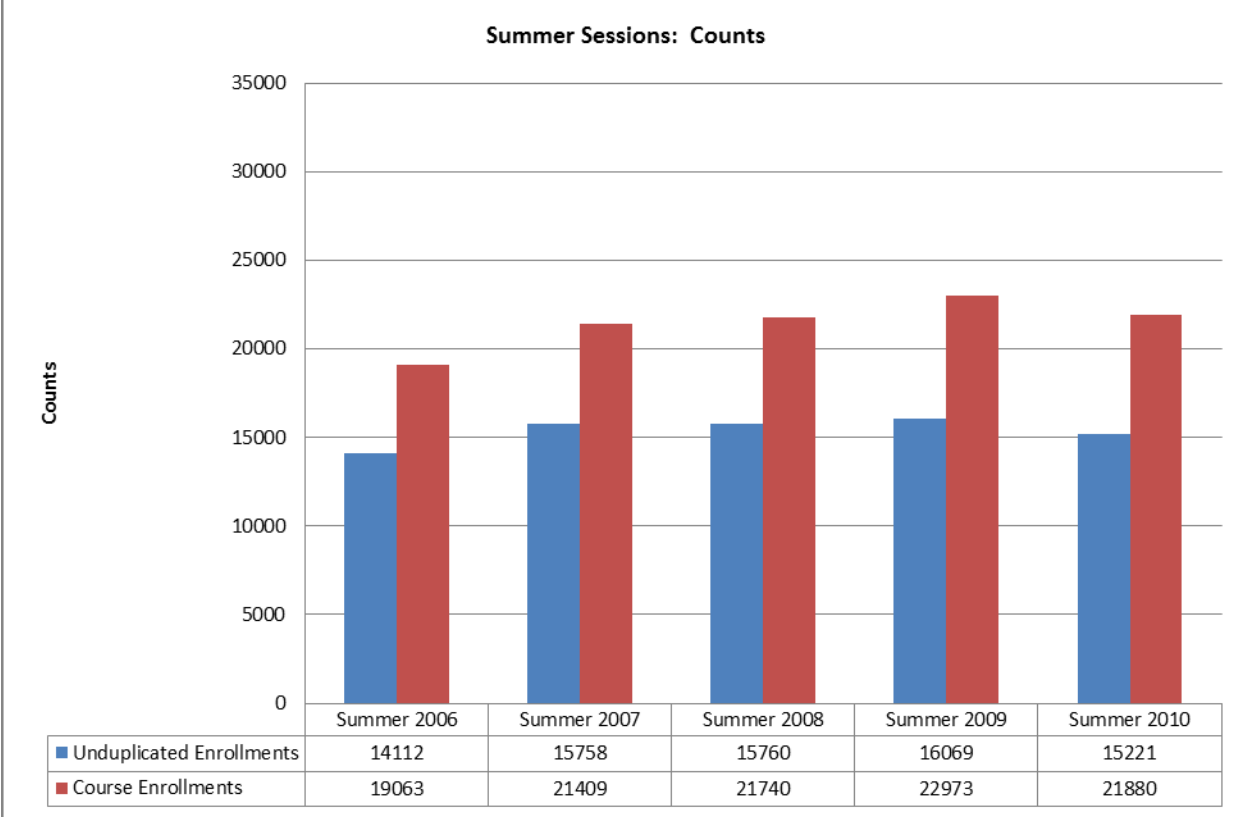
Afternoon enrollments represent all courses meeting from 12:00 am to 4:59 pm.

Evening enrollments represent all courses meeting from 5:00 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.

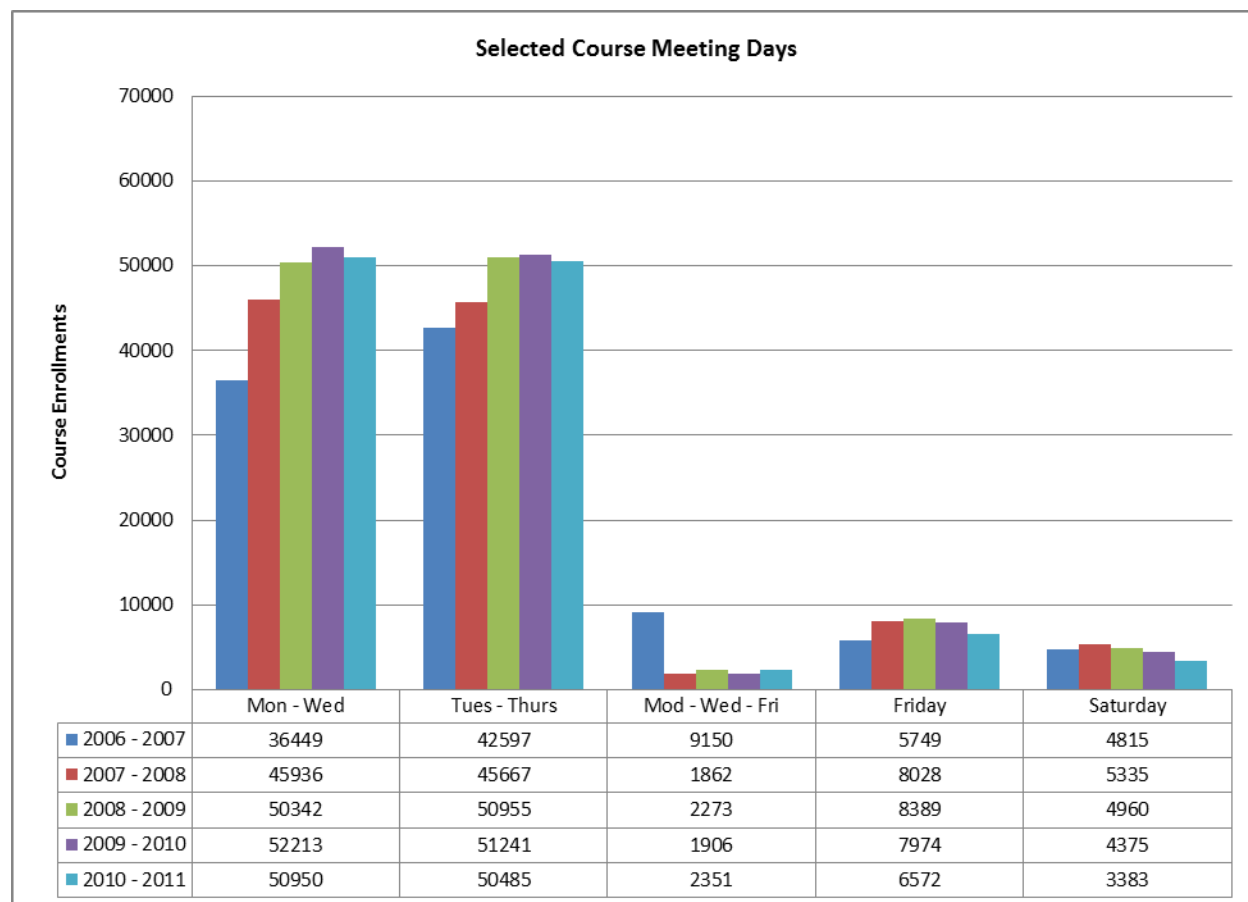
Weekend enrollments represent all enrollments for courses that have a Saturday and/or Sunday meet day.

Summer Unduplicated Student Counts by Term



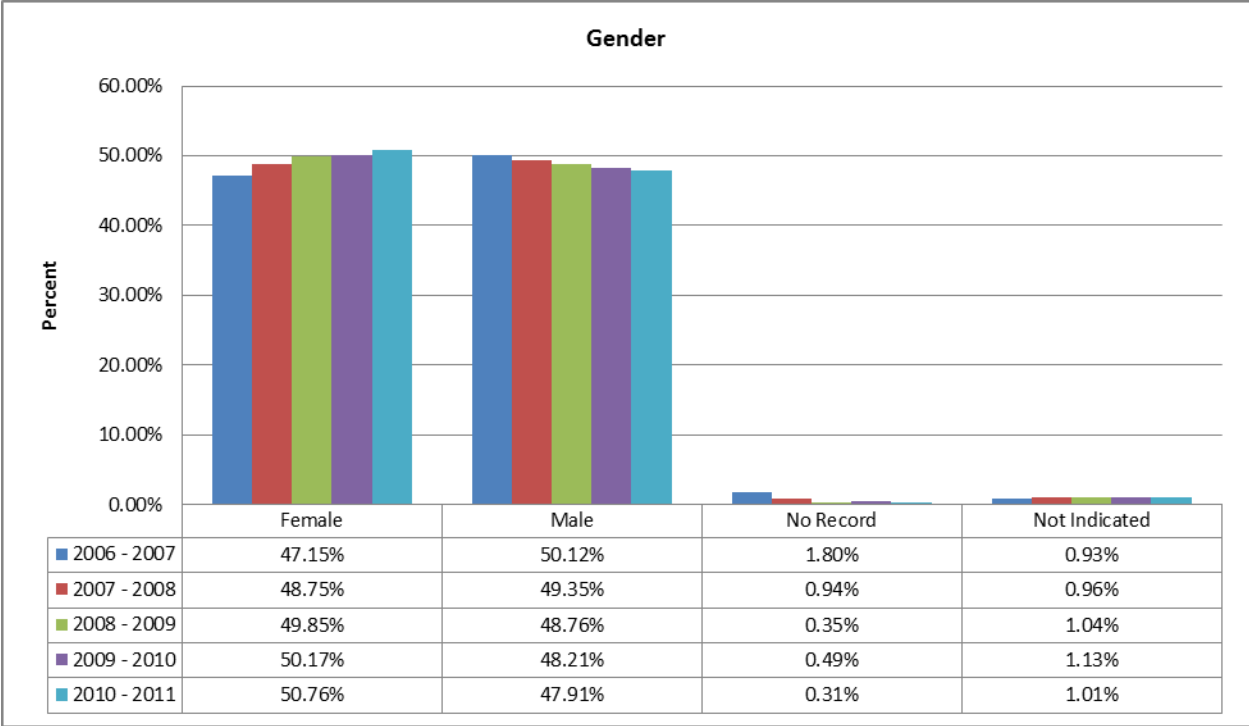
No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Overall, there has been growth since 2006 both for unduplicated student counts (7.2%) and for course enrollments (14.8%); however, from 2009 to 2010 a decline of 5.3% for unduplicated student counts and 4.8% for enrollments has been seen.

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, 34 different combinations for Monday through Sunday course meeting days were in place. There were 7 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.

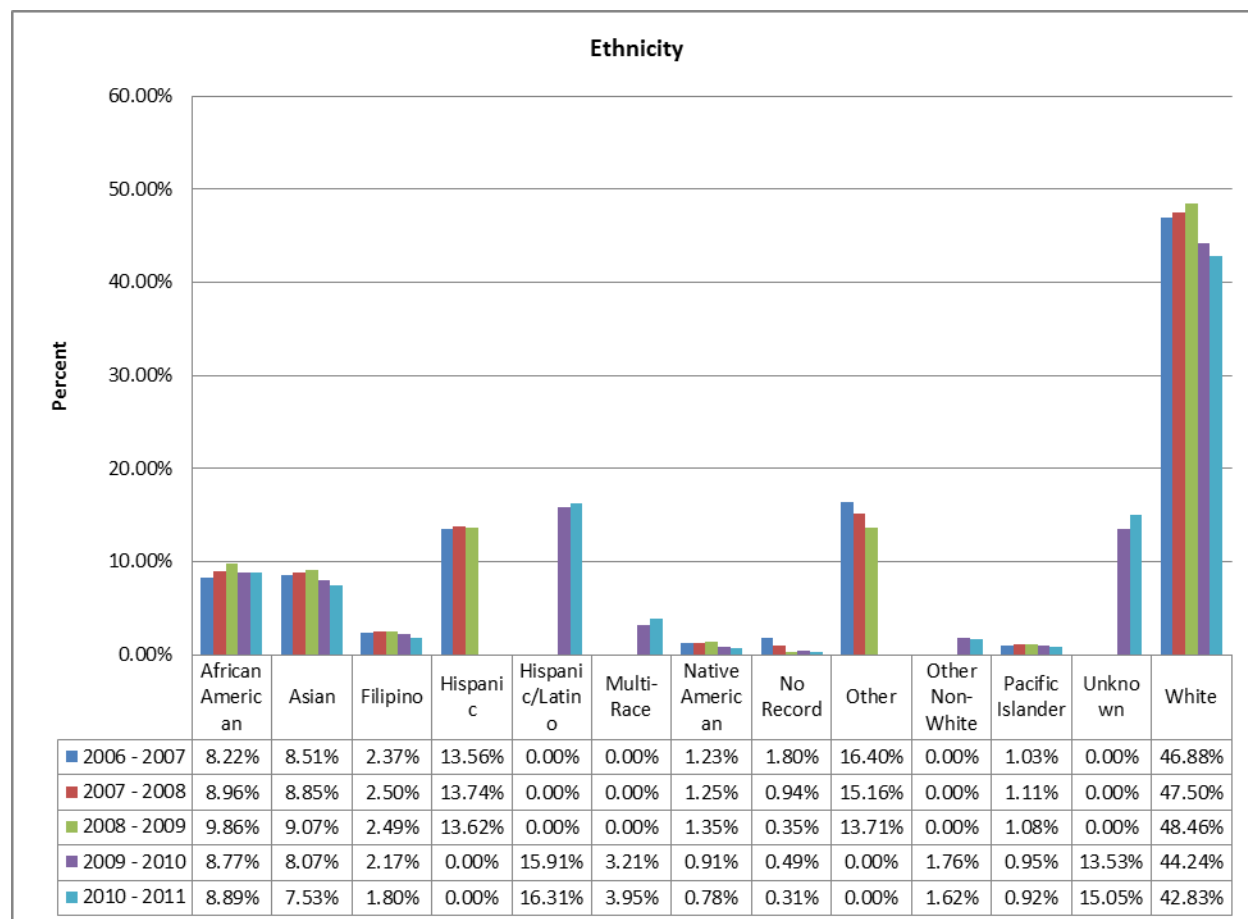
Gender by Academic Year



About 73 percent of students enrolled in the Public Safety Training Center and 95 percent in 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 57 percent females to 43 percent males at ARC across all other academic areas. The unduplicated student counts for female and male students are shown below.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
Female	25989	27403	29096	28613	27350	5.24%
Male	27628	27745	28455	27498	25813	-6.57%
No Record	992	529	206	280	169	-82.96%
Not Indicated	512	539	606	643	545	6.45%

Ethnic Groups by Academic Year



ARC's unduplicated student population continues to diversify with 57.2 percent of the student population represented by non-white ethnic categories in 2010-2011. As shown in the table below, African Americans have shown the greatest growth over the past five years at 5.7 percent. See page 10 and 17 for more details that describe the diversity of the college. Beginning in 2009 Los Rios shifted the tracking of ethnicities based on Integrated Postsecondary Education Data Systems (IPEDS). New categories: Hispanic/Latino, Other Non-White, Unknown and Multi-Race were created. The Hispanic and Other categories were merged into these new ethnicities.

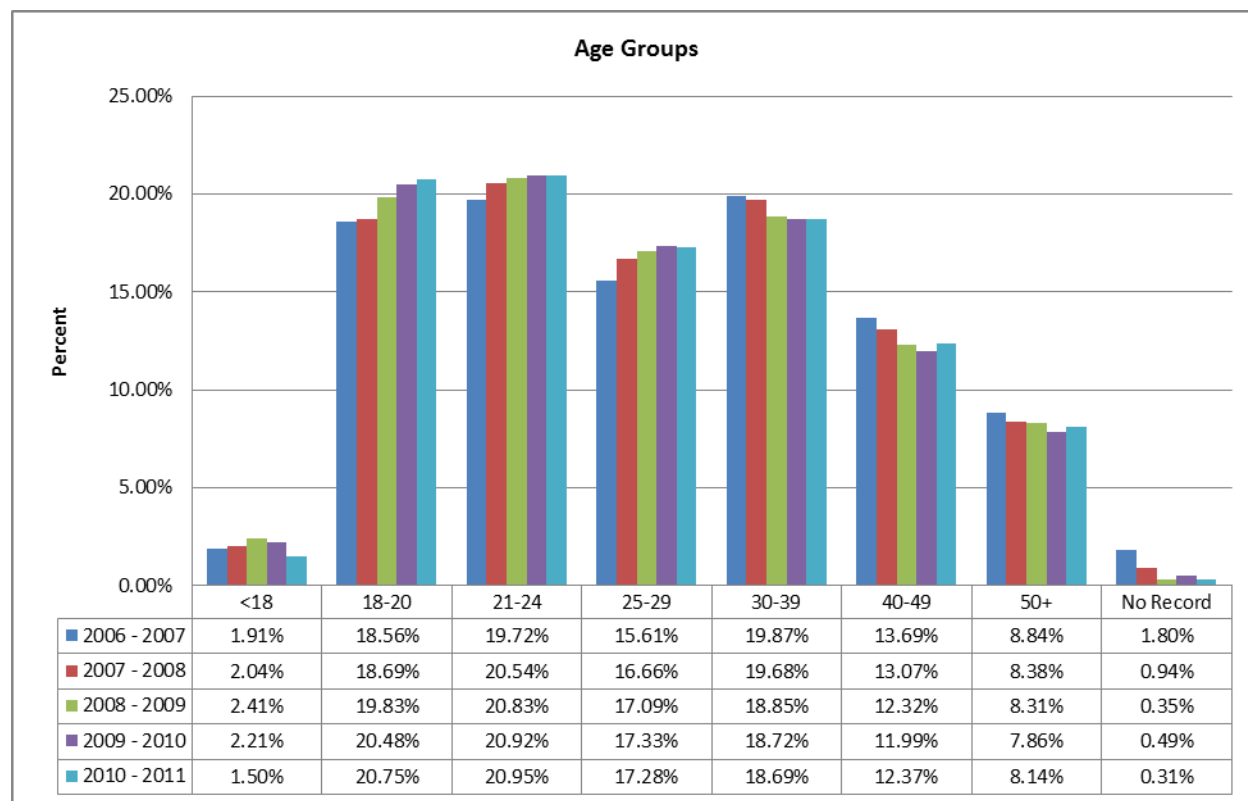
	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
African American	4532	5035	5754	5002	4791	5.71%
Asian	4690	4976	5291	4601	4055	-13.54%
Filipino	1305	1406	1456	1239	971	-25.59%
Hispanic	7476	7722	7948			
Hispanic/Latino				9072	8787	
Multi-Race				1828	2128	
Native American	677	700	789	518	420	-37.96%
No Record	992	529	206	280	169	-82.96%
Other	9042	8520	8004			
Other Non-White				1005	875	
Pacific Islander	565	625	631	541	497	-12.04%
Unknown				7719	8109	
White	25842	26703	28284	25229	23075	-10.71%

Expanded Ethnic Categories by Academic Year

Ethnic Category	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
African American				5002	4791
Am. Indian	677	700	789		
Asian	714	571	507	4601	4055
Asian Indian	799	865	903		
Black	4532	5035	5754		
Cambodian	87	105	115		
Central American	218	250	281		
Chinese	735	795	860		
Decline to State	7454	6980	6522		
Filipino	1305	1406	1456	1239	971
Guamanian	64	83	74		
Hawaiian	103	106	101		
Hispanic	2854	2131	1615		
Hispanic/Latino				9072	8787
Japanese	352	342	324		
Korean	383	398	424		
Laotian	162	178	179		
Mexican, Mex Amer., Chicano	3505	4006	4456		
Multi-Race				1828	2128
Native American				518	420
No Record	992	529	206	280	169
NS	76	69	45		
Other Asian	930	1098	1319		
Other Hispanic	740	1151	1391		
Other Non-White	1504	1463	1380	1005	875
Other Pacific Islander	182	231	280		
Pacific Islander	159	152	119	541	497
Samoan	57	53	57		
South American	159	184	205		
Unknown				7719	8109
Unknown/Non-Respondent	8	8	57		
Vietnamese	528	624	660		
White	25842	26703	28284	25229	23075

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

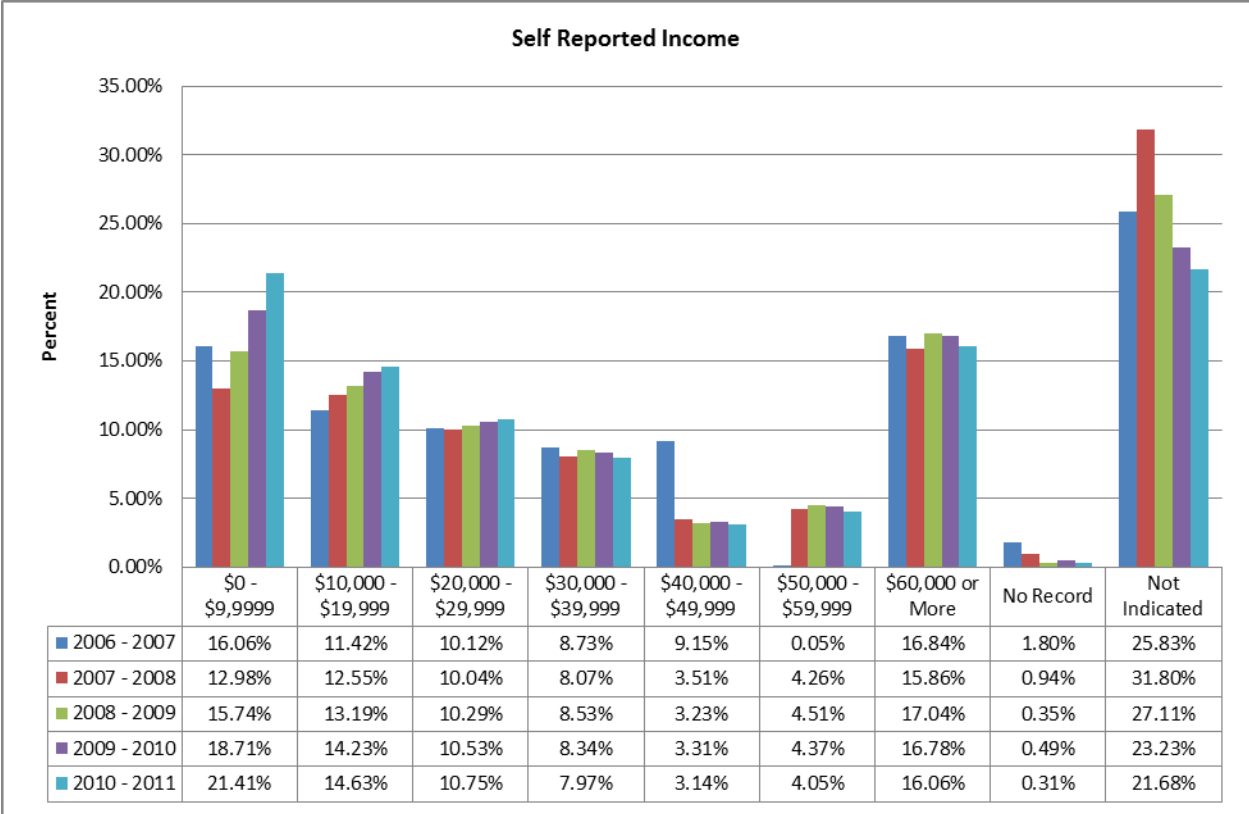
Age Groups by Academic Year



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 18-20 year old category (9.28%). The under 18 category is primarily populated by Advanced Ed. students (high school students enrolling in ARC courses) has decreased 23.34 percent followed by 11.7 percent for the 40-49 year old group.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
<18	1054	1145	1404	1263	808	-23.34%
18-20	10231	10508	11573	11680	11180	9.28%
21-24	10871	11548	12159	11930	11289	3.85%
25-29	8602	9366	9976	9884	9311	8.24%
30-39	10951	11062	11003	10679	10069	-8.05%
40-49	7548	7347	7192	6836	6665	-11.70%
50+	4872	4711	4850	4482	4386	-9.98%
No Record	992	529	206	280	169	-82.96%

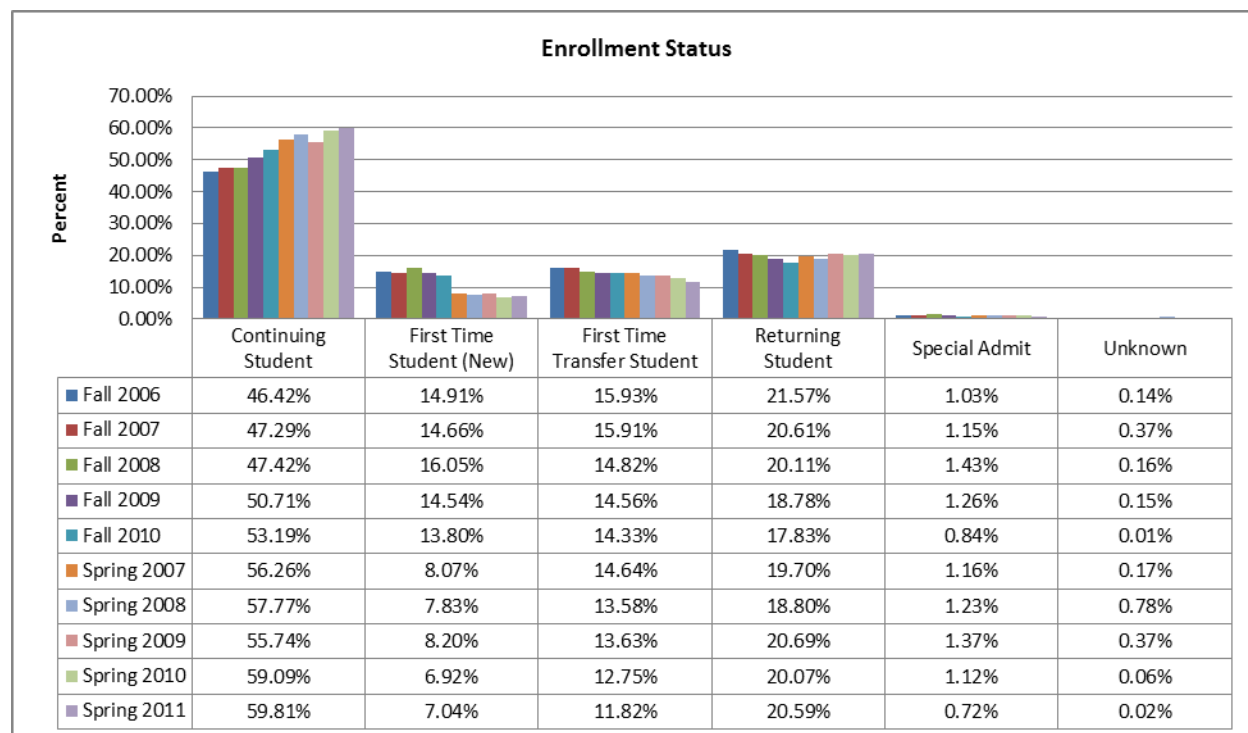
Self-Reported Income Categories by Academic Year



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 21.7 percent of the students in 2010-2011. The majority of the unknown category was associated with enrollments in the Sacramento Regional Training Center for professions engaged in continuing education. Approximately 36 percent of students in 2010-2011 indicated their income levels were below \$20,000, and as shown in the table below, these students showed an enrollment growth over the five year period.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
\$0 - \$9,999	8850	7297	9184	10673	11537	30.36%
\$10,000 - \$19,999	6297	7055	7700	8117	7880	25.14%
\$20,000 - \$29,999	5580	5642	6007	6007	5790	3.76%
\$30,000 - \$39,999	4812	4536	4976	4759	4295	-10.74%
\$40,000 - \$49,999	5044	1972	1887	1886	1694	-66.42%
\$50,000 - \$59,999	27	2397	2633	2493	2182	7981.48%
\$60,000 or More	9281	8914	9946	9571	8650	-6.80%
No Record	992	529	206	280	169	-82.96%
Not Indicated	14238	17874	15824	13248	11680	-17.97%

Student Enrollment Status by Term

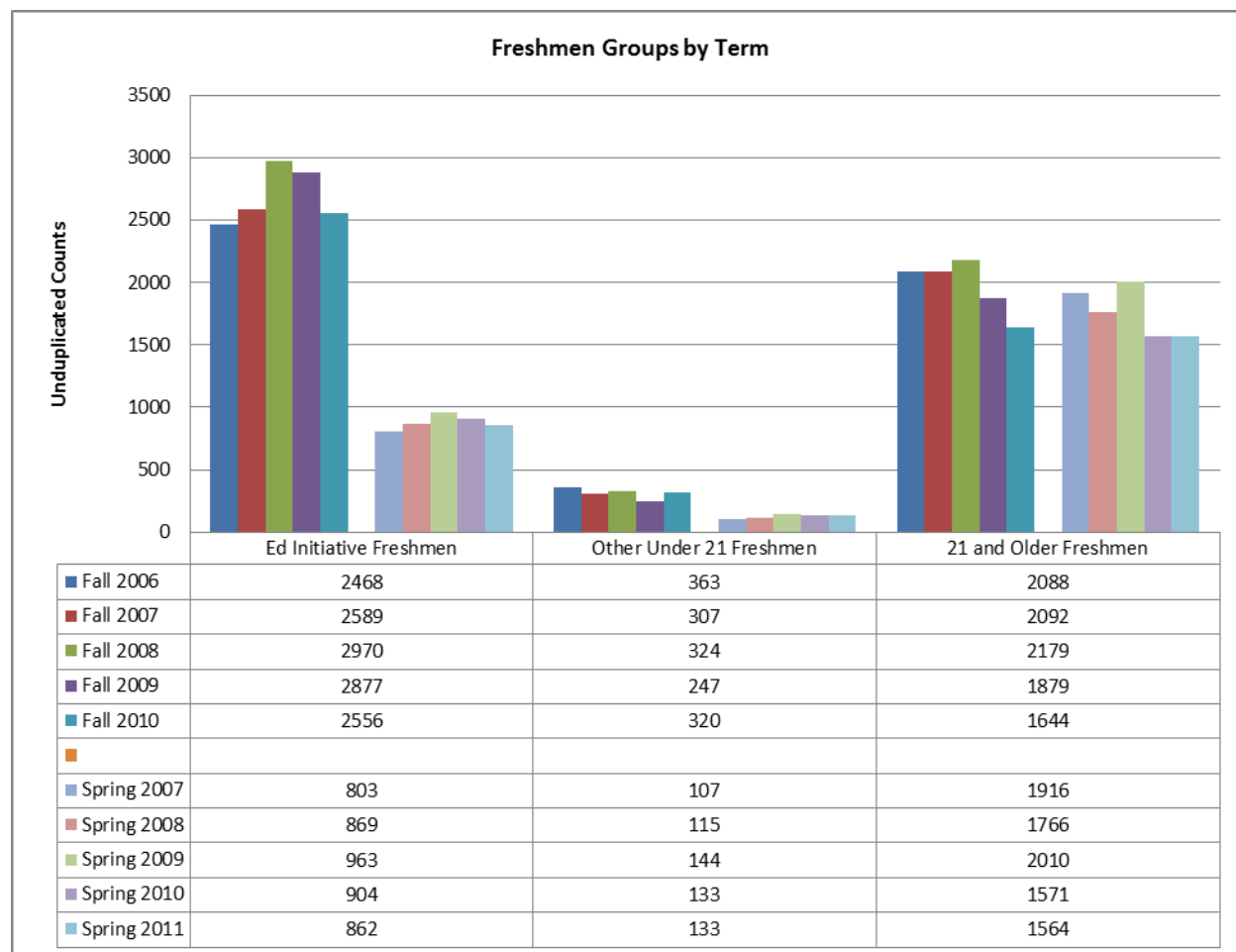


It is traditional to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are many other subcategories that represent significant student populations that merit attention. See table shown below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

- **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.
- **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.
- **Special Admit.** High school students enrolling for courses at ARC.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Continuing Student	15472	16292	16425	17789	17813	19794	20473	21455	22544	21910
First Time Student (New)	4969	5050	5559	5099	4622	2838	2775	3158	2639	2578
First Time Transfer Student	5308	5481	5135	5109	4799	5150	4814	5245	4863	4328
Returning Student	7188	7101	6967	6586	5971	6930	6663	7962	7656	7544
Special Admit	344	395	497	441	280	409	437	529	426	264
Unknown	48	129	57	54	4	60	278	141	23	7

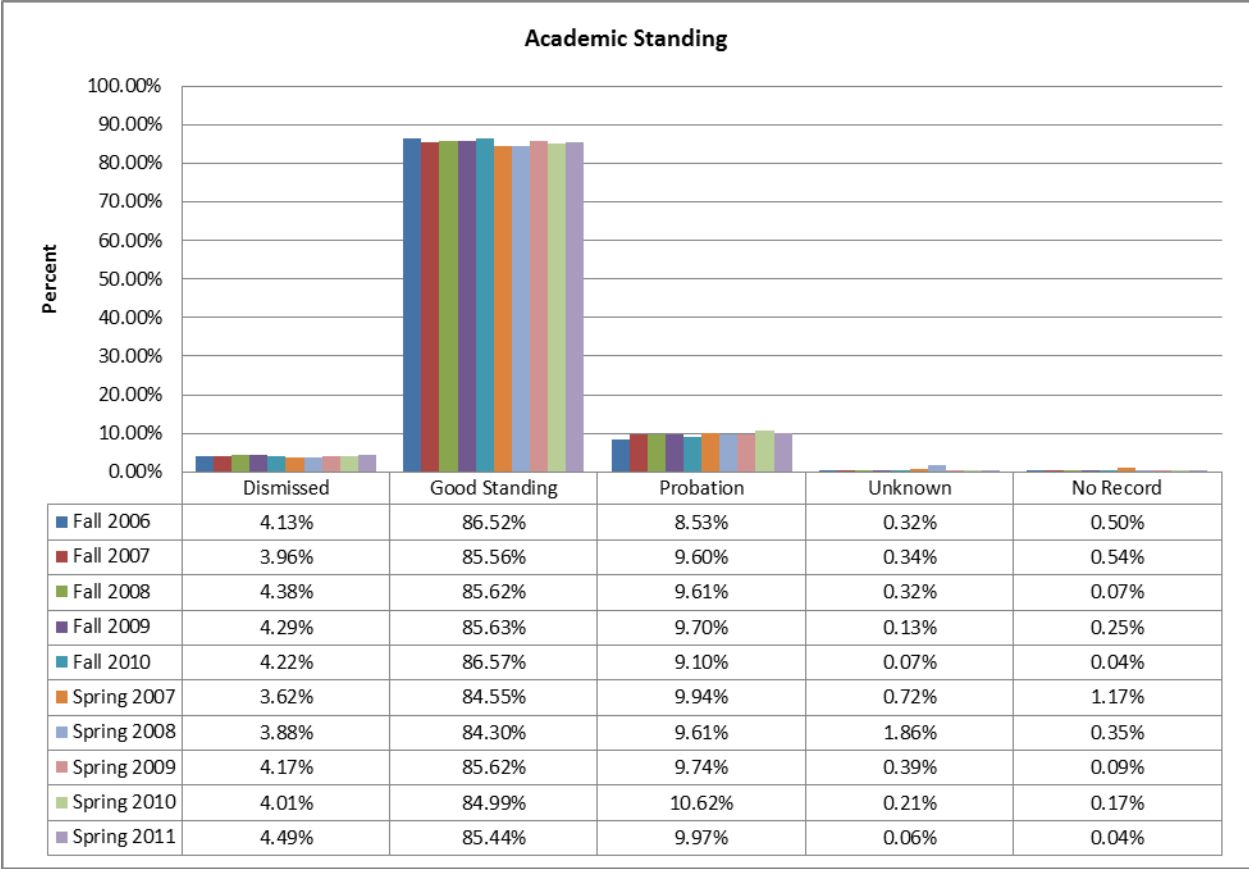
Ed Initiative Freshmen Groups by Term



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 equivalence (HS dropouts). The number of fall term starting Educational Initiative freshmen has grown 3.6 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). Spring enrollments for both the under 21 freshmen groups are significantly lower than in the fall.

Good Standing, Probation and Dismissed Students



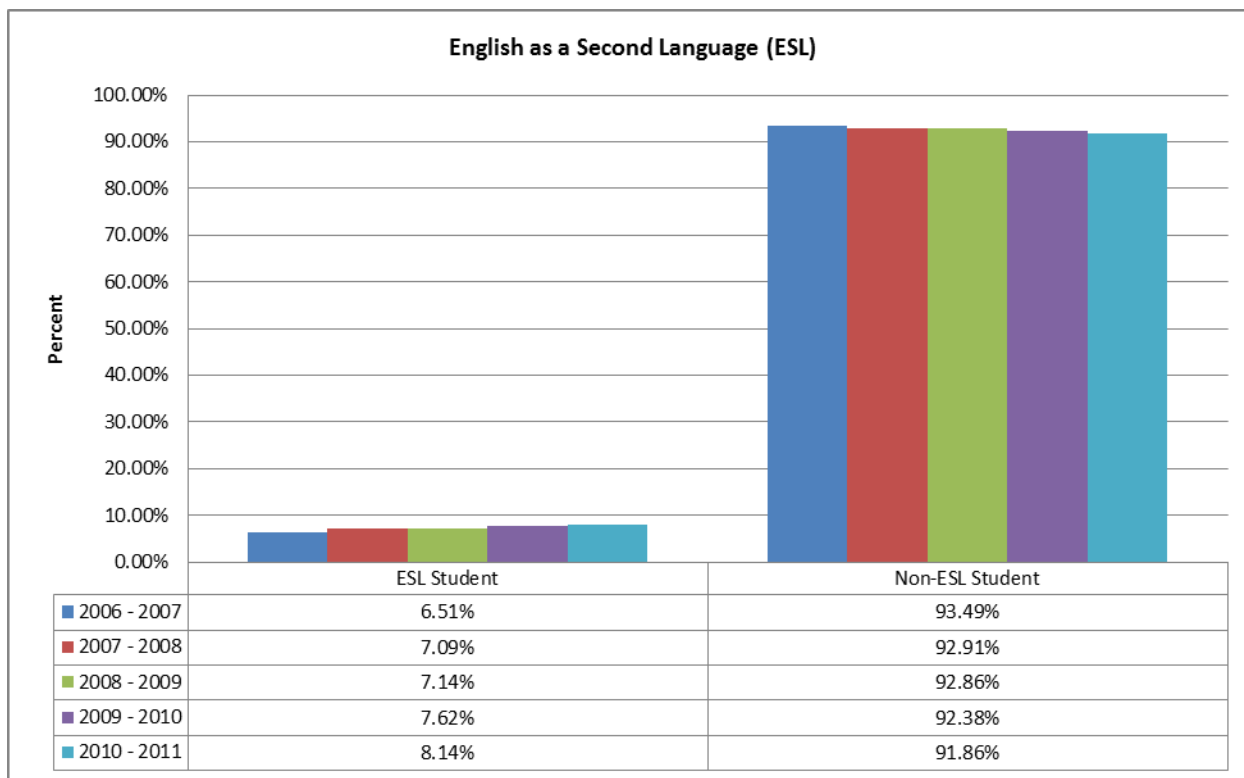
Also shown in the graph above are the relative proportions of students associated with each of the categories. The proportion of students in good standing has exceeded 84 percent in each of the past five years. Approximately 4,600 students are defined by the district with probation or dismissed status in the fall semesters, and 5,200 in the spring semesters.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Dismissed	1384	1373	1518	1508	1413	1290	1379	1606	1532	1646
Good Standing	28981	29632	29679	30114	29003	30095	29981	32984	32481	31310
No Record	168	186	25	89	13	415	126	34	65	14
Probation	2856	3324	3333	3412	3048	3540	3419	3751	4059	3654
Unknown	108	119	110	44	25	256	661	149	79	21

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 10 years at ARC, is identified as having English as their Second Language. ESL unduplicated growth over the past five years has grown from 3,587 to 4,387, an increase of 22.3 percent and represents yet another indicator of ARC's growing diversity.

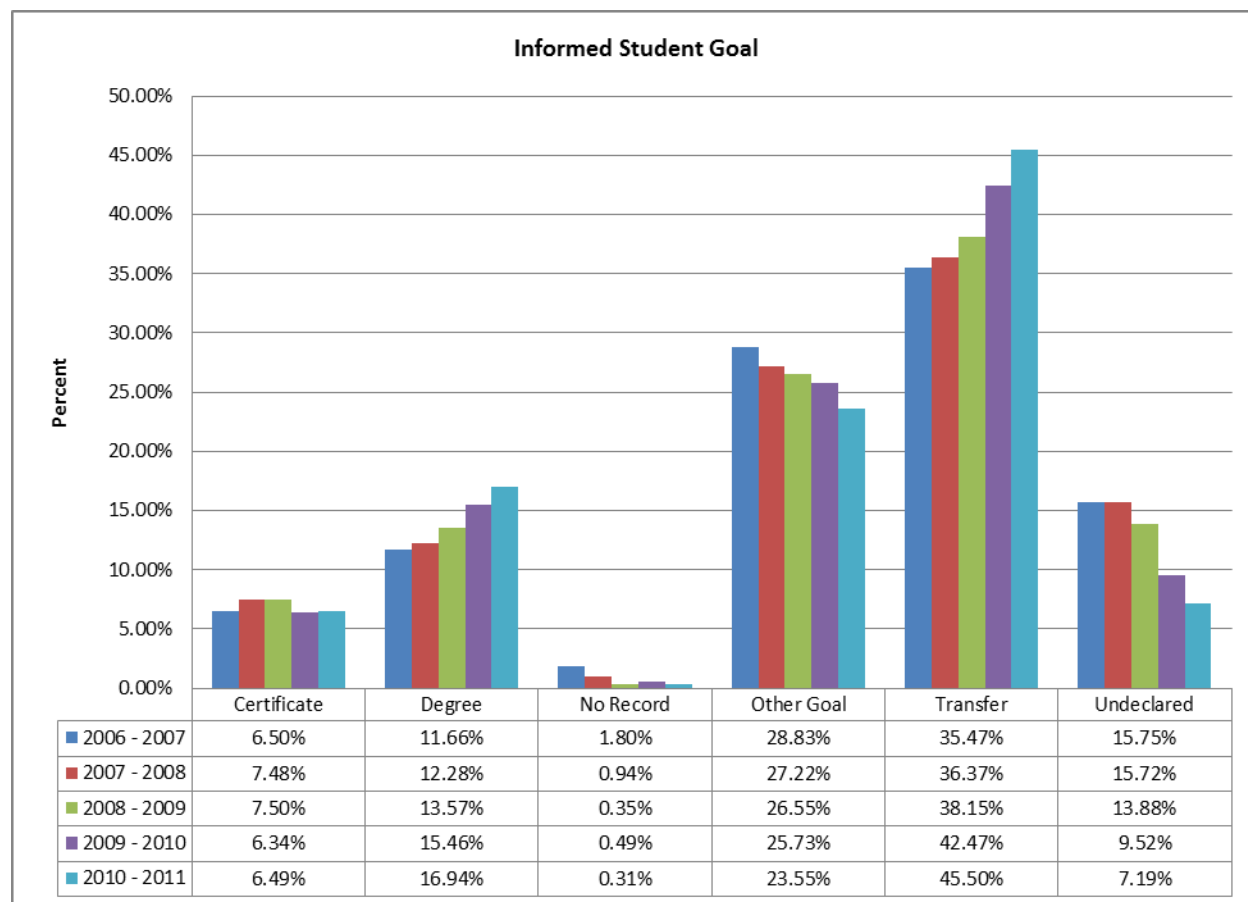
Primary Language: The table on the following page illustrates the remarkable range of diverse languages students report as their primary language at ARC. Together, the non-English students in the table have represented almost 16 percent of the student population over the past five years. Note also the 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	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Total	Percent
Afrikaans	33	61	59	48	39	240	0.09%
American Sign Language	60	66	81	74	76	357	0.13%
Amharic	67	73	83	73	71	367	0.13%
Arabic	87	108	107	138	165	605	0.22%
Bahasa (Indonesian)	15	15	11	11	4	56	0.02%
Bengali	16	16	21	17	12	82	0.03%
Burmese	7	10	9	12	9	47	0.02%
Chinese (Cantonese)	133	171	190	178	161	833	0.30%
Chinese (Mandarin)	123	136	172	160	147	738	0.26%
Chinese (Other)	23	15	18	16	15	87	0.03%
Chinese (Shanghai)	3	6	1	4	4	18	0.01%
Czech	10	9	4	9	7	39	0.01%
Danish	3		2	5	3	13	0.00%
Dutch	5	5	7	11	8	36	0.01%
English	46462	47542	49680	48524	46004	238212	84.89%
Farsi (Persian)	274	291	301	295	322	1483	0.53%
Finnish	20	26	14	14	20	94	0.03%
Flemish	9	9	11	7	5	41	0.01%
French	46	45	41	45	41	218	0.08%
German	22	32	33	19	26	132	0.05%
Greek	6	5	7	10	5	33	0.01%
Hebrew	5	3	5	5	5	23	0.01%
Hindi	141	143	126	107	85	602	0.21%
Hmong	225	251	372	354	358	1560	0.56%
Hungarian	13	15	13	10	8	59	0.02%
Indian	115	117	129	128	100	589	0.21%
Indian (Hindi)	125	113	116	104	87	545	0.19%
Indian (Kannada)	1	3	6	5	1	16	0.01%
Indian (Konkani)	1			1	1	3	0.00%
Italian	9	11	7	6	5	38	0.01%
Japanese	57	66	61	44	39	267	0.10%
Kiswahili	9	9	8	5	6	37	0.01%
Korean	193	204	221	201	161	980	0.35%
Laotian	65	77	54	54	48	298	0.11%
Latvian	5	5	4	1	3	18	0.01%
Lithuanian	2	5	2	4	2	15	0.01%
Malay	8	7	6	5	2	28	0.01%
No Record	992	529	206	280	169	2176	0.78%
Norwegian		1	1			2	0.00%
Other	587	568	477	440	408	2480	0.88%
Polish	26	25	19	17	13	100	0.04%
Portuguese	45	48	45	40	34	212	0.08%
Romanian	279	276	254	257	233	1299	0.46%
Russian	1993	2221	2388	2440	2227	11269	4.02%
Serbo-Croatian	43	41	37	37	25	183	0.07%
Slovak	3	10	11	10	6	40	0.01%
Spanish	1332	1288	1280	1231	1170	6301	2.25%
Swahili	13	11	14	11	8	57	0.02%
Swedish	2	5	9	8	5	29	0.01%
Tagalog (Philippines)	234	217	238	207	204	1100	0.39%
Tamil (Ceylon)	7	3	1	3	1	15	0.01%
Tamil (India)	13	10	11	5	7	46	0.02%
Telugu	9	6	9	7	1	32	0.01%
Thai	25	24	29	24	30	132	0.05%
Turkish	9	15	10	5	4	43	0.02%
Twi (Ghana)		1	3	4	2	10	0.00%
Ukrainian	740	826	894	880	880	4220	1.50%
Unknown	4	7	19	20	21	71	0.03%
Urdu (Pakistan)	61	66	80	80	83	370	0.13%
Vietnamese	296	341	344	322	289	1592	0.57%
Welsh	10	7	2	2	2	23	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

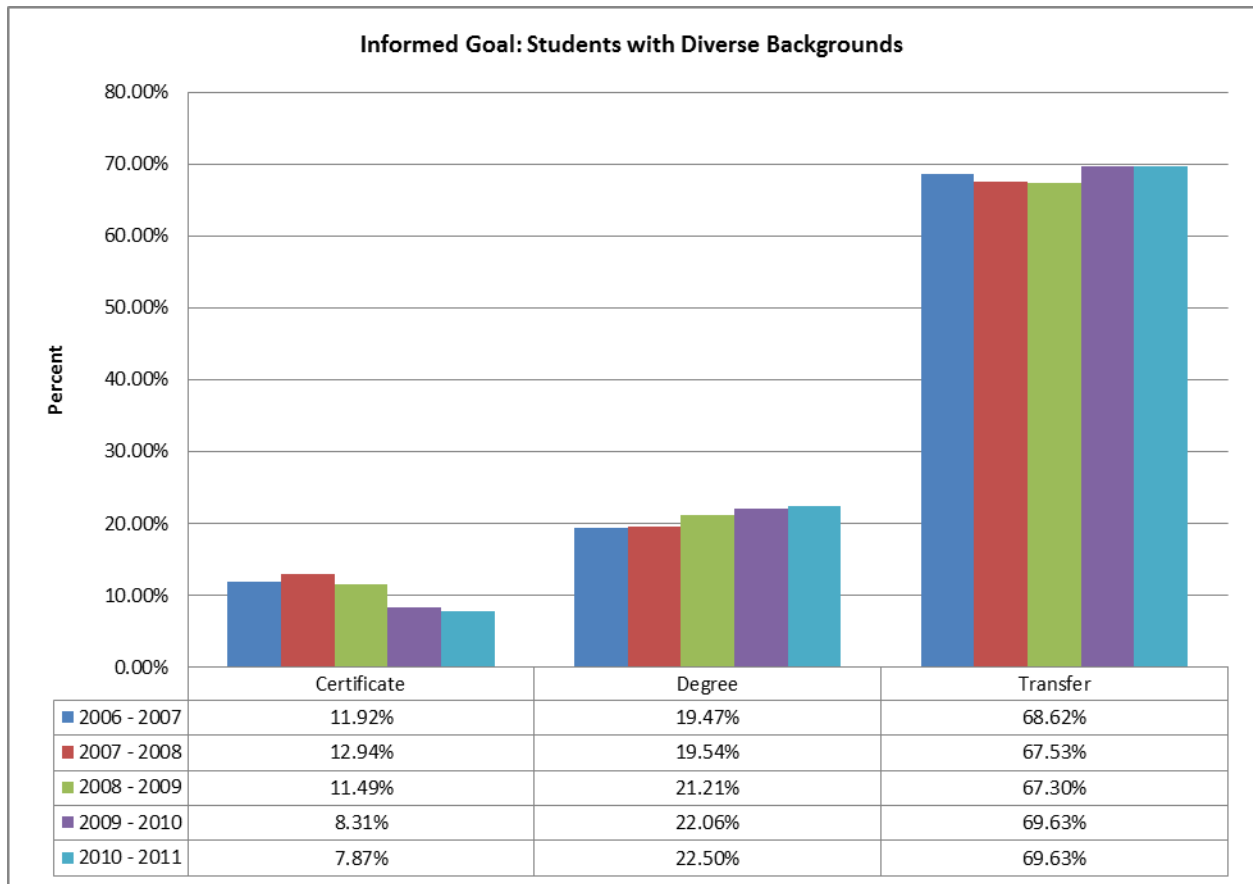


The graph above describes the proportion of students over the past five years for the primary goal indicated on the student application. As shown in the table below, the number of students indicating Transfer to a four-year college as an informed goal increased 25.4 percent over the past five years. Students selecting the AA/AS degree as their primary goal have increased 42.1 percent; however, certificates have declined by 2.3 percent. In 2010-2011, almost 70 percent of all students indicated a goal of transfer, degree, and/or certificate.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
Certificate	3581	4205	4377	3616	3499	-2.29%
Degree	6425	6902	7917	8816	9128	42.07%
No Record	992	529	206	280	169	-82.96%
Other Goal	15893	15301	15497	14672	12690	-20.15%
Transfer	19549	20444	22265	24222	24515	25.40%
Undeclared	8681	8835	8101	5428	3876	-55.35%

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.

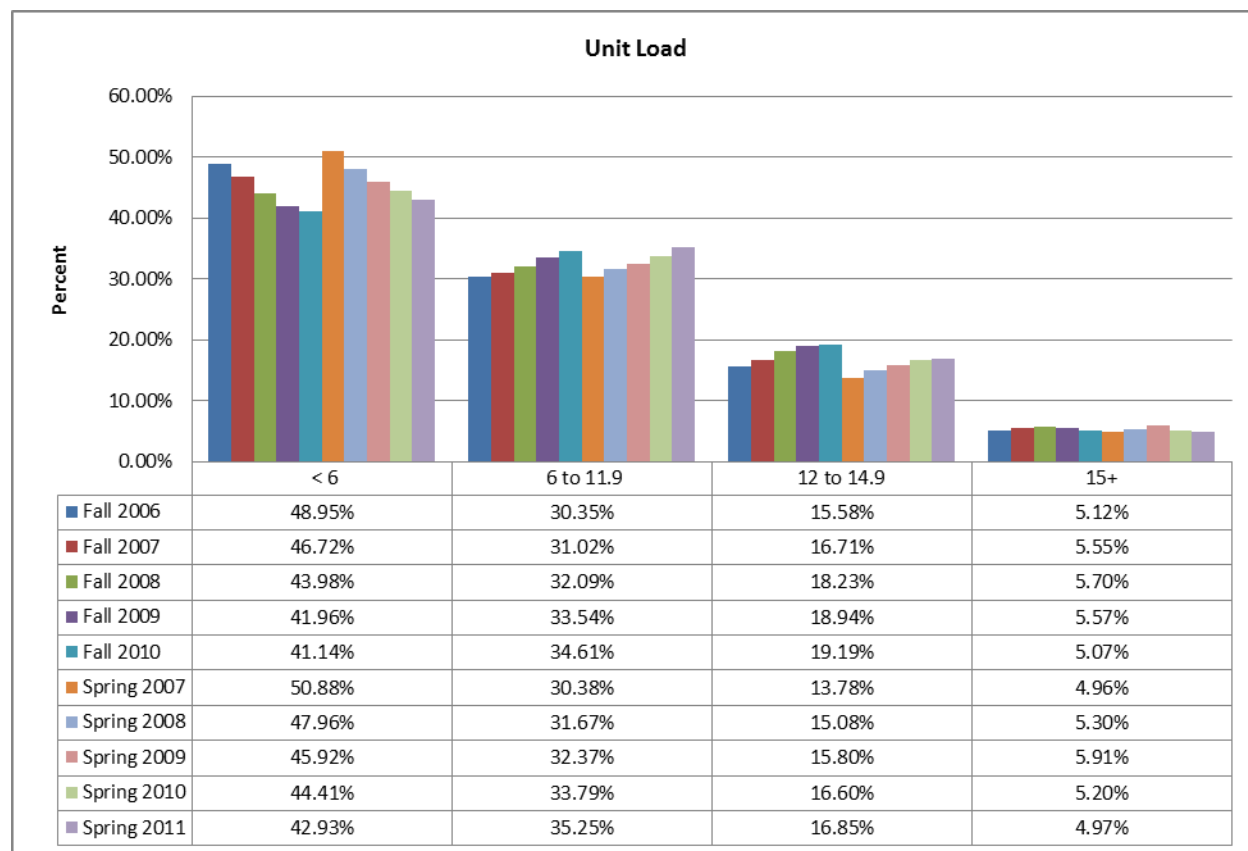
Informed Goal: Students with Diverse Backgrounds



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 (47.3%) and degrees (67.8%). However, certificates have declined by (4.2%) over the past five years.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
Certificate	1381	1626	1607	1374	1323	-4.20%
Degree	2256	2455	2967	3649	3785	67.77%
Transfer	7952	8486	9412	11516	11712	47.28%

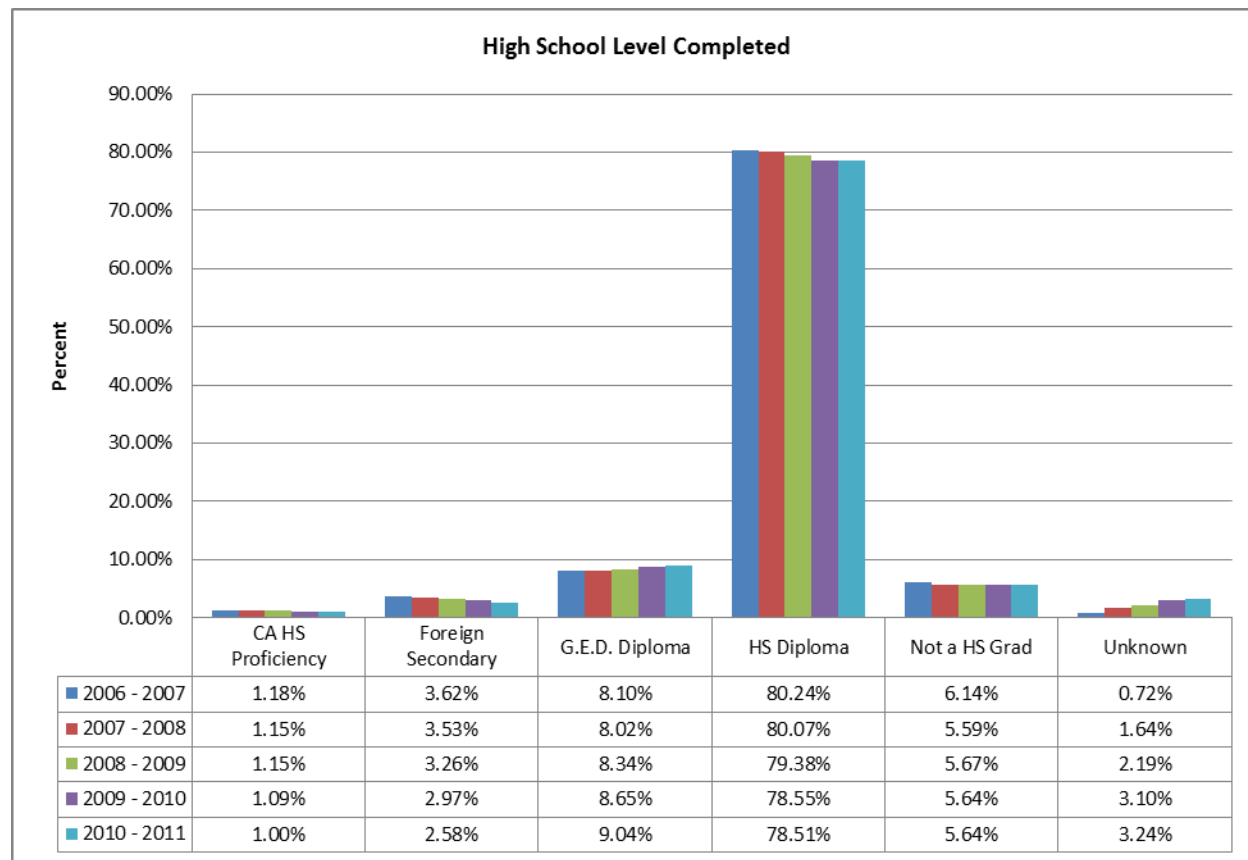
Academic Load Status by Academic Year



Unit loads are separated into four categories: under 6 units, 6 to under 12 units, 12 to under 15 units, and 15 units and above. Proportionally, students taking less than 6 units have represented about 40 to 50 percent of the total student population over the last five years in the fall and spring semesters. Moreover, less than one out of four students has been enrolled in 12 or more units over the same time frame. As shown in the table below, the largest growth has been for 12 to 14.9 unit load students in the spring (25.9%), followed by (23.2%) in the fall.

Unit Load	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Pct Chg	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Pct Chg
< 6	16396	16180	15247	14756	13782	-15.9	18112	17056	17691	16972	15730	-13.2
6 to 11.9	10167	10743	11123	11794	11595	14.0	10814	11263	12472	12914	12916	19.4
12 to 14.9	5219	5789	6318	6659	6428	23.2	4906	5363	6086	6344	6176	25.9
15+	1715	1922	1977	1958	1697	-1.0	1764	1884	2275	1986	1823	3.3

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 an Unknown High School Graduation Status from 302 students in 2006-2007 to 1,437 students in 2010-2011.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Pct Chg
CA HS Proficiency	492	503	538	502	444	-9.76%
Foreign Secondary	1512	1548	1520	1367	1147	-24.14%
G.E.D. Diploma	3380	3512	3888	3982	4011	18.67%
HS Diploma	33498	35079	36997	36140	34843	4.02%
Not a HS Grad	2564	2448	2643	2594	2501	-2.46%
Unknown	302	719	1022	1426	1437	375.83%

Top Thirty Feeder High Schools by Academic Year

High School	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Total	Pct Chg
Other California High School	434	384	465	374	379	2036	-12.67%
El Camino Fundamental High	155	159	183	154	157	808	1.29%
Del Campo High	141	152	162	180	126	761	-10.64%
Visions In Education	121	161	179	153	122	736	0.83%
Rio Linda High	111	127	164	167	143	712	28.83%
Mira Loma High	138	143	124	151	138	694	0.00%
Rio Americano High	114	106	128	123	107	578	-6.14%
Center High School	107	96	116	126	119	564	11.21%
Foothill High	102	129	96	137	91	555	-10.78%
Other Sacramento area High Sch	88	107	118	116	100	529	13.64%
Inderkum High School	1	97	148	118	150	514	14900.00%
Grant Union High	78	84	106	115	98	481	25.64%
Bella Vista High	100	98	99	93	88	478	-12.00%
Cordova High	98	96	77	106	97	474	-1.02%
Natomas High	136	70	104	64	81	455	-40.44%
Out of State High School	78	96	96	80	61	411	-21.79%
Foreign High School	77	83	94	62	64	380	-16.88%
Oakmont High	52	58	75	80	79	344	51.92%
Highlands High	61	79	65	83	55	343	-9.84%
Mesa Verde High	54	62	72	91	60	339	11.11%
San Juan High	78	66	67	68	53	332	-32.05%
Independent Home School	17	70	59	77	61	284	258.82%
Casa Roble Fundamental High	57	57	76	43	43	276	-24.56%
Encina High	38	52	46	60	29	225	-23.68%
Rosemont High School	1	44	58	65	51	219	5000.00%
El Sereno Alternative Educ. (A	55	41	37	41	40	214	-27.27%
Options for Youth-San Juan Cha	24	31	41	64	50	210	108.33%
Woodcreek High	39	24	42	55	36	196	-7.69%
Keema (Elwood J.) High (Alt.)	24	28	50	44	45	191	87.50%
Folsom High	34	33	33	41	21	162	-38.24%
Overall	2613	2833	3180	3131	2744	14501	5.01%

In the table above, ARC's top 30 high schools are rank ordered on the five-year total. The data show the counts of recent high school graduates who enrolled at ARC as first-time freshmen. There has been a net gain of 131 students from ARC's top 30 high schools (5%) 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.

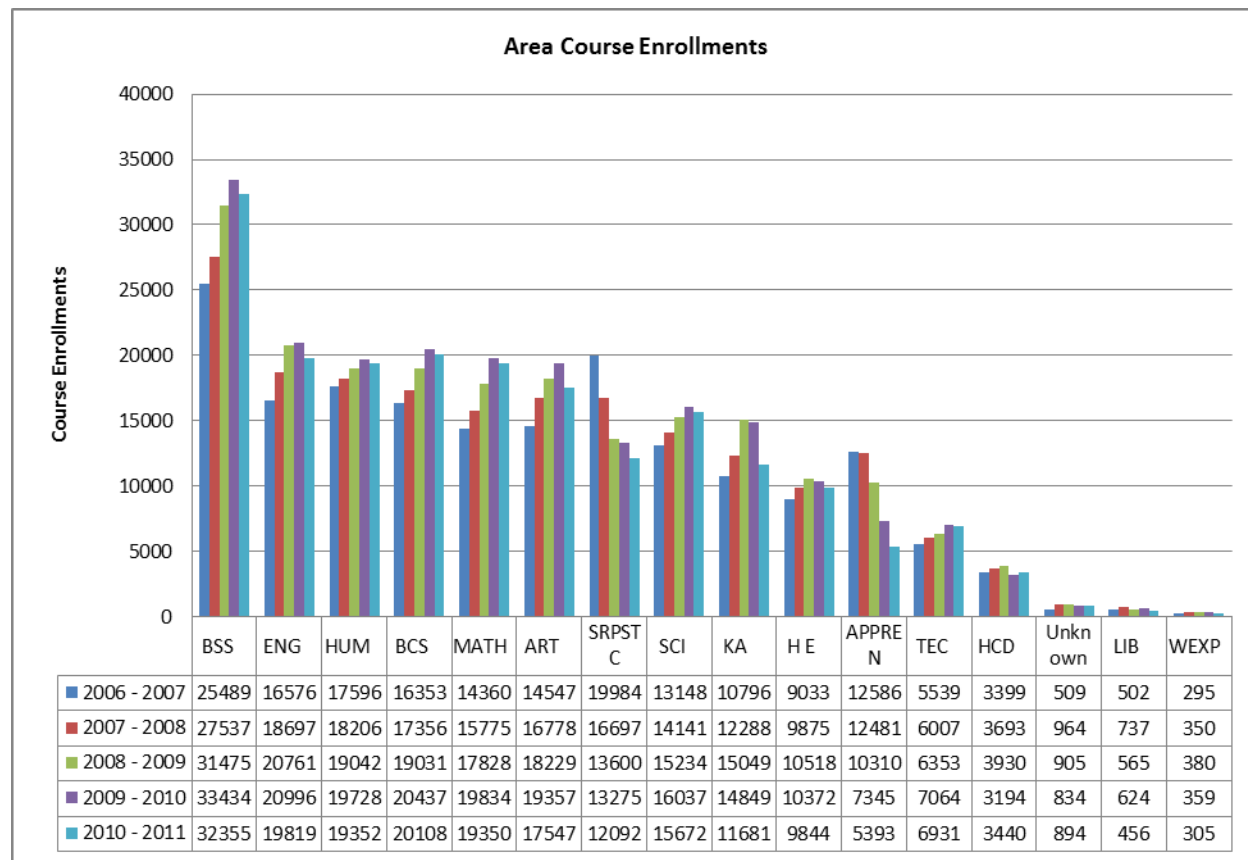
Recent high school graduate: A recent high school graduate is a first-time freshmen under 20 years old that has received a high school diploma.

Top Thirty High Schools with Advanced Ed Students by Academic Year

High School	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	Total	Pct Chg
Visions In Education	66	96	101	90	48	401	-27.27%
Mira Loma High	84	70	74	67	30	325	-64.29%
Other Sacramento area High Sch	50	55	66	83	47	301	-6.00%
Rio Americano High	64	68	87	50	18	287	-71.88%
Other California High School	52	62	52	77	37	280	-28.85%
Inderkum High School	40	51	68	42	54	255	35.00%
Natomas High	15	28	50	84	51	228	240.00%
Encina High	48	44	42	41	30	205	-37.50%
Center High School	47	41	45	43	14	190	-70.21%
Sheldon High School	1	1	68	65	31	166	3000.00%
Independent Home School	4	28	45	28	21	126	425.00%
Foothill High	11	30	32	38	12	123	9.09%
El Camino Fundamental High	26	21	31	26	13	117	-50.00%
Natomas Charter #19	18	17	16	23	25	99	38.89%
Bella Vista High	18	20	36	14	6	94	-66.67%
Del Campo High	19	20	24	20	11	94	-42.11%
Highlands High	24	27	24	16	2	93	-91.67%
Rio Linda High	29	19	18	13	6	85	-79.31%
Futures High School	1	14	15	25	15	70	1400.00%
Horizon Instructional Systems	11	13	21	13	11	69	0.00%
Grant Union High	14	19	21	10	1	65	-92.86%
Mesa Verde High	17	5	13	16	7	58	-58.82%
Keema (Elwood J.) High (Alt.)	9	14	22	6	3	54	-66.67%
San Juan High	2	13	15	7	4	41	100.00%
San Juan Choices Center	7	7	12	11	4	41	-42.86%
Oakmont High	7	9	9	8	7	40	0.00%
Antelope View Home Charter	3	8	11	16	2	40	-33.33%
Options for Youth-San Juan Cha	9	6	11	8	5	39	-44.44%
Rosemont High School	5	4	11	5	9	34	80.00%
Folsom High	5	10	10	7	1	33	-80.00%
Overall	706	820	1050	952	525	4053	-25.64%

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 decreased by 25.6 percent, there has been a net loss of 181 Advanced Ed students 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.

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
BSS	14.10%	14.37%	15.49%	16.09%	16.57%
ENG	9.17%	9.76%	10.22%	10.11%	10.15%
HUM	9.74%	9.50%	9.37%	9.50%	9.91%
BCS	9.05%	9.06%	9.37%	9.84%	10.30%
MATH	7.95%	8.23%	8.77%	9.55%	9.91%
ART	8.05%	8.76%	8.97%	9.32%	8.99%
SRPSTC	11.06%	8.72%	6.69%	6.39%	6.19%
SCI	7.28%	7.38%	7.50%	7.72%	8.03%
KA	5.97%	6.41%	7.41%	7.15%	5.98%
H E	5.00%	5.15%	5.18%	4.99%	5.04%
APPREN	6.96%	6.51%	5.07%	3.54%	2.76%
TEC	3.07%	3.14%	3.13%	3.40%	3.55%
HCD	1.88%	1.93%	1.93%	1.54%	1.76%
Unknown	0.28%	0.50%	0.45%	0.40%	0.46%
LIB	0.28%	0.38%	0.28%	0.30%	0.23%
WEXP	0.16%	0.18%	0.19%	0.17%	0.16%

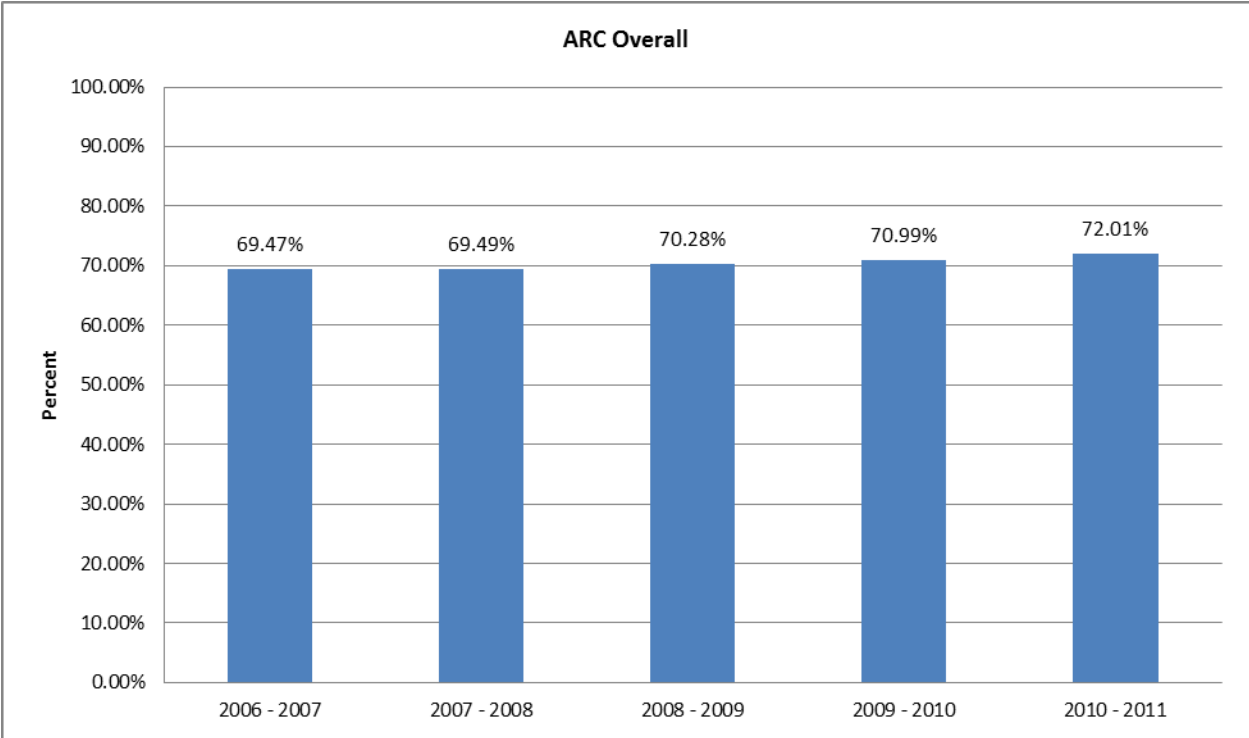
Student Performance

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 a more detailed perspective of success rate.

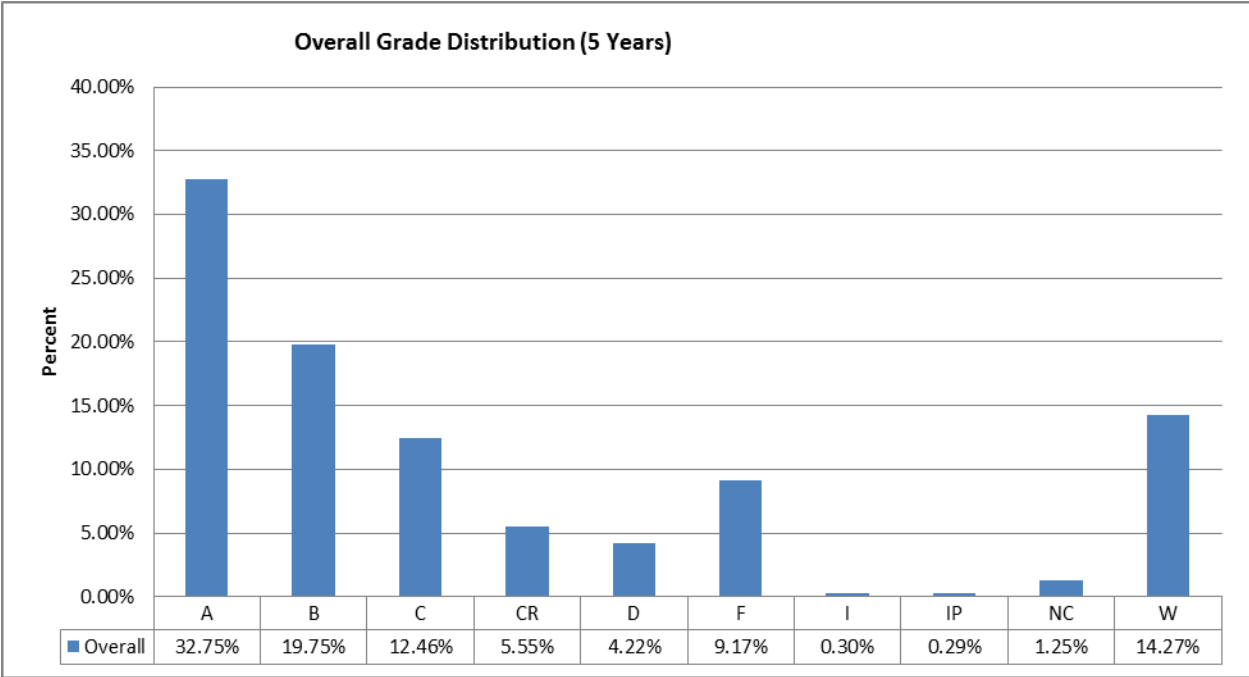
As indicated in earlier sections, the Public Safety Training Center and the Apprenticeship program represent a significant proportion of enrollments at ARC. Students in these two programs have an overall success rate of 95% over the past five years, and to better view the student academic performance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

The Public Safety Training Center and the Apprenticeship program have been removed from the analysis for success rates in this section.

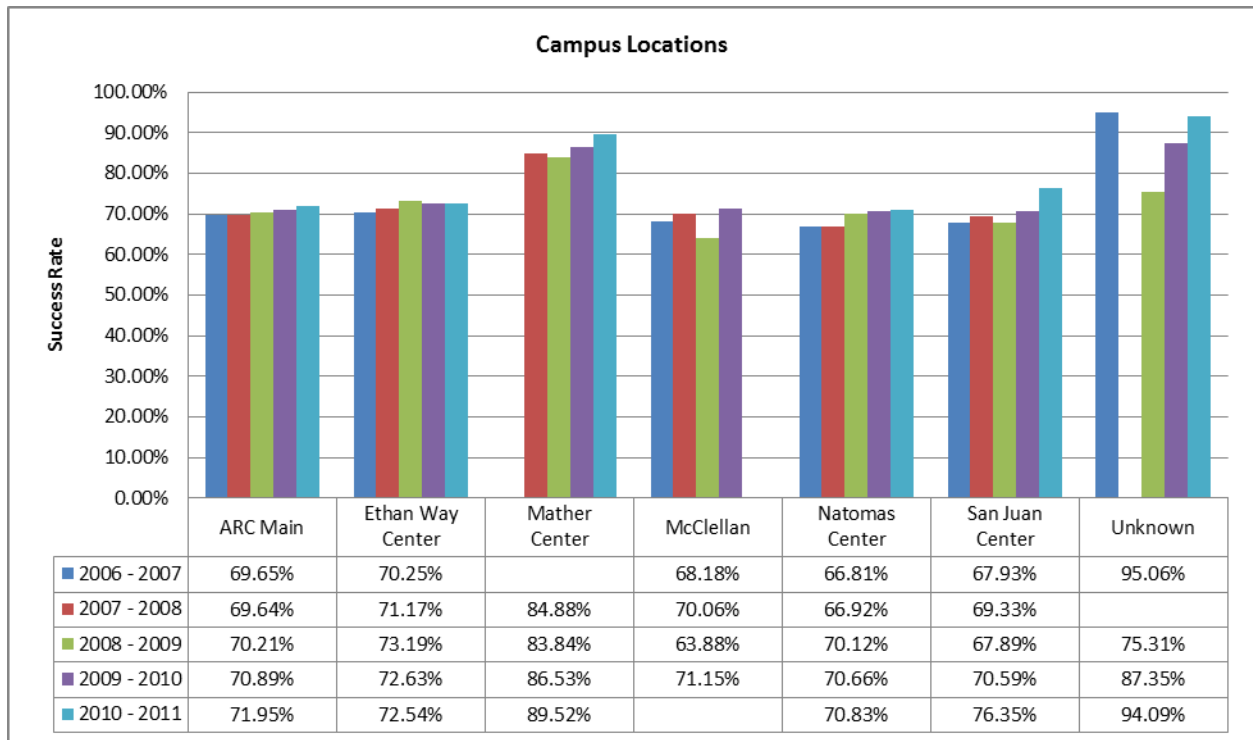
Overall Student Success Rate



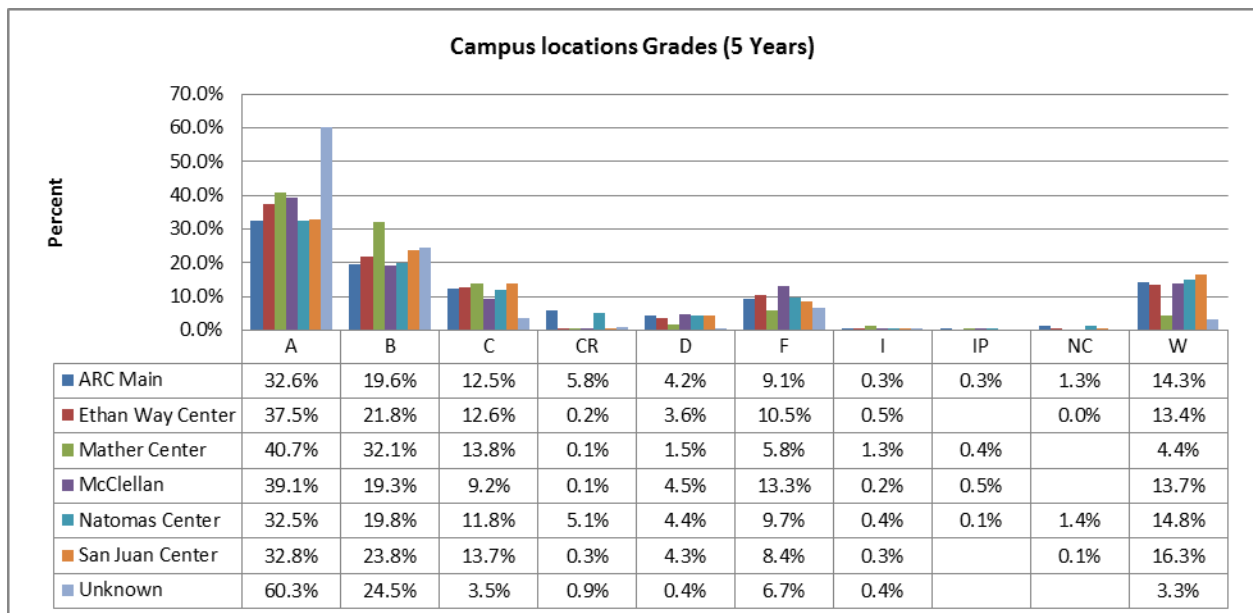
The ARC success rate has remained relatively stable over the past five years. The overall five year grade distribution shown below and on the following pages indicates that overall, the most frequent grade awarded at ARC over this period has been the “A” Grade notation.



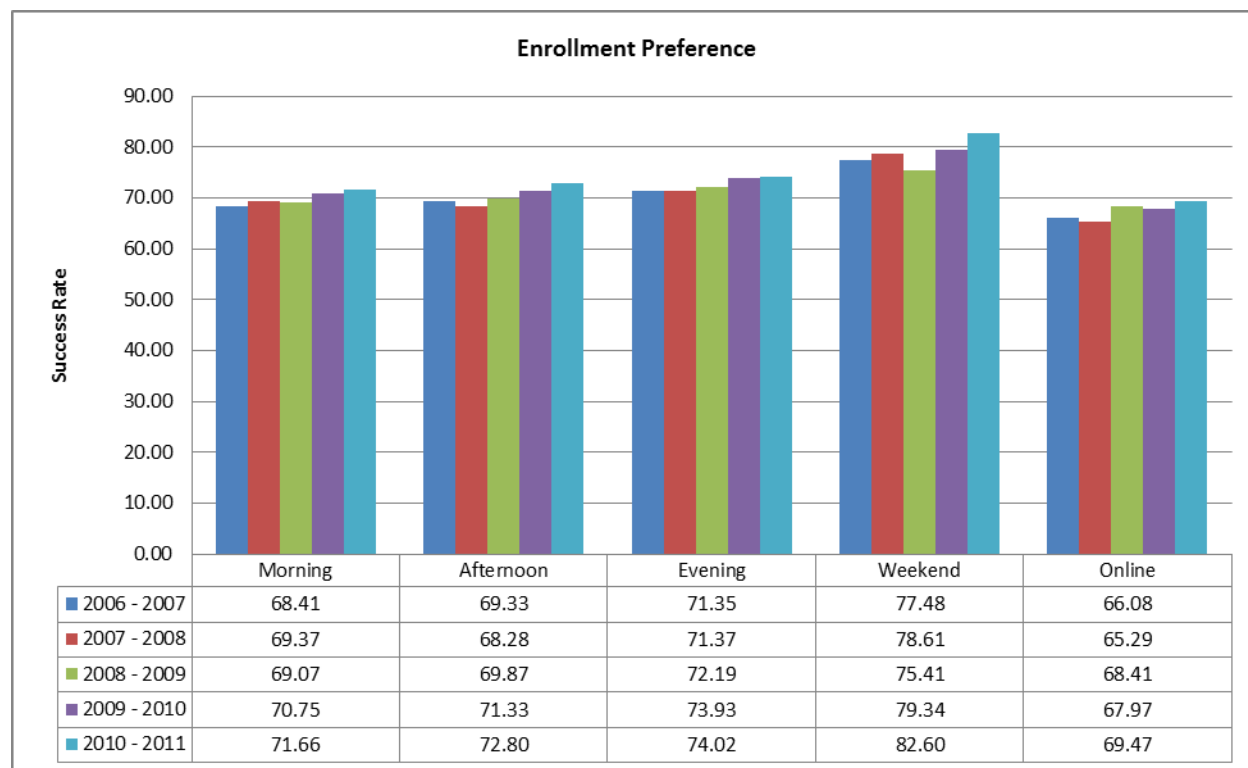
Campus Location: Success Rates and Grades



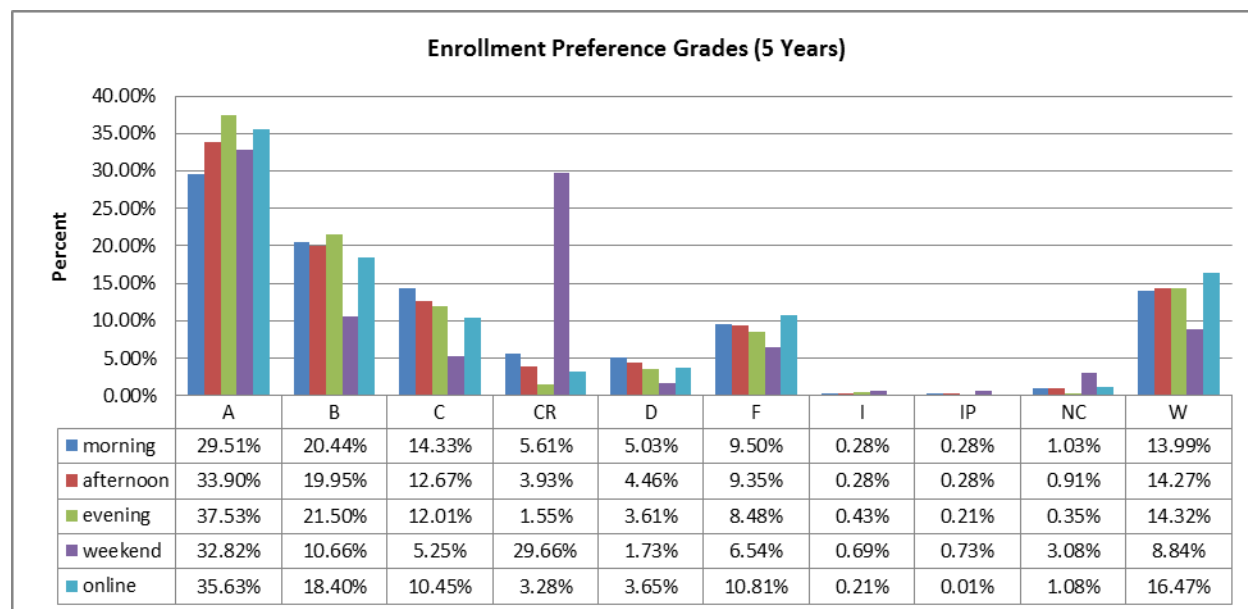
The success rates for each ARC campus location over five years are shown above. The W grade represents a withdrawal grade initiated after first-census.



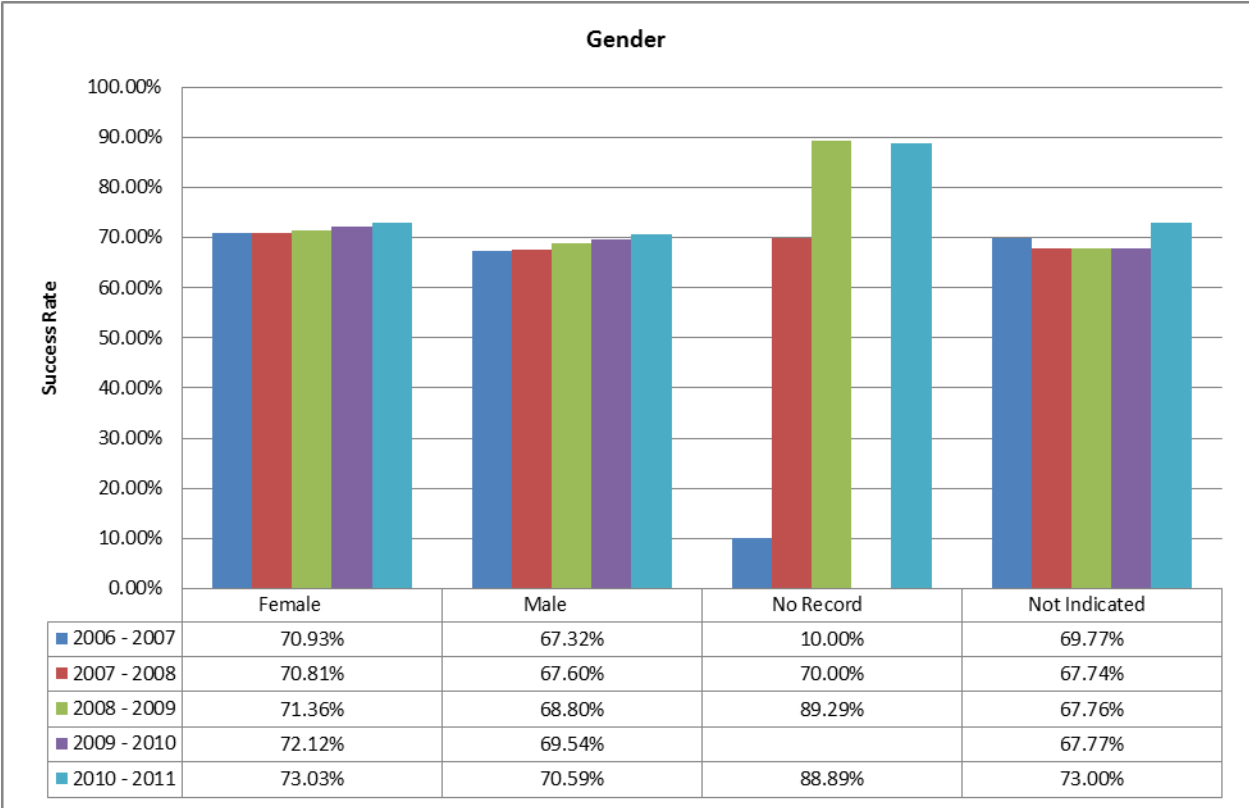
Morning, Afternoon, Evening, Weekend and Online: Success Rates and Grades



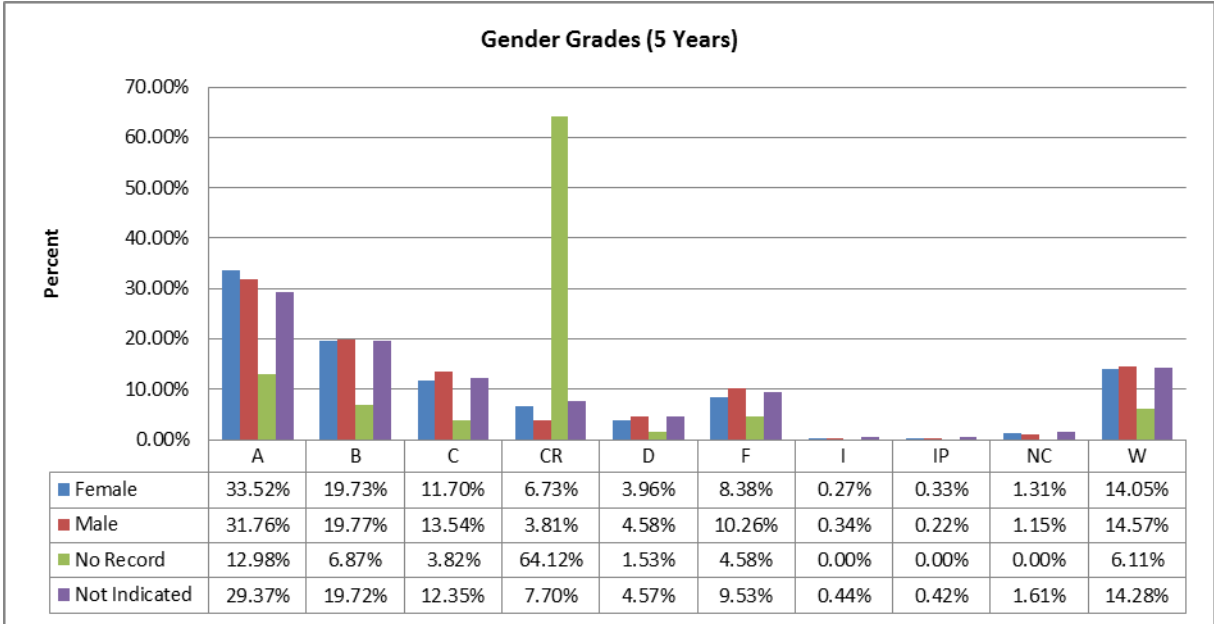
The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and reflects differences associated with students who work (weekend and evening), students who augment their current classroom schedule with online courses, and students that can attend during the day time hours. Refer to the enrollment section for these categories on page 5 for definitions of Morning , Evening, Weekend, and Online categories.



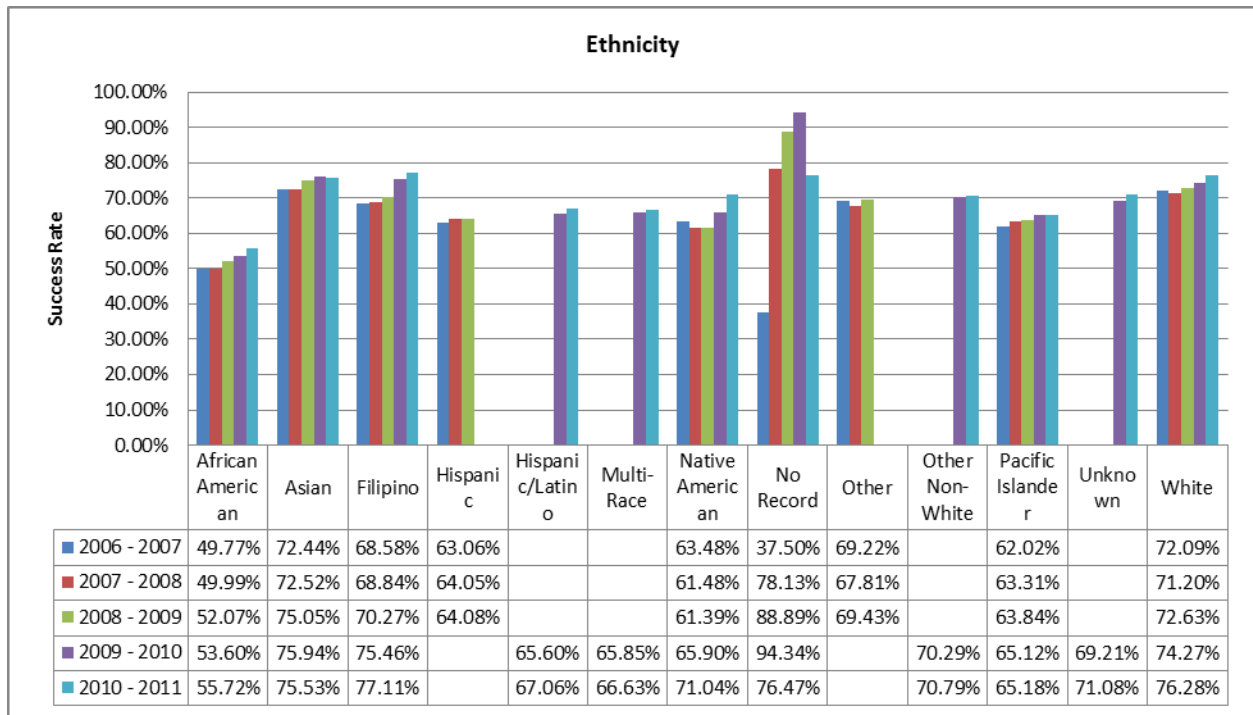
Gender: Success Rate and Grades



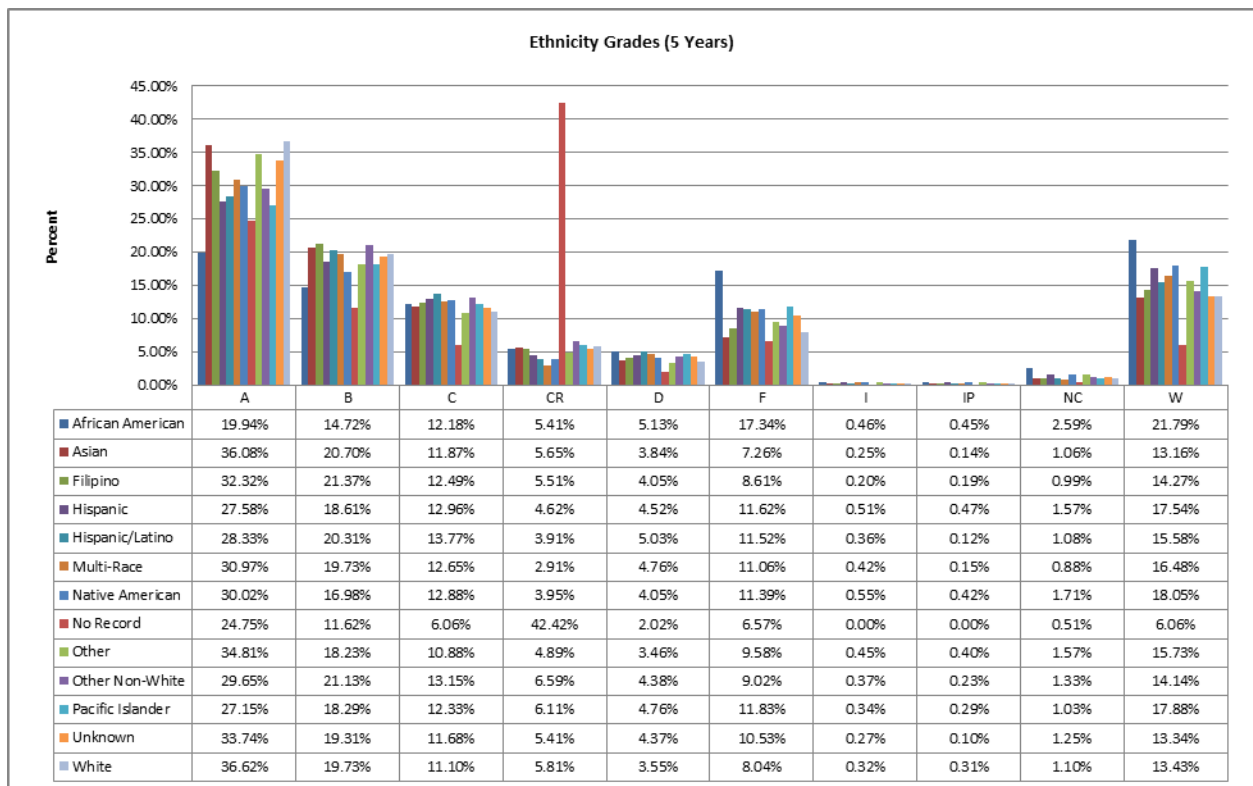
Female students demonstrate higher success rates than males overall and the subtle differences are further seen in the grade distribution shown below.



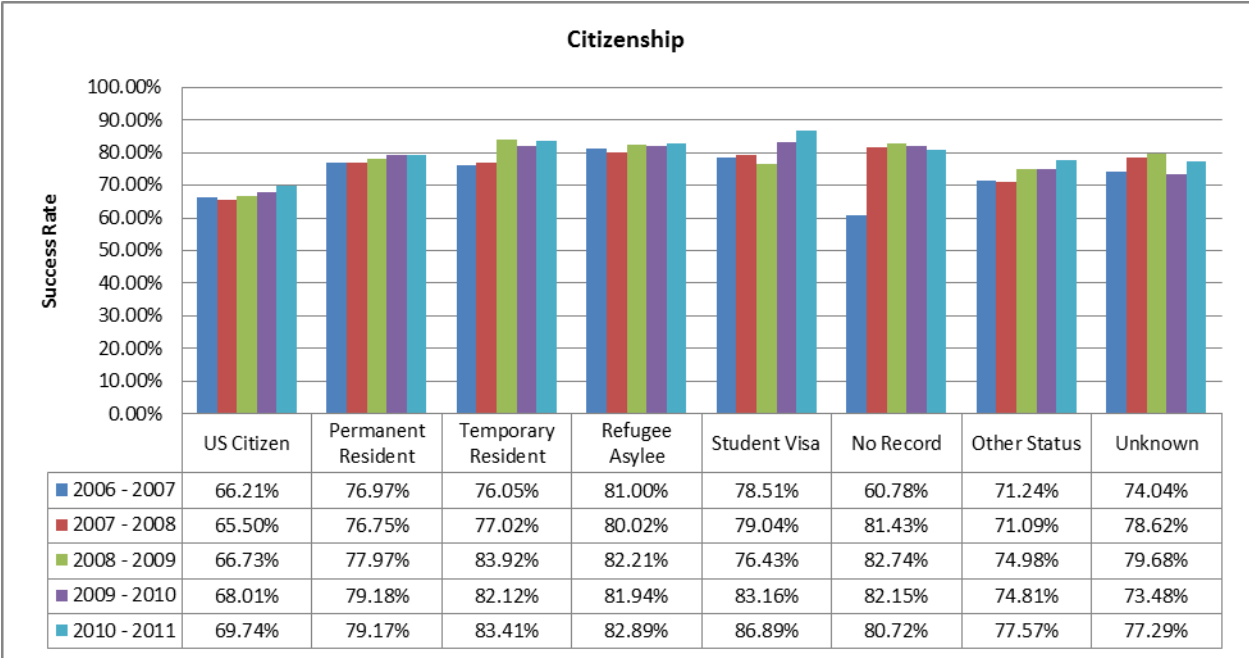
Ethnicity: Success Rates and Grades



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

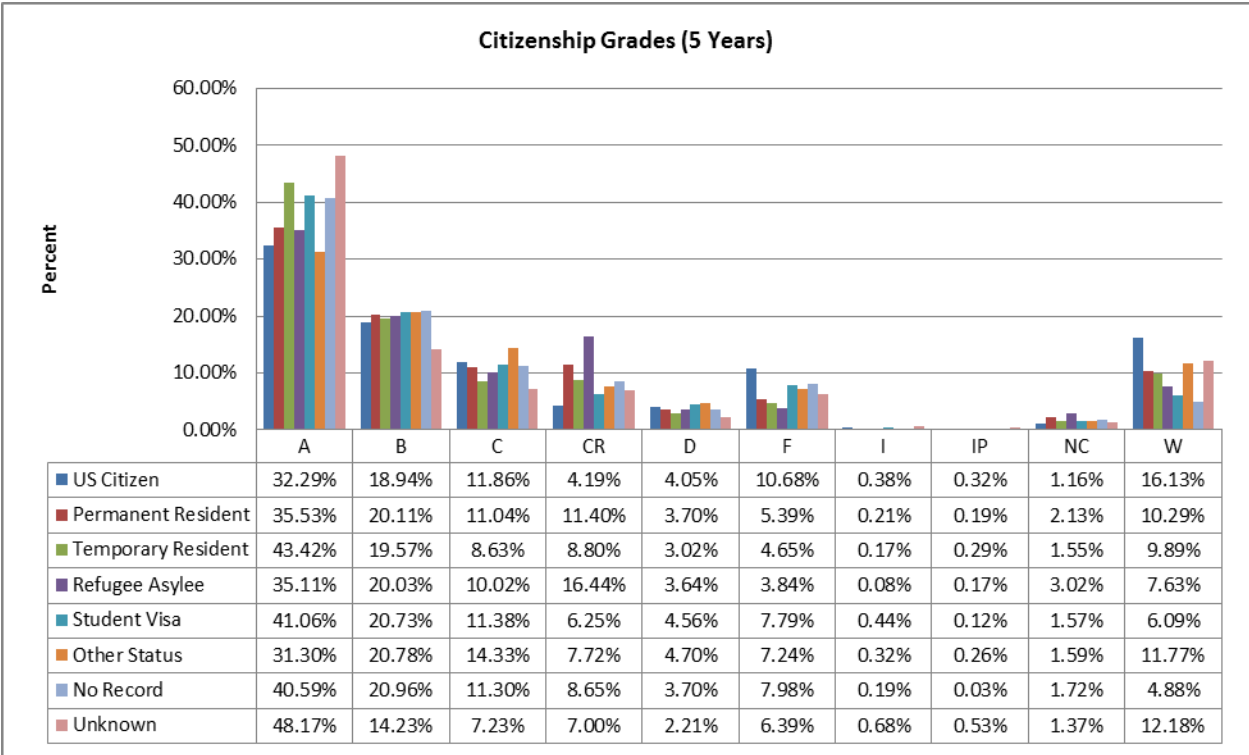


Citizenship: Success Rate and Grades

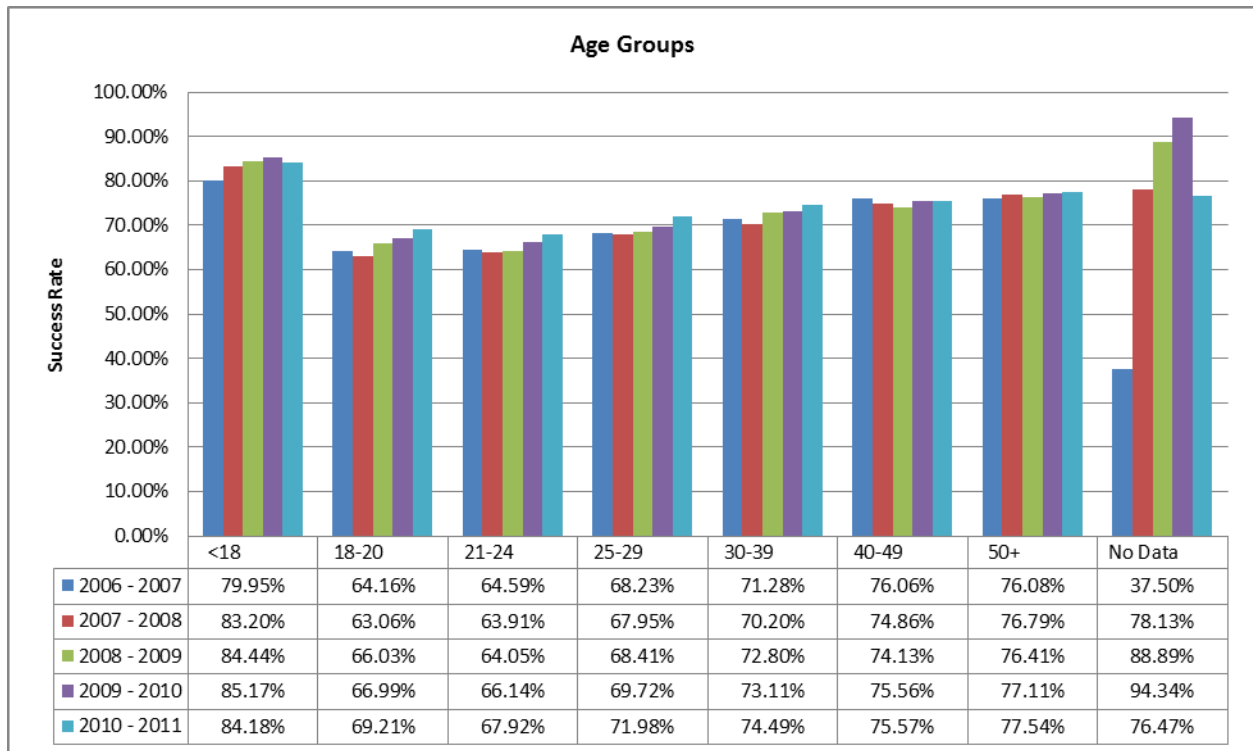


It is interesting to note that every citizenship category shown above has higher success rates than those for the U.S Citizen group.

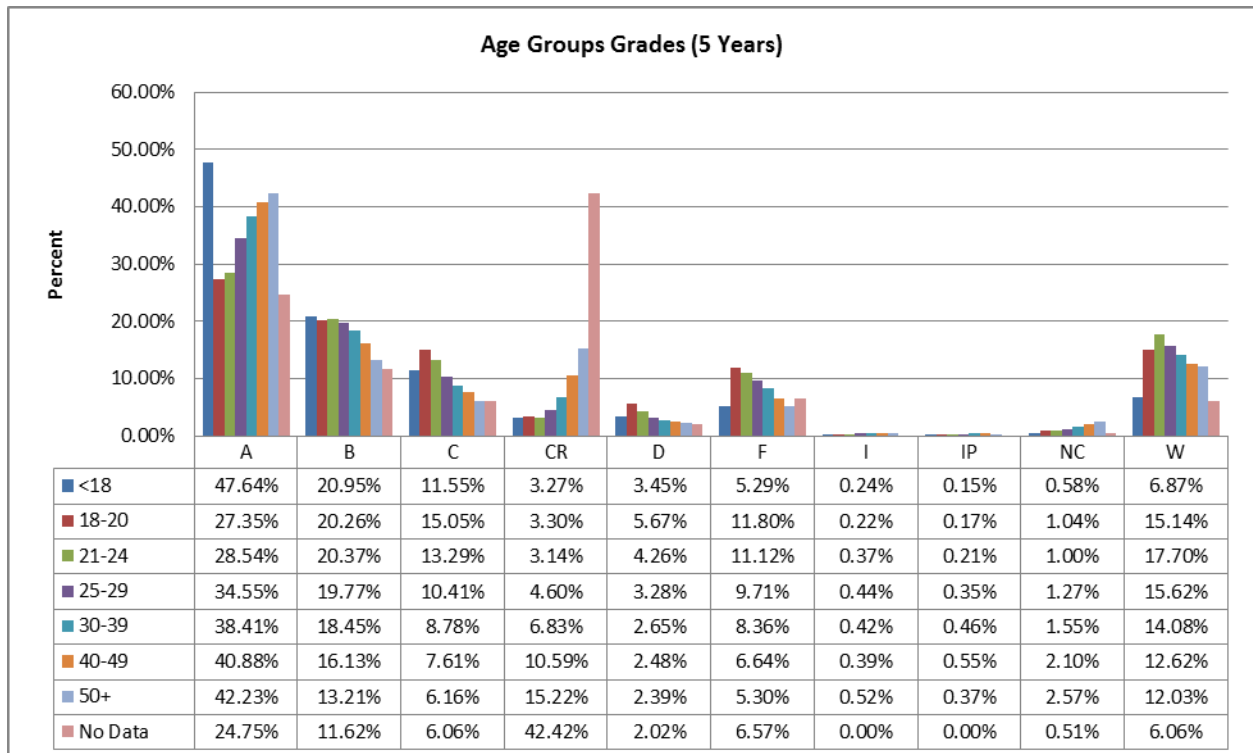
The non U.S. Citizen groups represented about 17% of the total student population in 2010-2011, and indicate the shifting landscape of diversity attending ARC.



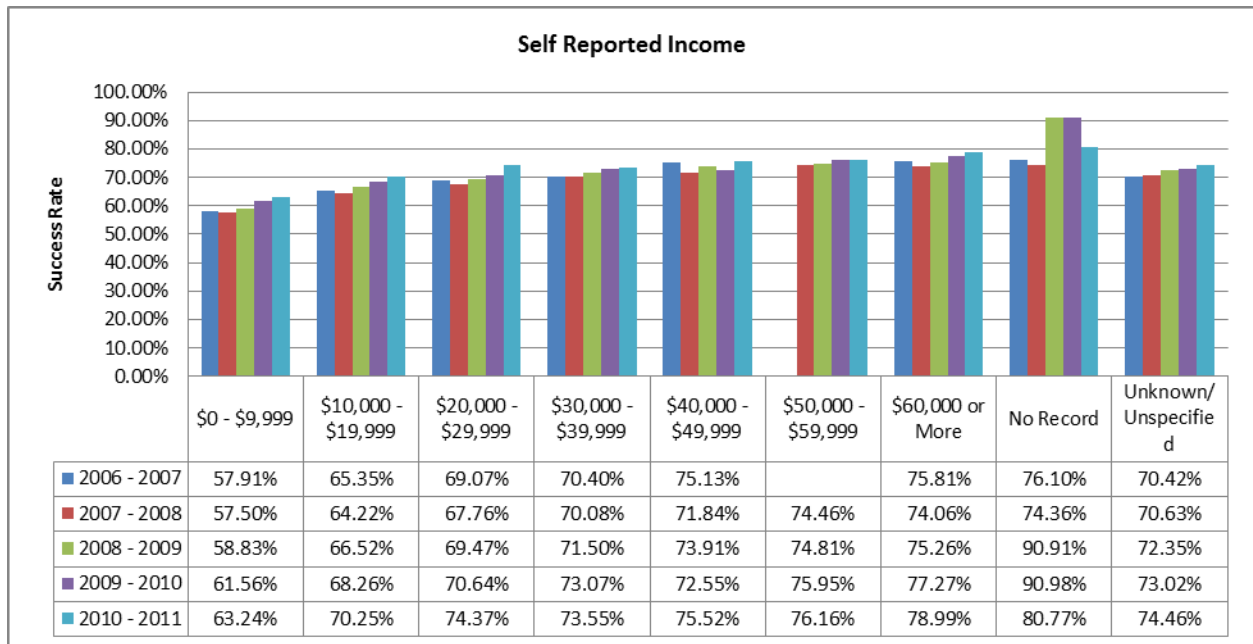
Age Groups: Success Rates and Grades



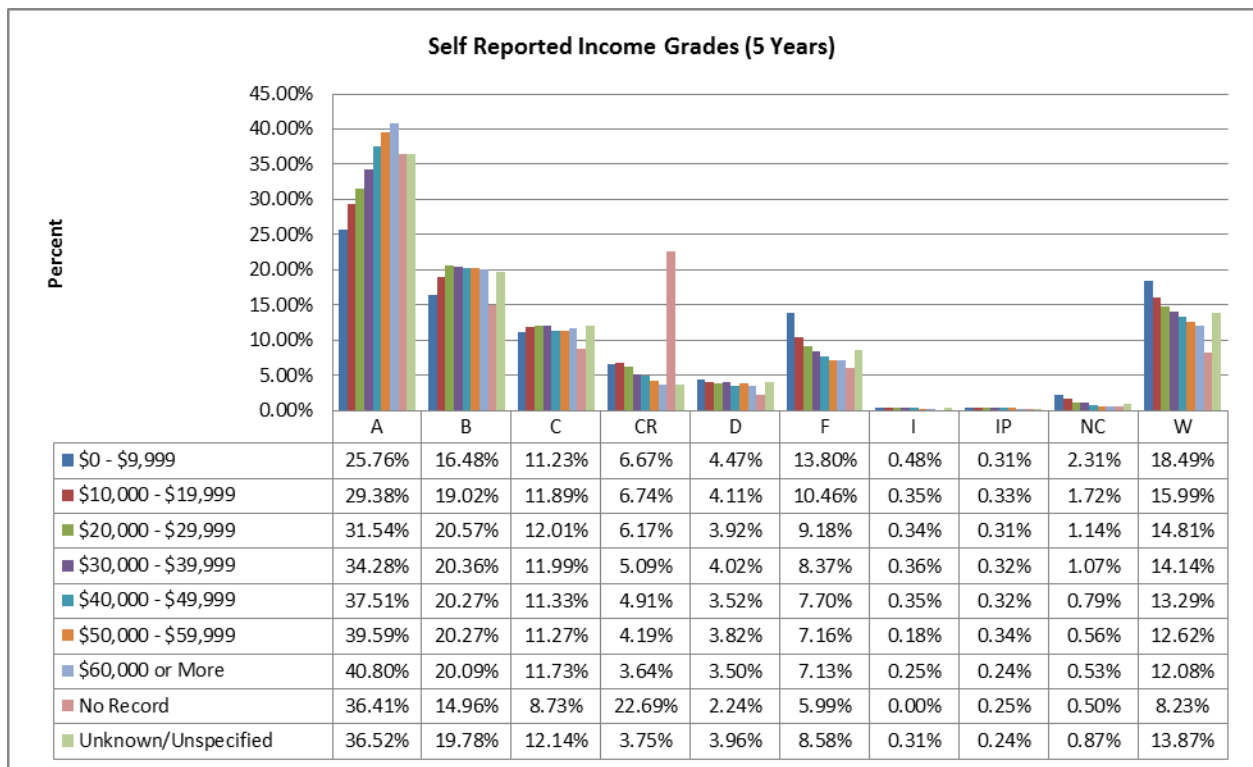
The under 18 group above generally represents the Advance Ed. students who are enrolled in high school and also enroll in courses at ARC. All age categories except 40-49 show increased success rates.



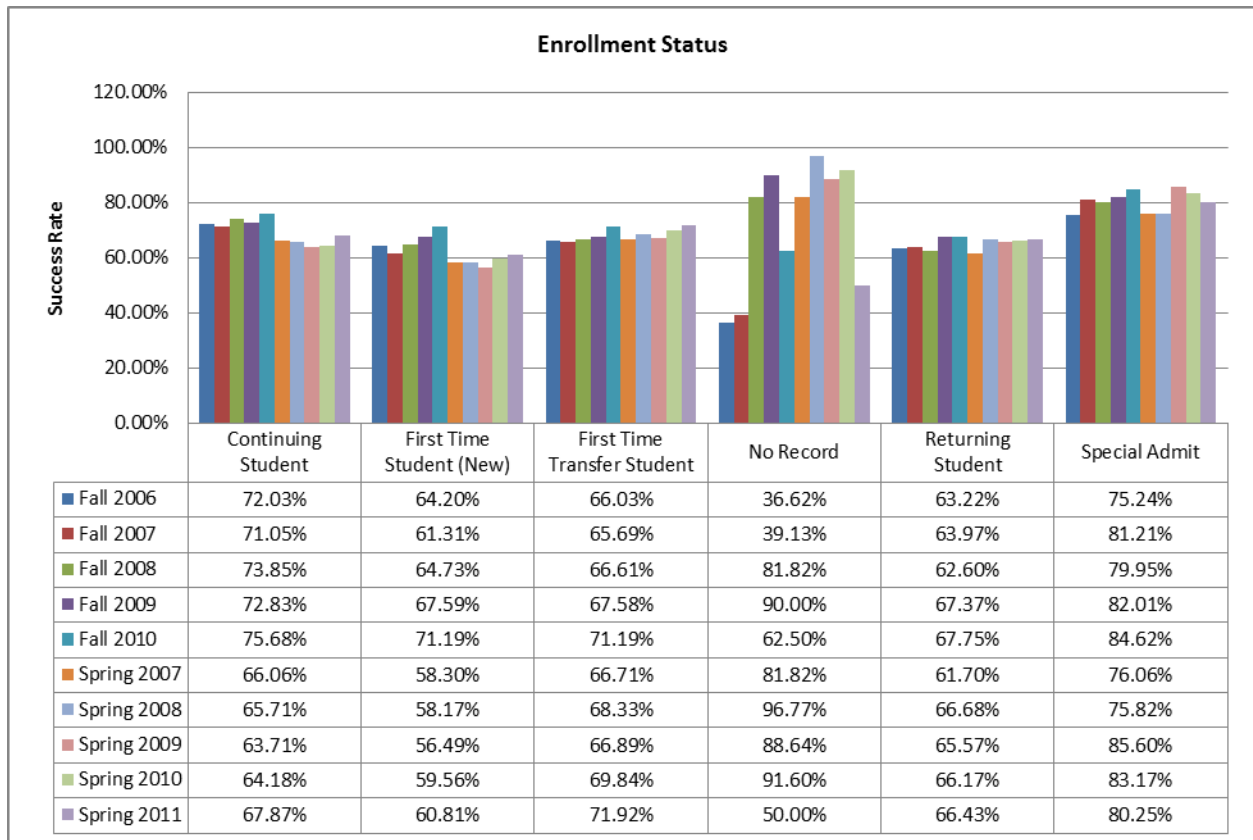
Self Reported Income: Success Rates and Grades



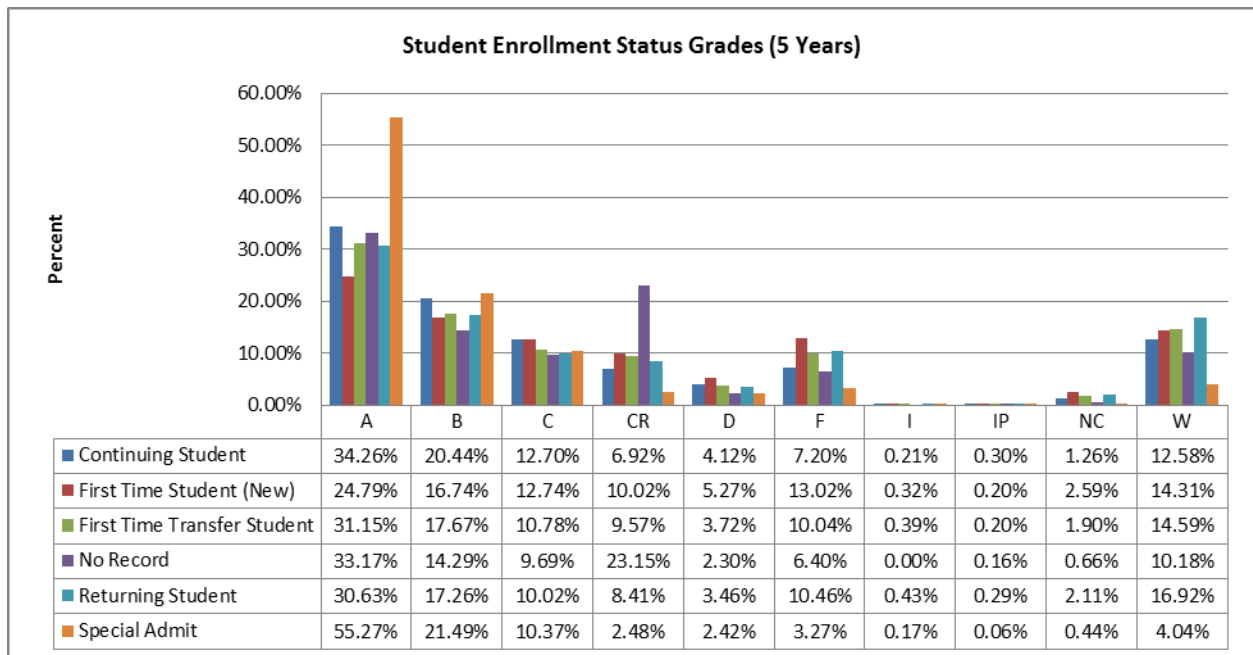
One of the oldest educational predictors of the degree of student success has been socio-economic status, and in general the relationship between self-reported income and student success holds at ARC. Note the percentage of “A” and “B” grades by self-reported income in the chart below. Contrast these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



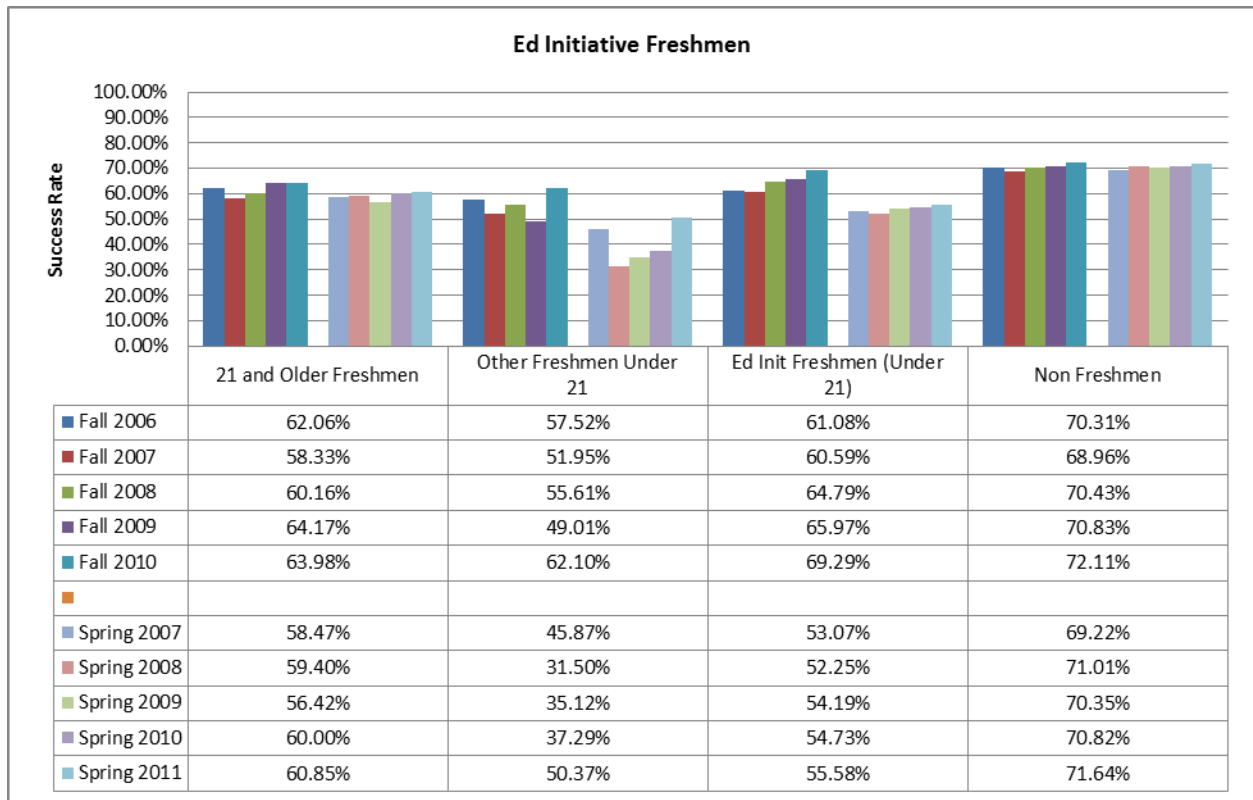
Enrollment Status: Success Rate and Grades



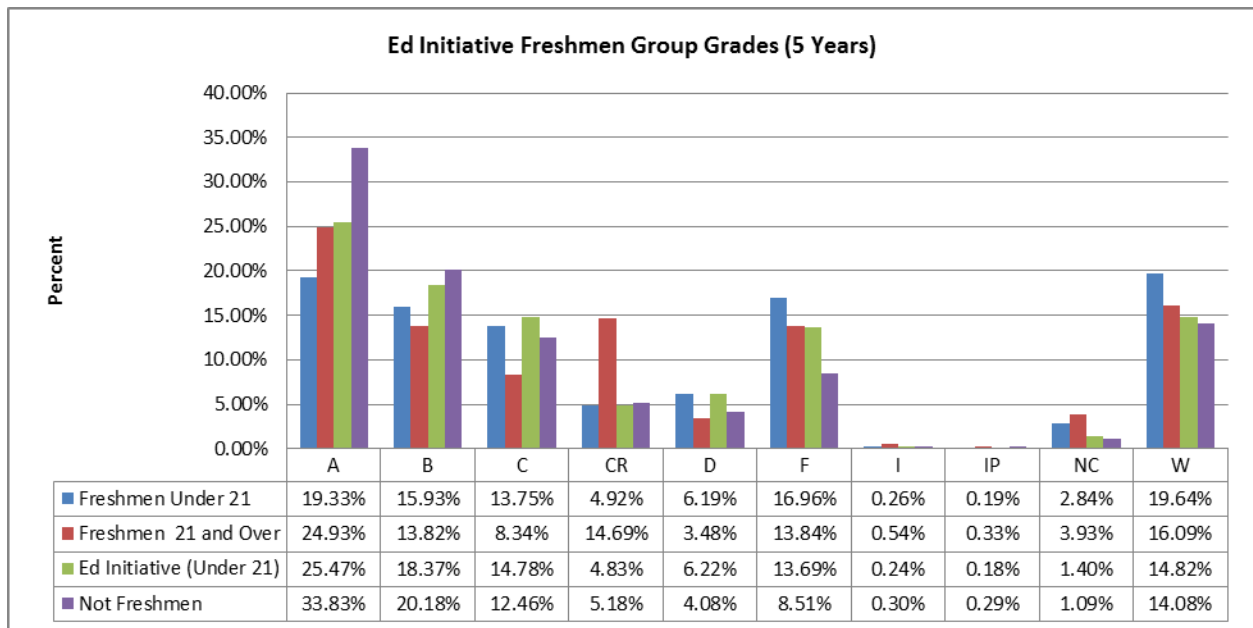
The success rates shown above illustrate differences across student groups attending ARC. Refer to Enrollment Status on page 13 for definitions of these groups.



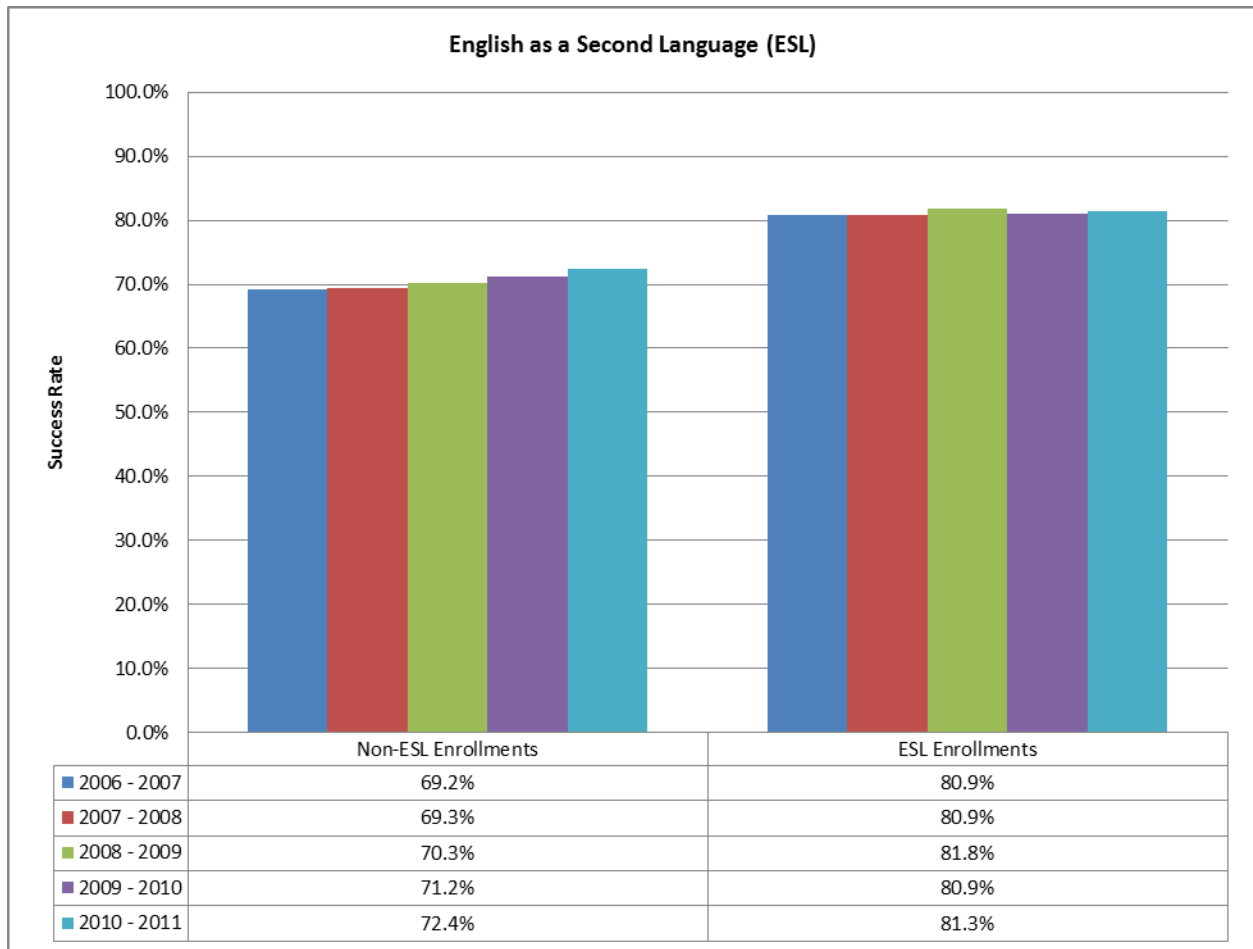
Educational Initiative Freshmen Groups: Success Rates and Grades



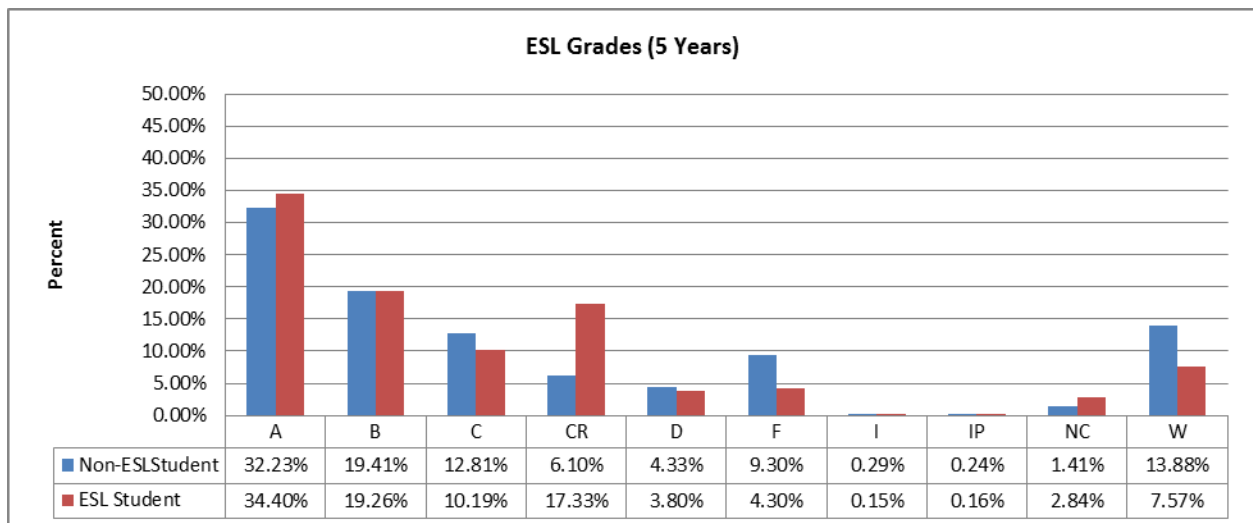
The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen under the age of 21 years that have achieved a high school degree or equivalency. The college made a committed effort to track this cohort through a number of enhanced support activities beginning in 2006-2007. Refer to page 13 for definitions of these Ed Initiative groups.



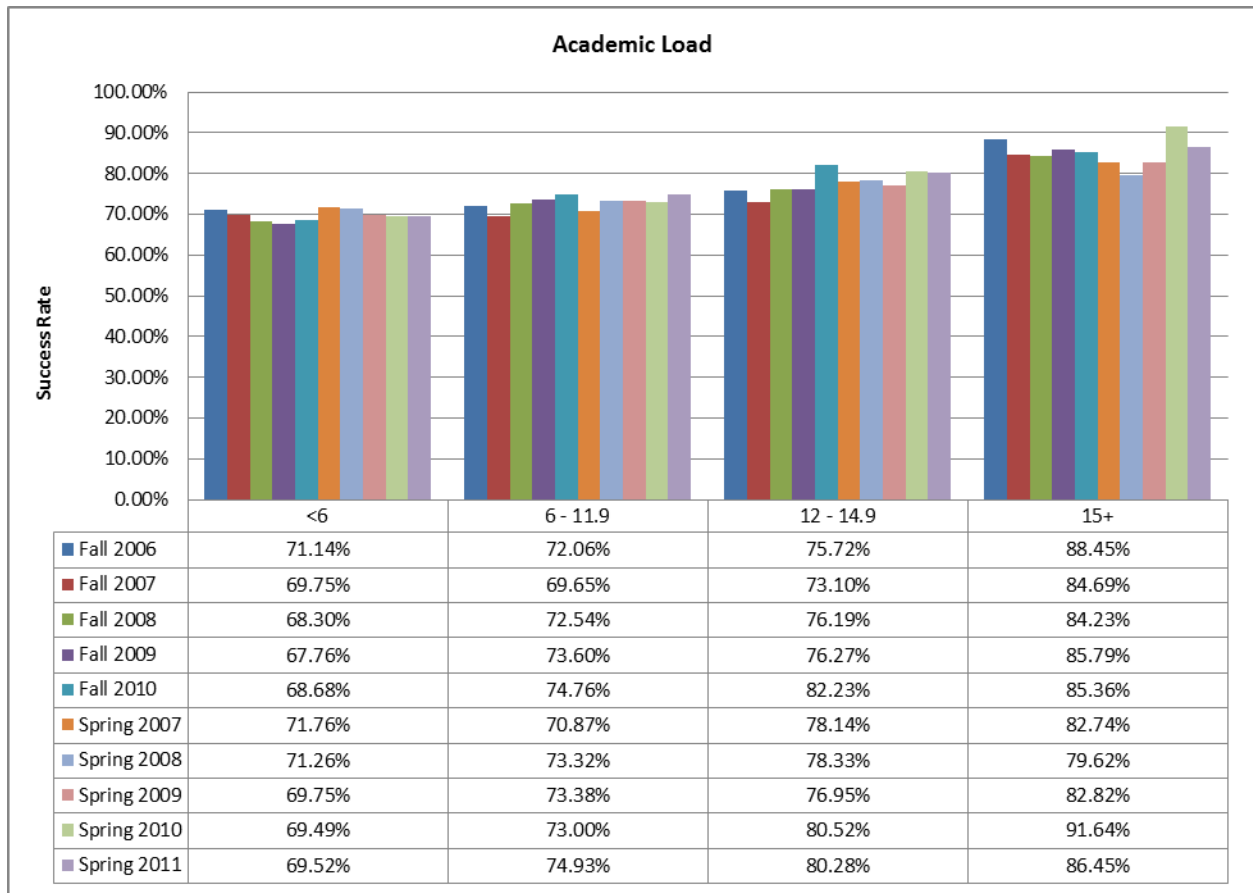
English as a Second Language (ESL): Success Rates and Grades



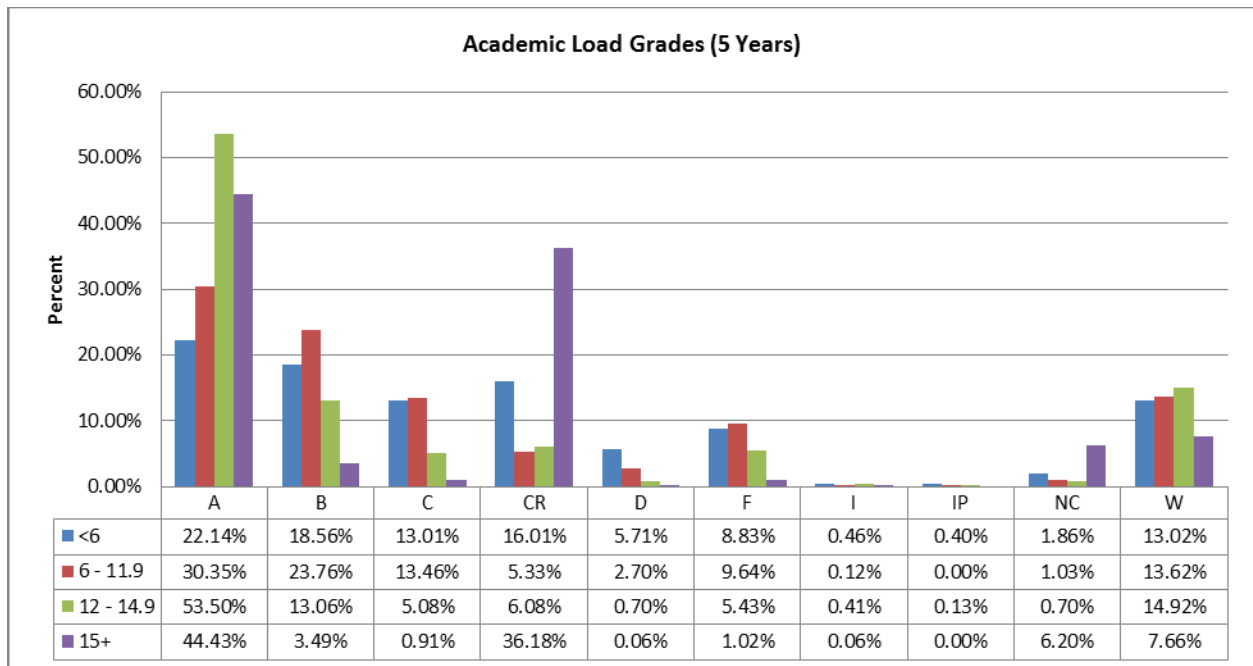
For the past five years, ESL students (English as a Second Language) have demonstrated high success rates when compared to the general population. ESL students are defined as having completed one or more ESL courses at ARC and the success rates shown above and grade distribution shown below represent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



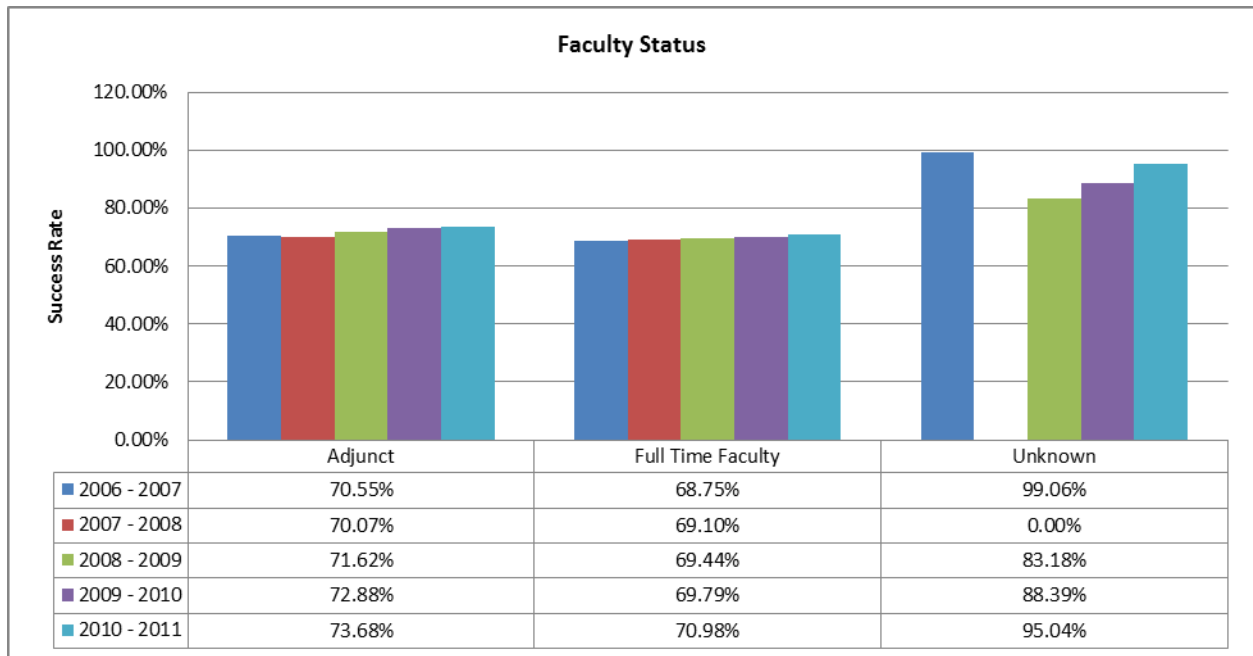
Academic Load: Success Rates and Grades



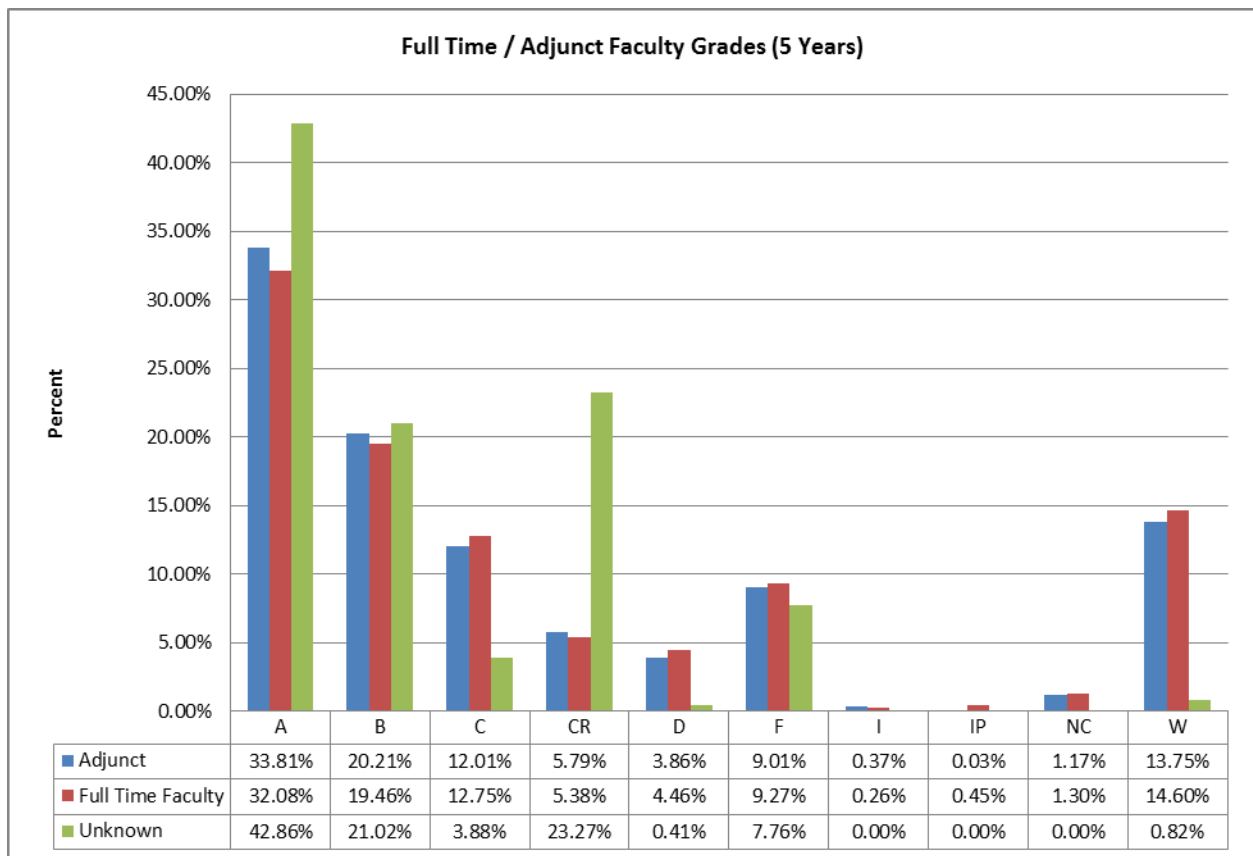
Unit load categories are defined as: below 6 units, 6 to below 12 units, 12 to below 15 units, and 15 units and above.



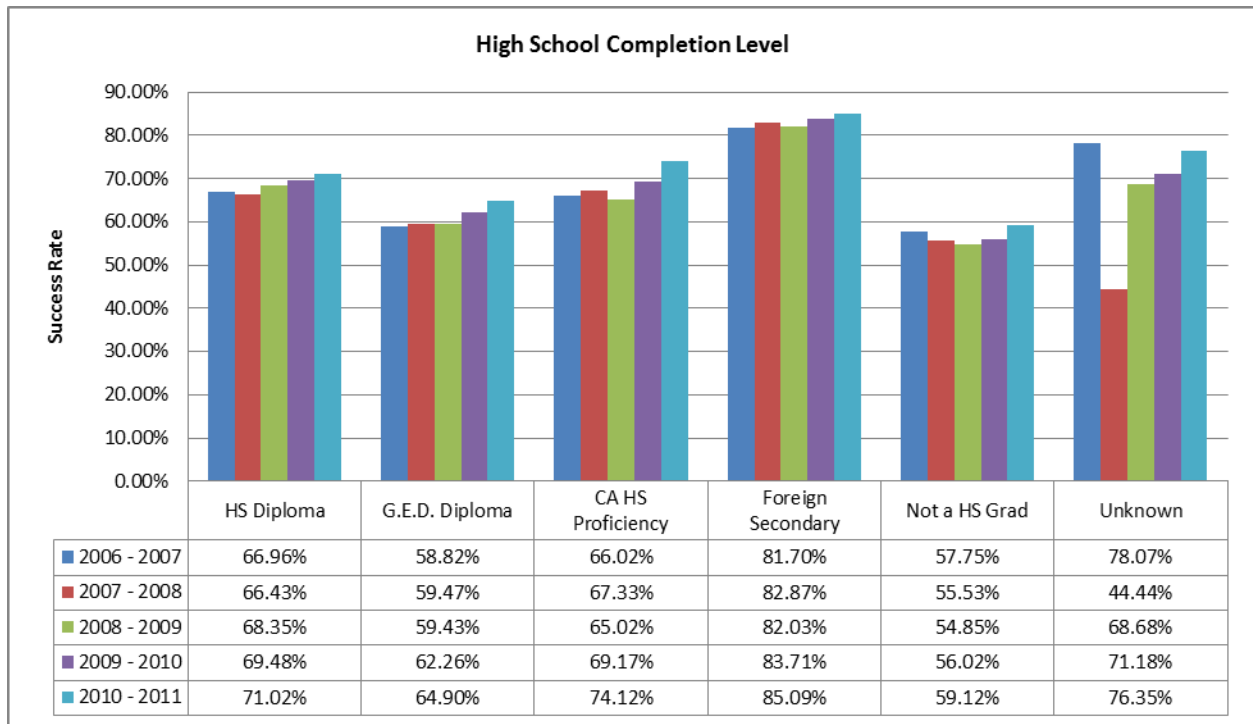
Full-time/Adjunct Faculty: Success Rates and Grades



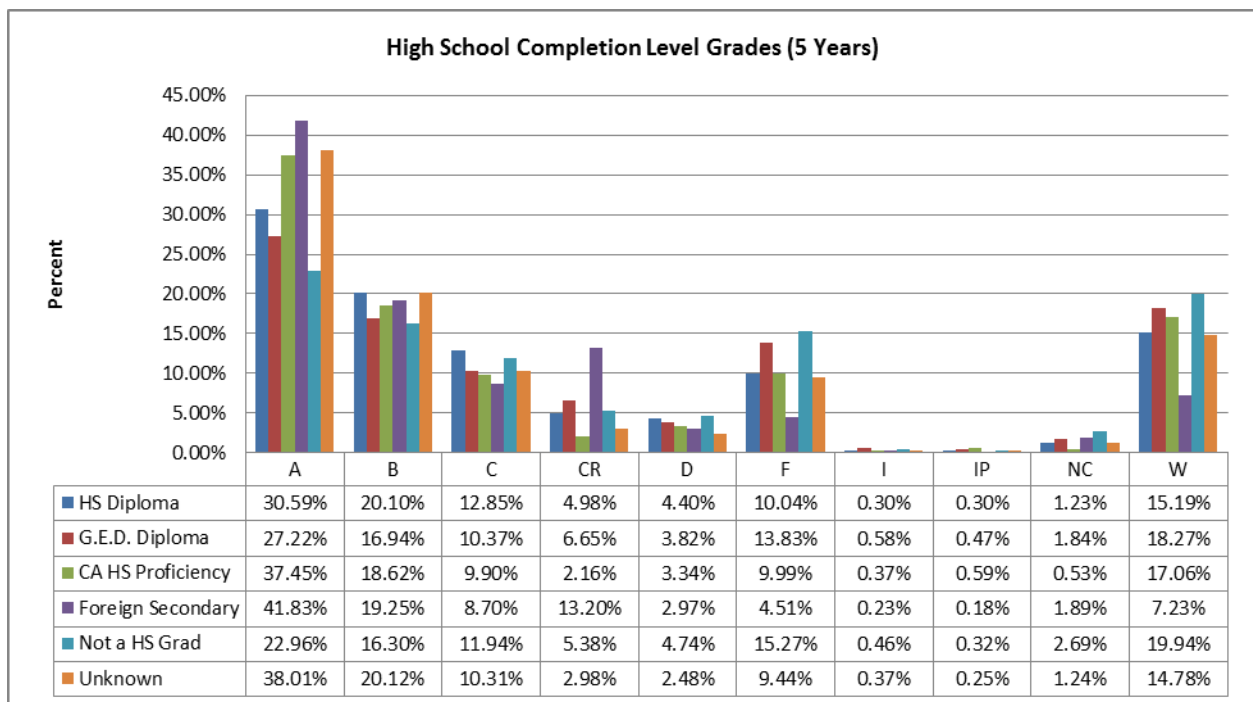
There are no appreciable differences in student success rates for courses taught by full-time or adjunct faculty.



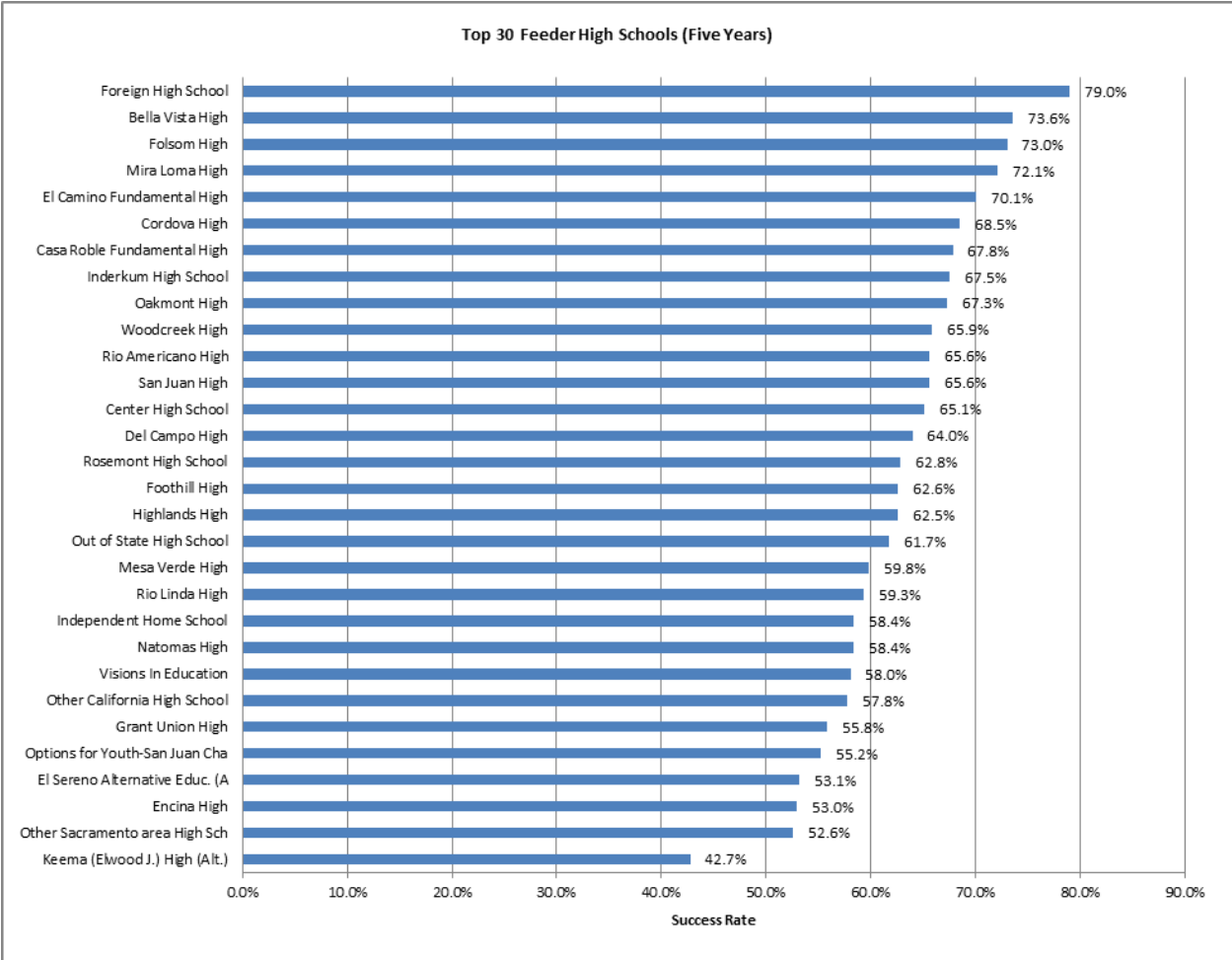
High School Completion Level: Success Rates and Grades



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



Top 30 Feeder High Schools: Success Rates

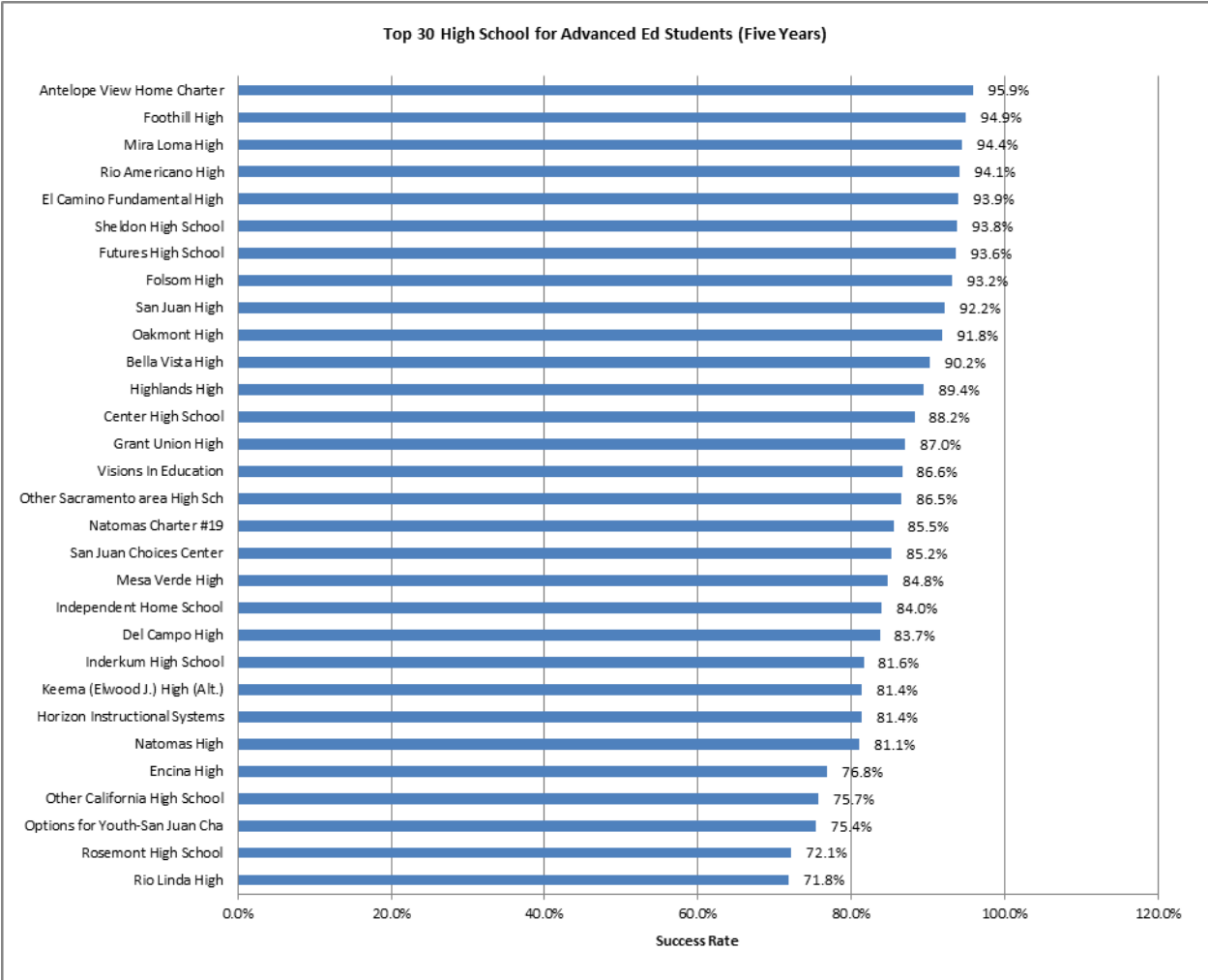


High School	Success Rate	Enrollments
Foreign High School	79.0%	1109
Bella Vista High	73.6%	1521
Folsom High	73.0%	526
Mira Loma High	72.1%	2187
El Camino Fundamental High	70.1%	2722
Cordova High	68.5%	1531
Casa Roble Fundamental High	67.8%	845
Inderkum High School	67.5%	1592
Oakmont High	67.3%	1073
Woodcreek High	65.9%	589
Rio Americano High	65.6%	1867
San Juan High	65.6%	1019
Center High School	65.1%	1839
Del Campo High	64.0%	2339
Rosemont High School	62.8%	701
Foothill High	62.6%	1665
Highlands High	62.5%	1014
Out of State High School	61.7%	1212
Mesa Verde High	59.8%	991
Rio Linda High	59.3%	2168
Independent Home School	58.4%	819
Natomas High	58.4%	1340

High School	Success Rate	Enrollments
Visions In Education	58.0%	2088
Other California High School	57.8%	5373
Grant Union High	55.8%	1418
Options for Youth-San Juan Cha	55.2%	616
El Sereno Alternative Educ. (A	53.1%	542
Encina High	53.0%	644
Other Sacramento area High Sch	52.6%	1464
Keema (Elwood J.) High (Alt.)	42.7%	496

The ranked success rates for the top 30 high schools are shown above. The 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	Enrollments
Antelope View Home Charter	95.9%	122
Foothill High	94.9%	217
Mira Loma High	94.4%	540
Rio Americano High	94.1%	459
El Camino Fundamental High	93.9%	198
Sheldon High School	93.8%	176
Futures High School	93.6%	125
Folsom High	93.2%	44
San Juan High	92.2%	77
Oakmont High	91.8%	49
Bella Vista High	90.2%	133
Highlands High	89.4%	179
Center High School	88.2%	323
Grant Union High	87.0%	123
Visions In Education	86.6%	679
Other Sacramento area High Sch	86.5%	459
Natomas Charter #19	85.5%	124
San Juan Choices Center	85.2%	81
Mesa Verde High	84.8%	79

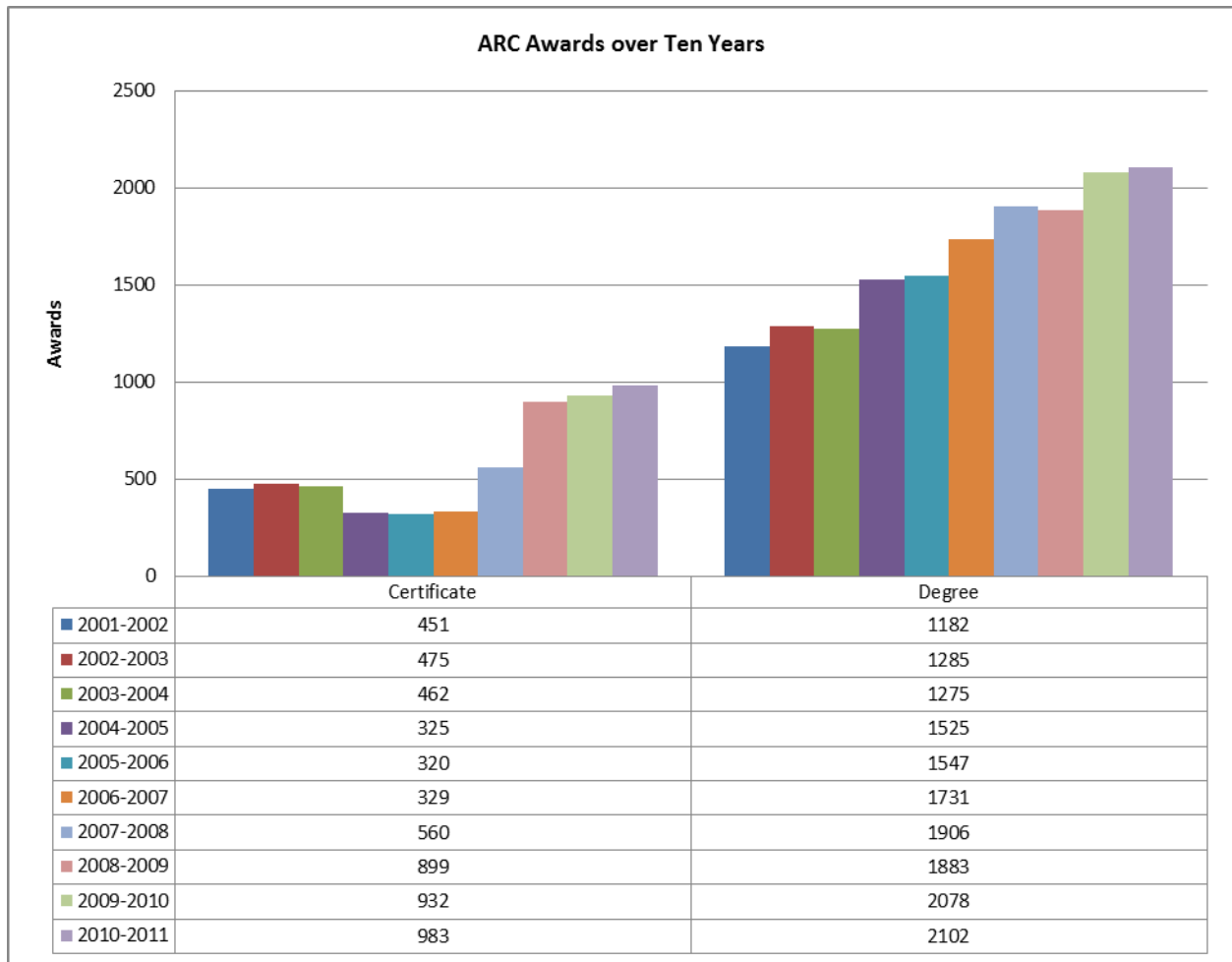
High School	Success Rate	Enrollments
Independent Home School	84.0%	187
Del Campo High	83.7%	135
Inderkum High School	81.6%	299
Horizon Instructional Systems	81.4%	113
Keema (Elwood J.) High (Alt.)	81.4%	113
Natomas High	81.1%	296
Encina High	76.8%	319
Other California High School	75.7%	424
Options for Youth-San Juan Cha	75.4%	69
Rosemont High School	72.1%	43
Rio Linda High	71.8%	117

The ranked success rates for the top 30 high schools for Advance Ed are shown above. The 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 drop over the past five academic years at ARC has been 2.3 percent, the increase in the total number of degrees awarded during the last five years has been 21.4 percent. The number of certificates awarded in 2010-2011 increased by 51 from 2009-2010 (5.5%).

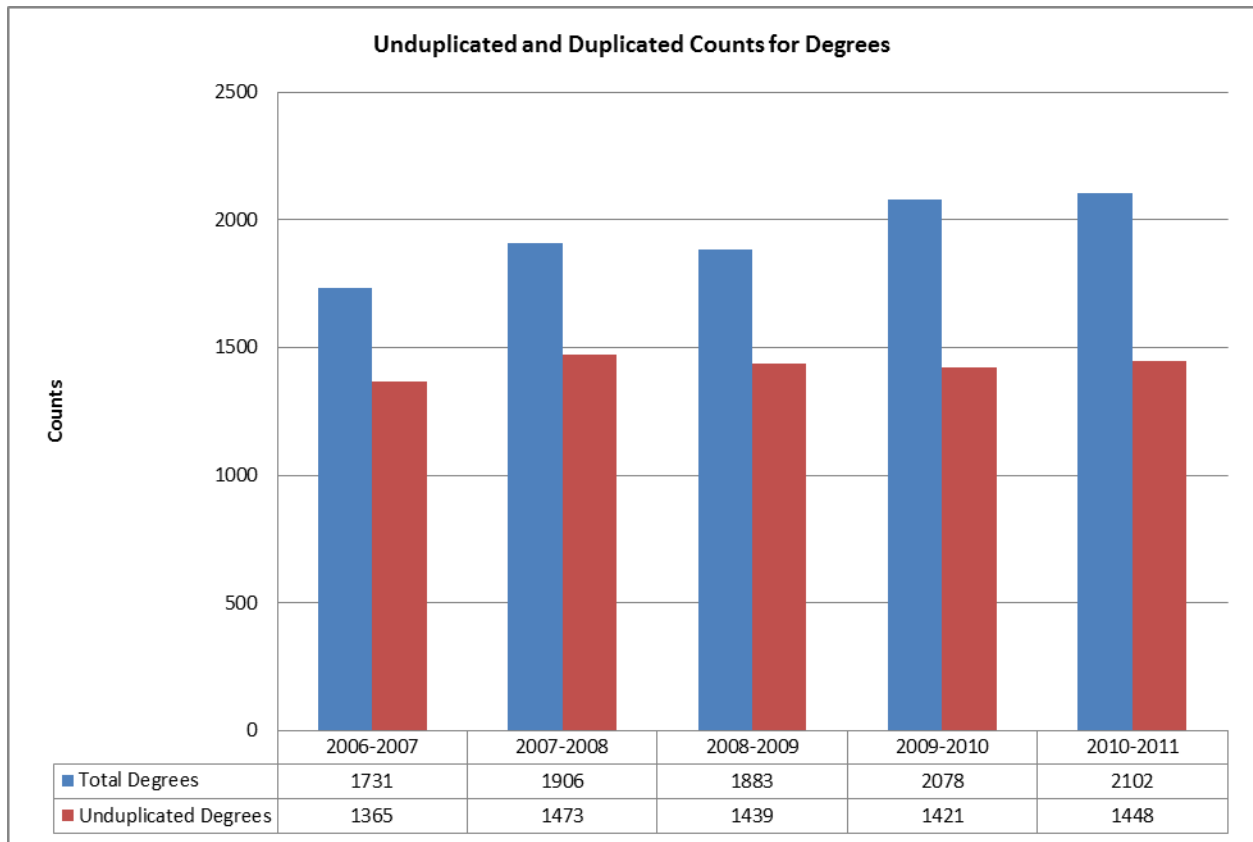
Degrees and Certificates Awarded by Area Over 10 Years

Area AA/AS Degrees	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Yr Total	Total Percent
Apprenticeship	2	4	1	1	1	1	2	3	12	7	33	0.20%
Behavioral & Social Science	86	98	127	175	175	196	221	256	414	518	2266	13.72%
Computer Sci. & Info Tech	152	197	155	134	131	129	144	164	175	177	1558	9.43%
English	8	16	10	13	10	18	12	6	13	20	126	0.76%
Fine & Applied Arts	29	40	45	54	67	75	80	78	97	94	659	3.99%
Health & Education	112	120	114	190	199	177	193	198	196	195	1694	10.26%
Humanities	4	11	2	13	21	19	14	22	36	64	206	1.25%
Interdisciplinary - Gen Ed	65	76	135	145	145	142	171	155	133	112	1279	7.74%
Mathematics	3	3	1		1	1				1	10	0.06%
Physical Education		5	7	5	6	20	10	12	12	19	96	0.58%
Sac Reg Pub Safety Training Center	13	5	6	7	19	23	15	14	21	18	141	0.85%
Science & Engineering	663	638	631	739	740	885	993	916	913	810	7928	48.01%
Technical Education	45	72	41	49	33	45	51	59	56	67	518	3.14%
Year Total	1182	1285	1275	1525	1547	1731	1906	1883	2078	2102	16514	100.00%

Area Certificates	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Yr Total	Total Percent
Apprenticeship	23	61	36	27	11	4	235	307	222	333	1259	21.95%
Behavioral & Social Science	56	39	68	41	55	54	41	57	79	91	581	10.13%
Computer Sci & Info Tech	159	125	117	58	66	45	50	136	125	122	1003	17.49%
English			1	1	2	2	3	1	3	1	14	0.24%
Fine & Applied Arts	21	35	28	33	36	43	48	55	62	71	432	7.53%
Health & Education	128	135	110	105	79	60	57	141	236	130	1181	20.59%
Humanities	2	14	7	5	8	9	13	9	5	6	78	1.36%
Interdisciplinary - Gen Ed								1	8	8	17	0.30%
Physical Education								4	8	7	19	0.33%
Sac Reg Pub Safety Training Center	11	7	5	2	4	8	9	10	7	34	97	1.69%
Science & Engineering	15	14	13	19	16	13	27	24	16	17	174	3.03%
Technical Education	36	45	77	34	43	91	77	154	161	163	881	15.36%
Year Total	451	475	462	325	320	329	560	899	932	983	5736	100.00%

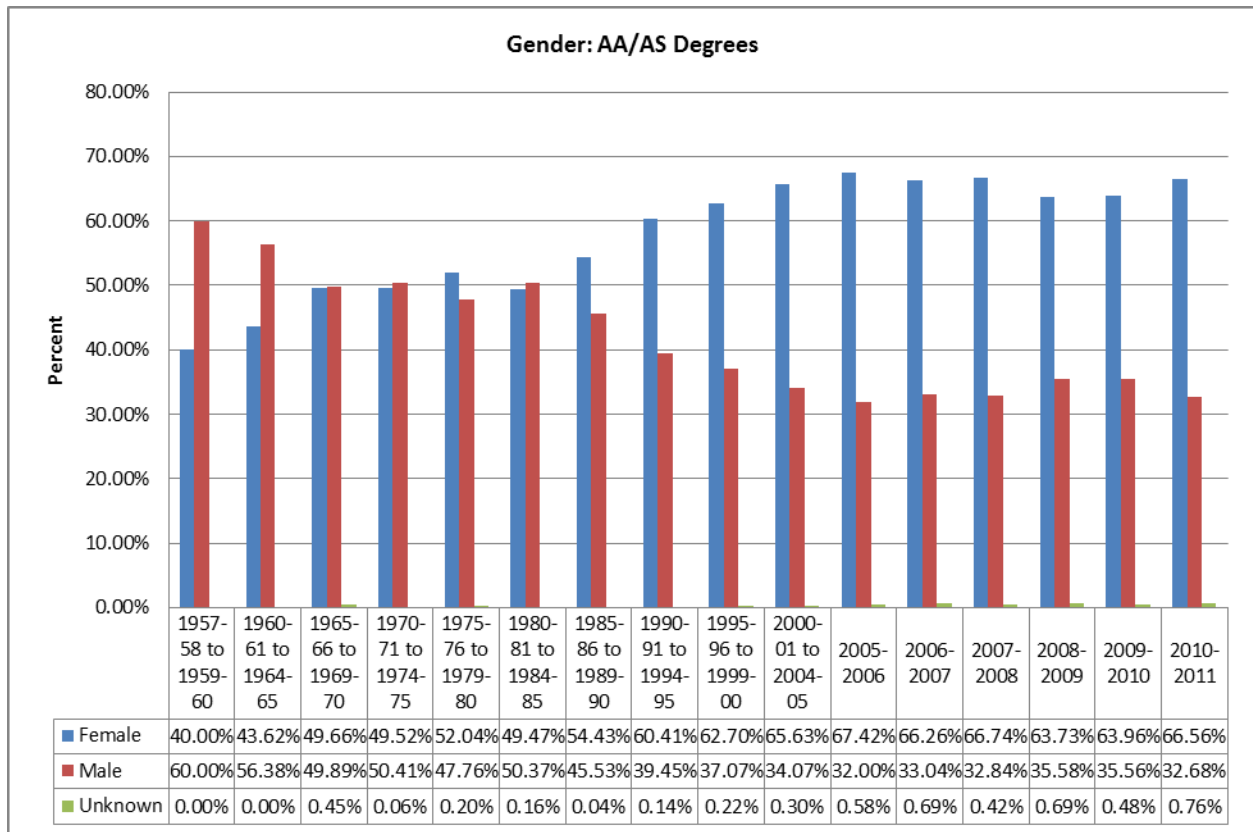
The tables above show the duplicated number of degrees and certificates awarded by each Area over the past 10 years. The total percent column describes the relative percent of awards across Areas for the entire 10 year period.

Unduplicated Counts for Student Degrees



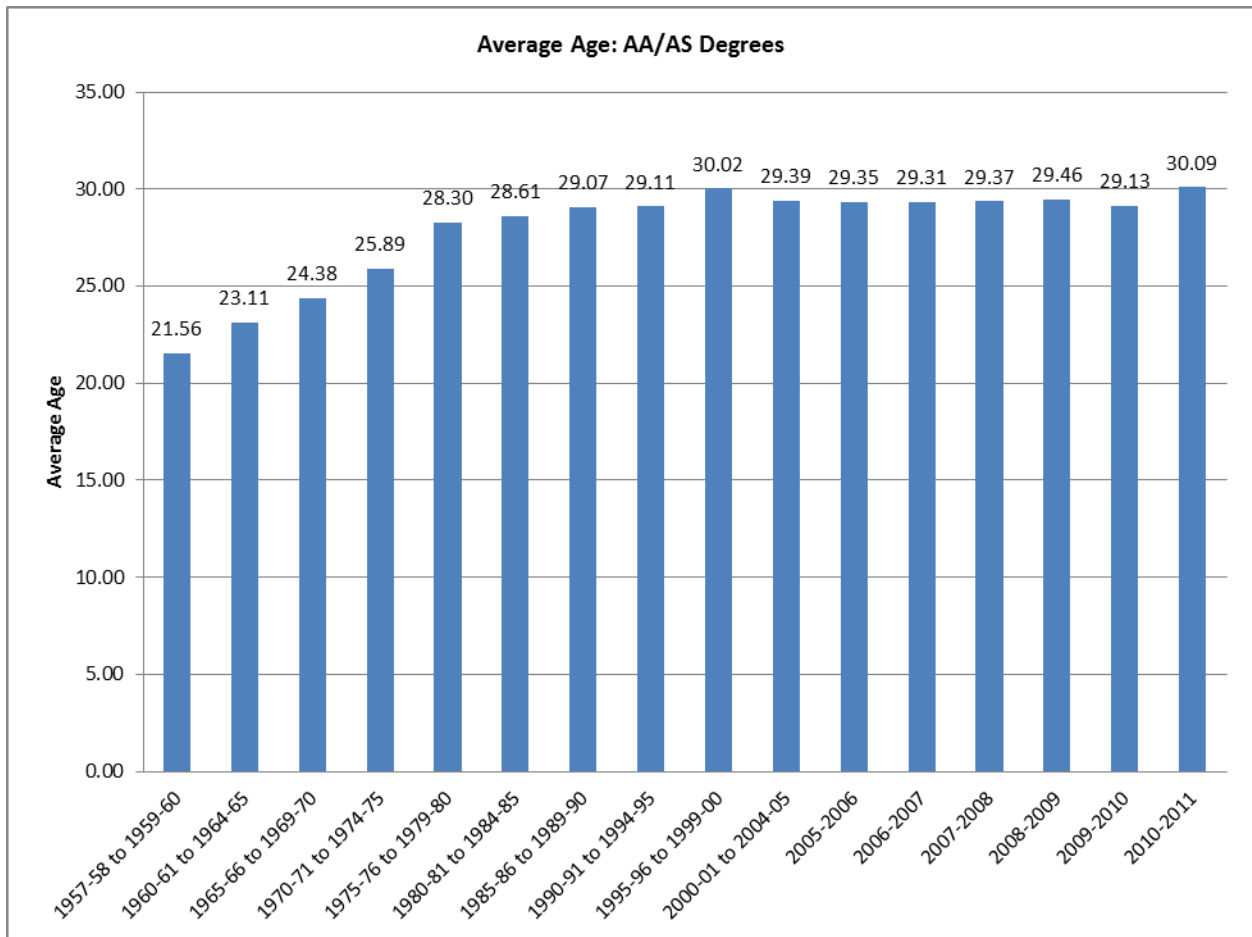
Over the past five years, the unduplicated number of students who received an AA/AS degree has increased from 1,731 to 2,102, a 21.4 percent increase. Though it has been the practice at ARC to award multiple degrees when appropriate, it is important to note that the unduplicated student counts are used 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



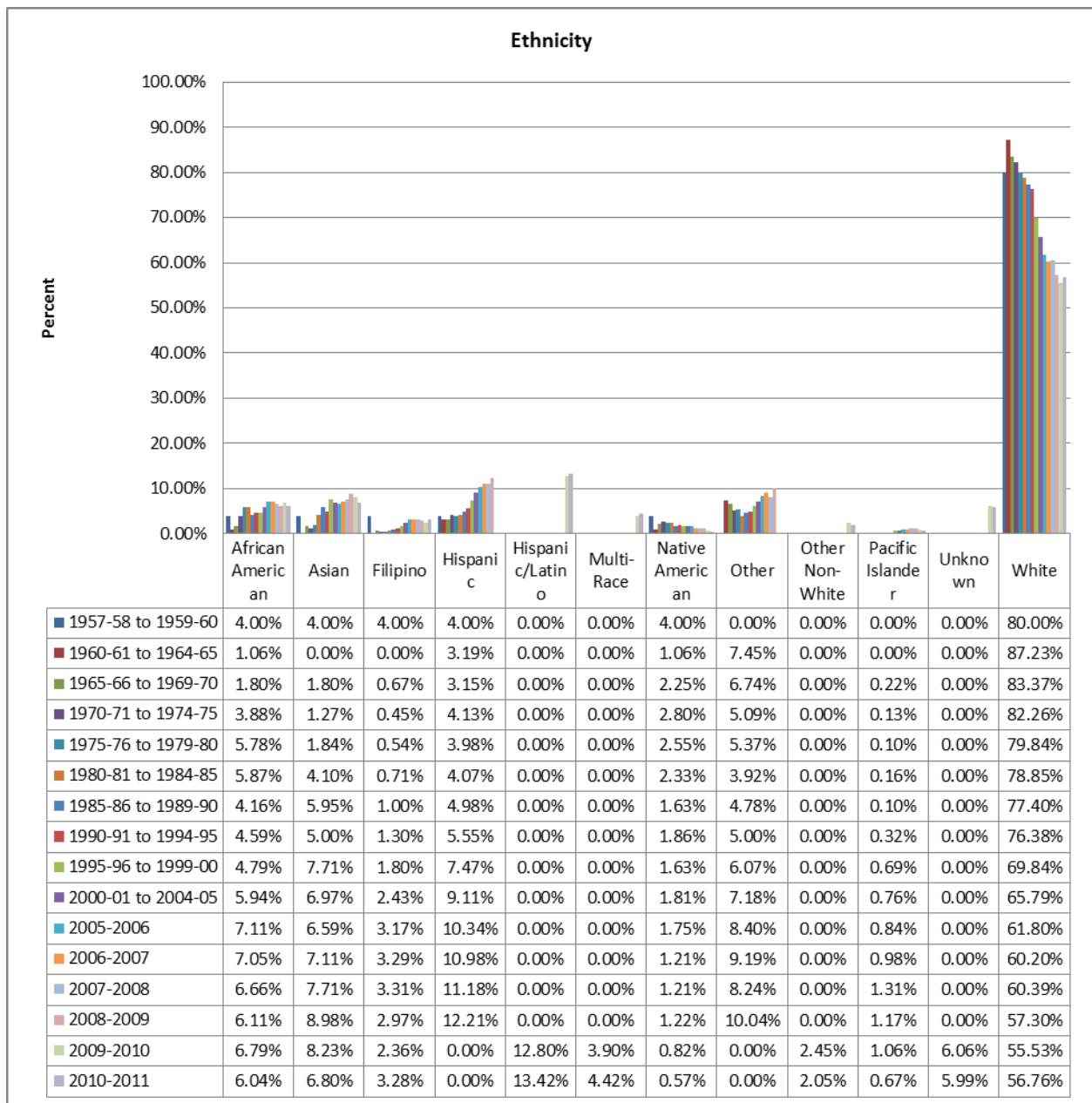
The data shown for AA/AS degrees awarded at ARC spans 53 years and describes a trend that began in the 1980s when female students received a higher proportion of degrees than male students. During the 2010-2011 academic year, 66.6 percent of the degrees awarded at ARC, were to female students. In 1990-1991 academic year, females represented 56% of the student population and this percent has only shifted slightly where in 2010-2011, about 57% 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



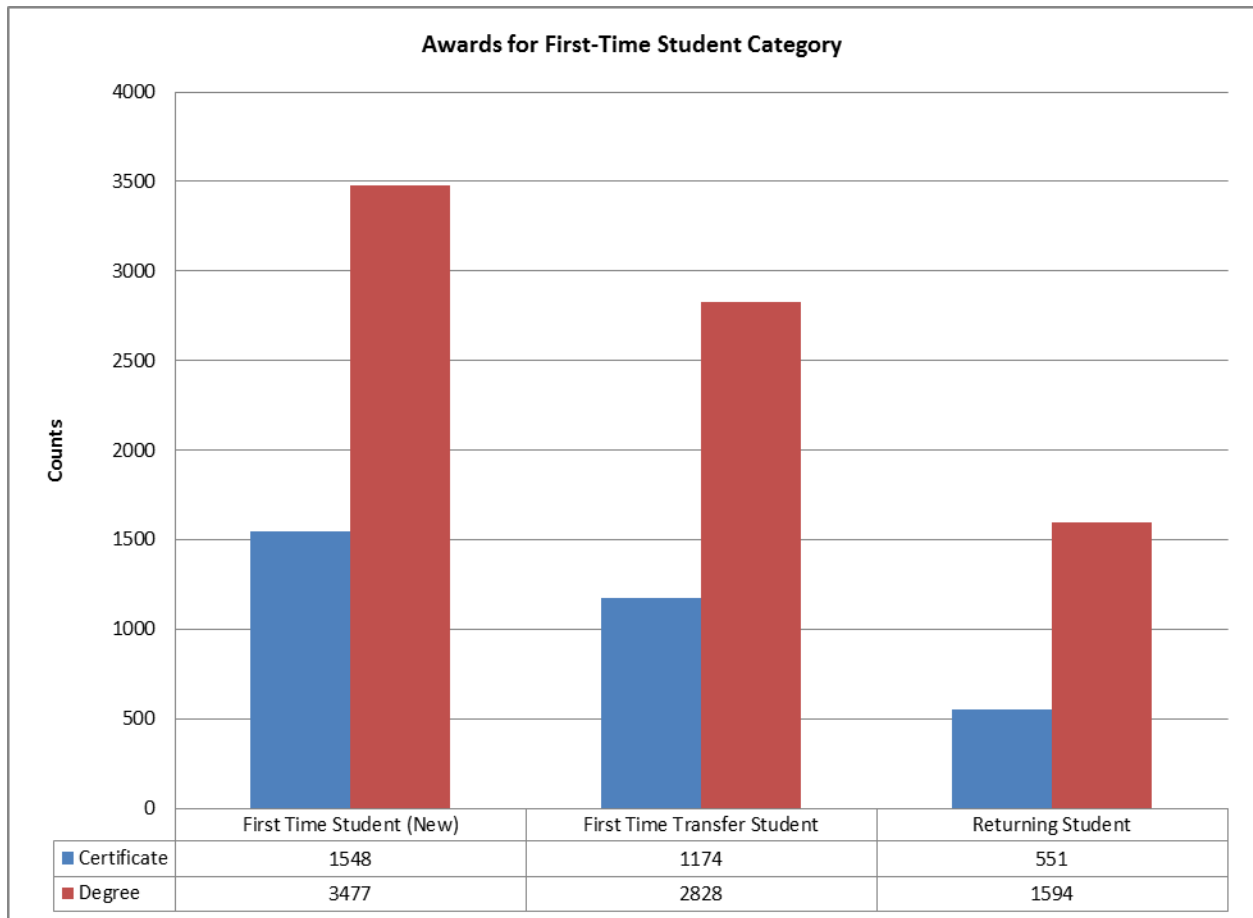
The chart shown above describes the average age for students receiving AA/AS degrees over the past 53 years. It is interesting to note the rather sharp decline for younger students from 1957-1958 to 1975-1980 and that the proportion of degrees for older students has not shifted appreciably since then.

AA/AS Degrees by Ethnicity



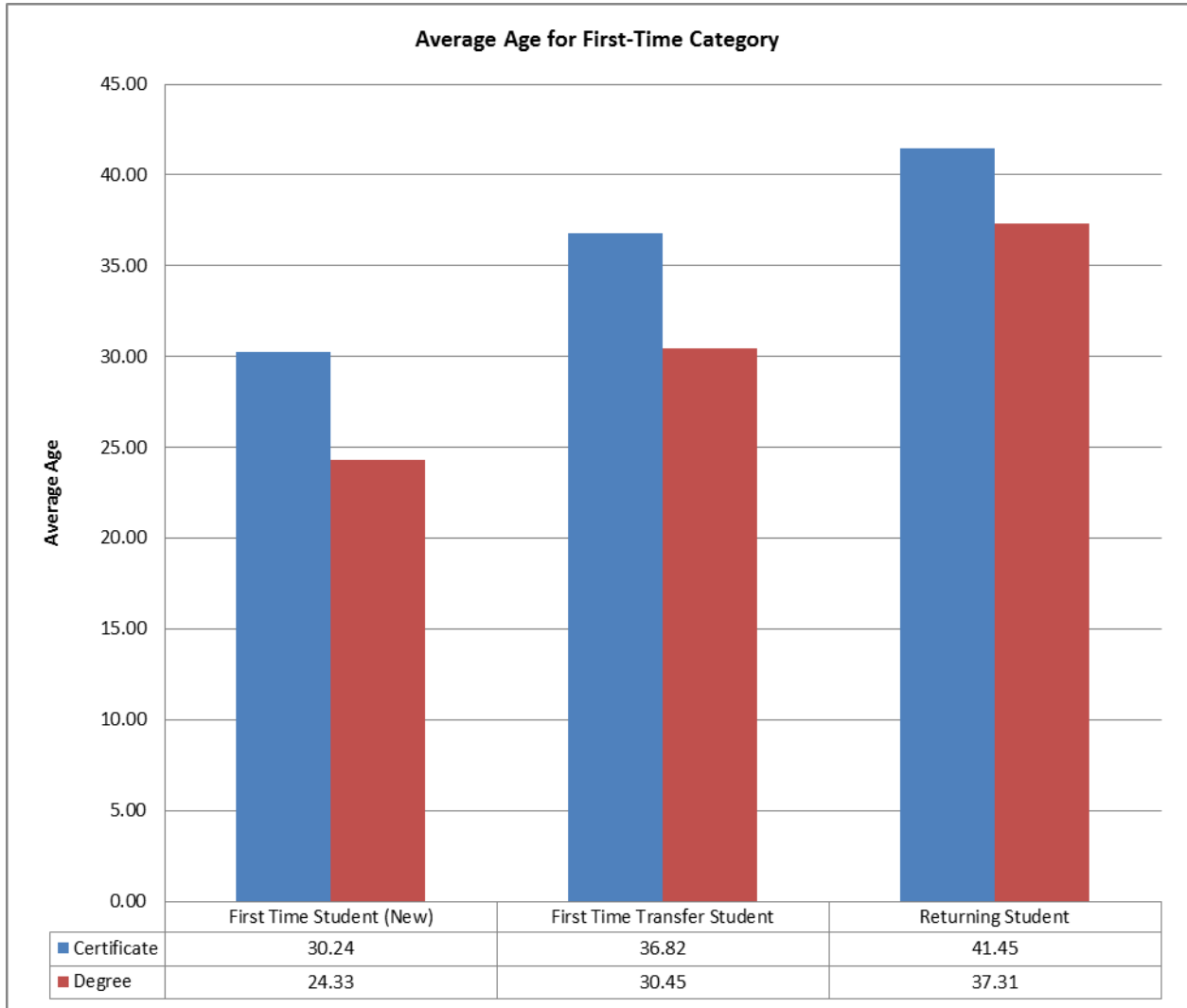
Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown above have also occurred since 1957-1958, reflecting the growing and increased success across the student diversity on the ARC campus over the past 53 years.

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



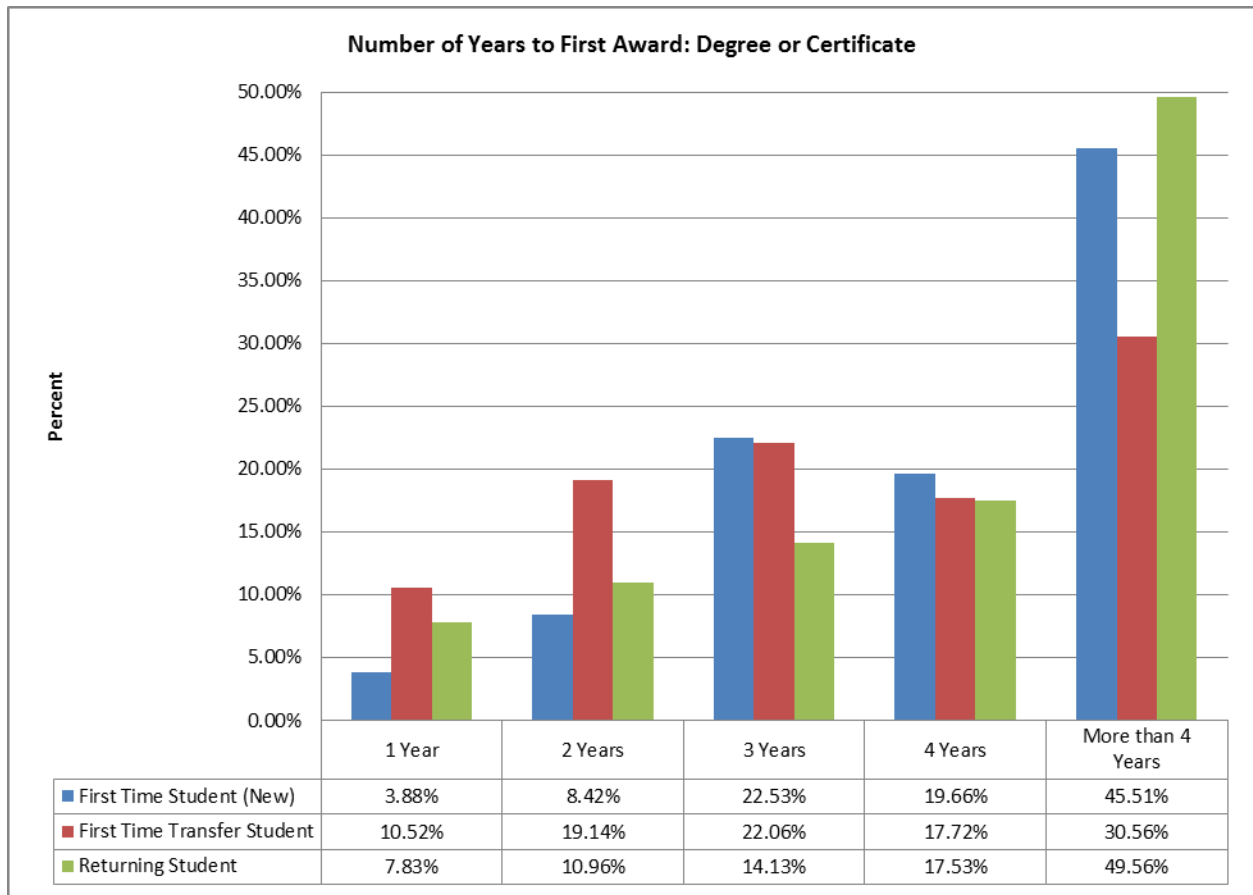
Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. Returning students (reentry) received 16.4 percent of the total degrees awarded in the past five academic years, and can be compared with the first-time freshmen who received 35.9 percent, and first-time transfer at 29.2 percent. The returning and first-time transfer students together accounted for 45.6 percent of all degrees awarded and 46.6 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



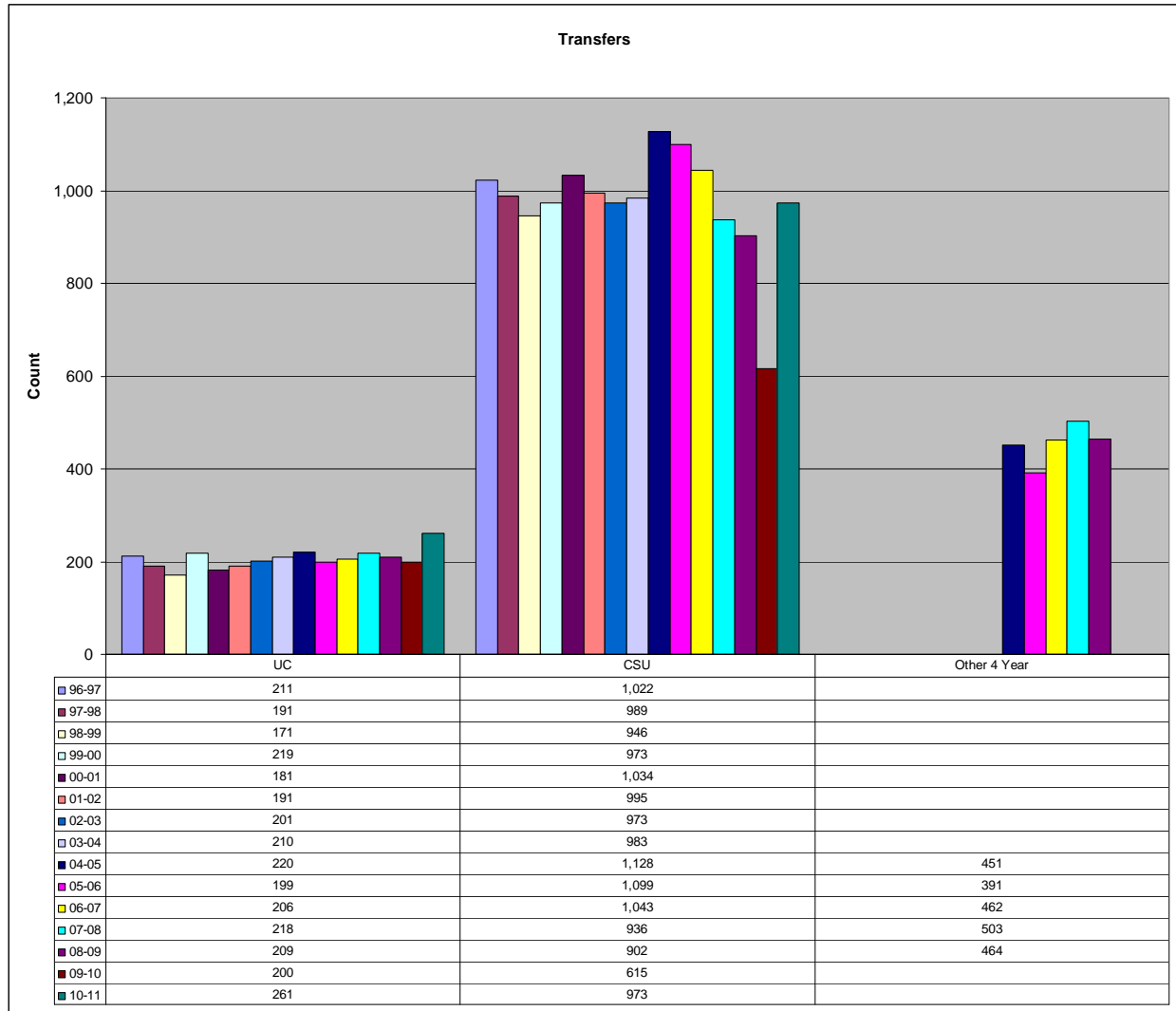
The average age of ARC students has hovered around 28 years for the past five years. The average age for first-time freshmen at the time of receiving a degree was 24.3 years old, and contrasts with first-time transfers students at 30.6 years and returning students at 37.3 years. Across the three categories, the average age for students receiving certificates range from 30.2 to 41.5 years old.

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



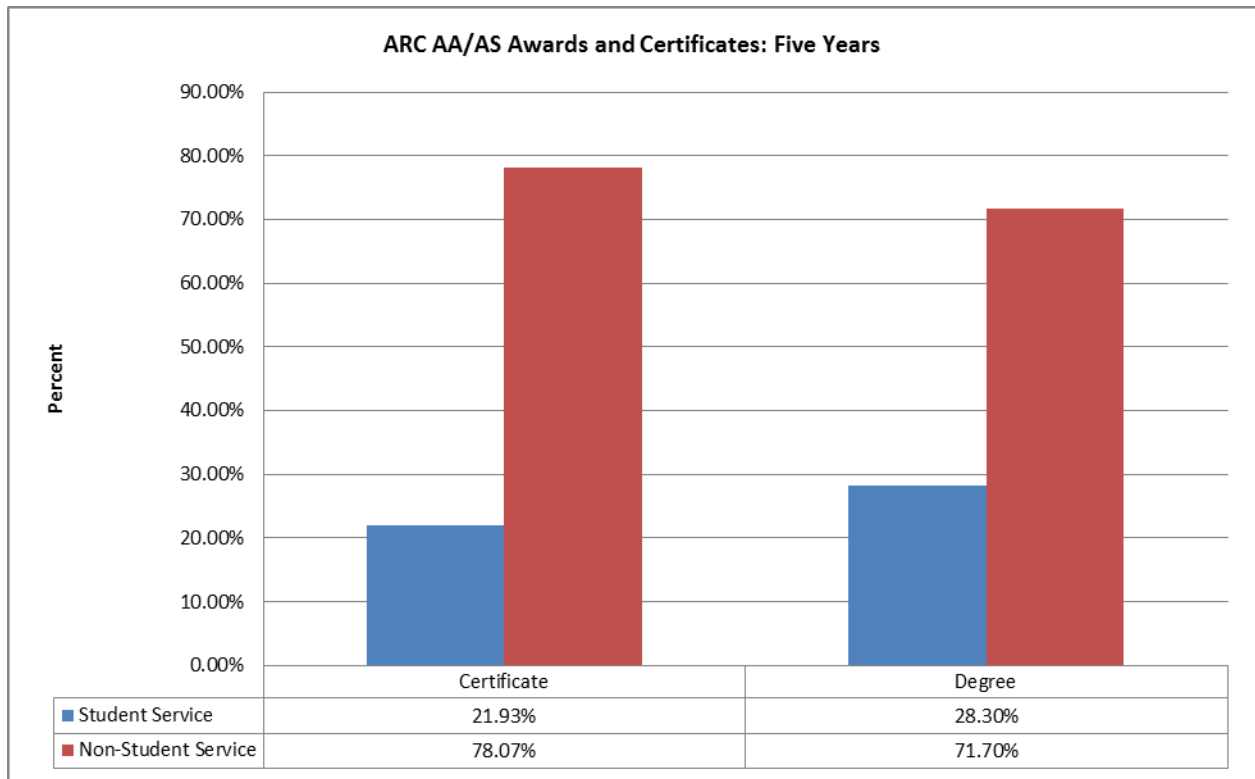
Data for first time students receiving a degree between the 2006-2007 academic year to present (2010-2011) was evaluated to determine the number of years students completed before receiving their first ARC award (AA/AS or Certificate). It should be clear that a significant proportion of students from 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



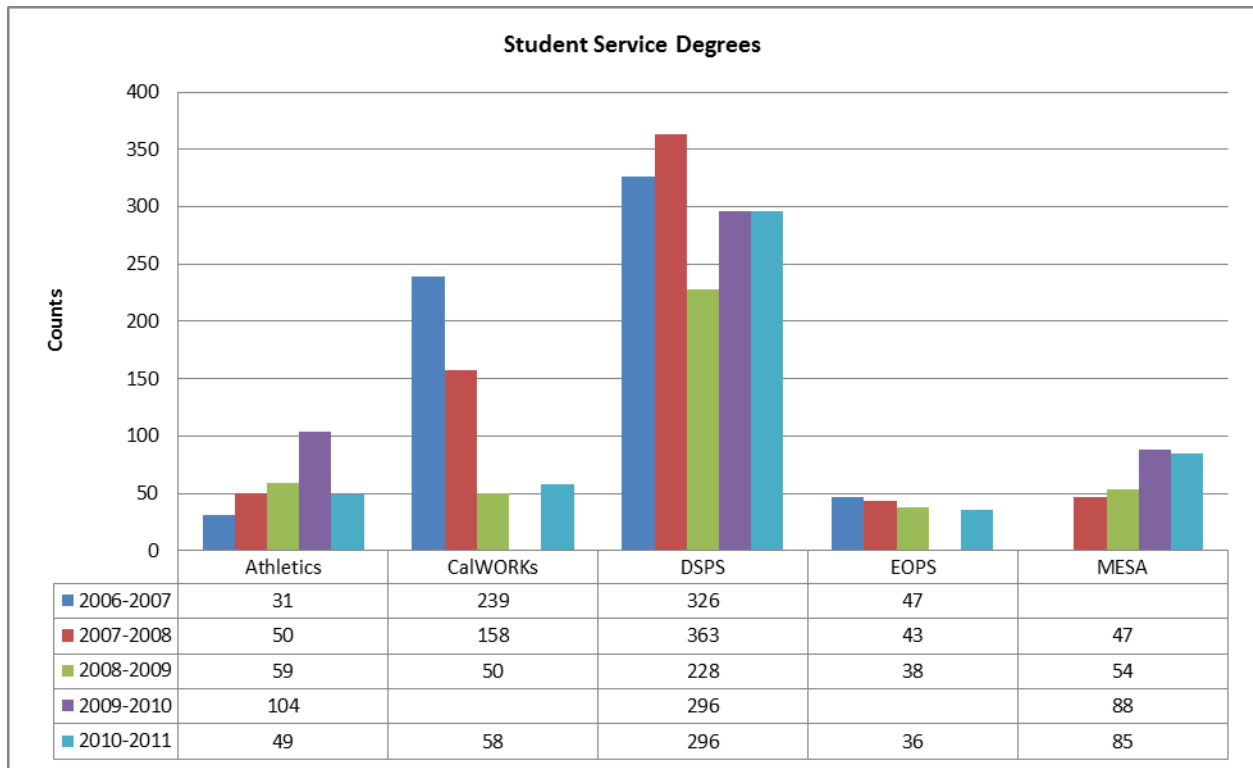
The California Postsecondary Education Commission (CPEC) provides data on transfers for community colleges to University of California system (UC) and the California State University systems (CSU). The Other 4 Year category represents available data from the National Clearing House which tracks transfer from ARC to in state private, and out of state four year institutions, and represents all the data available at the current time. With the closing of the CPEC function due to economic cutbacks, there are discussion at the State Chancellor's Office about what agency will provide the transfer data for CSU and UC. Other discussions are focusing on who will provide the National Clearinghouse transfer data as well.

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, and Athletes) 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 12.2 percent of the total unduplicated student population over the past five years yet accounted for 28.3 percent of the total AA/AS degrees awarded and 21.9 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.

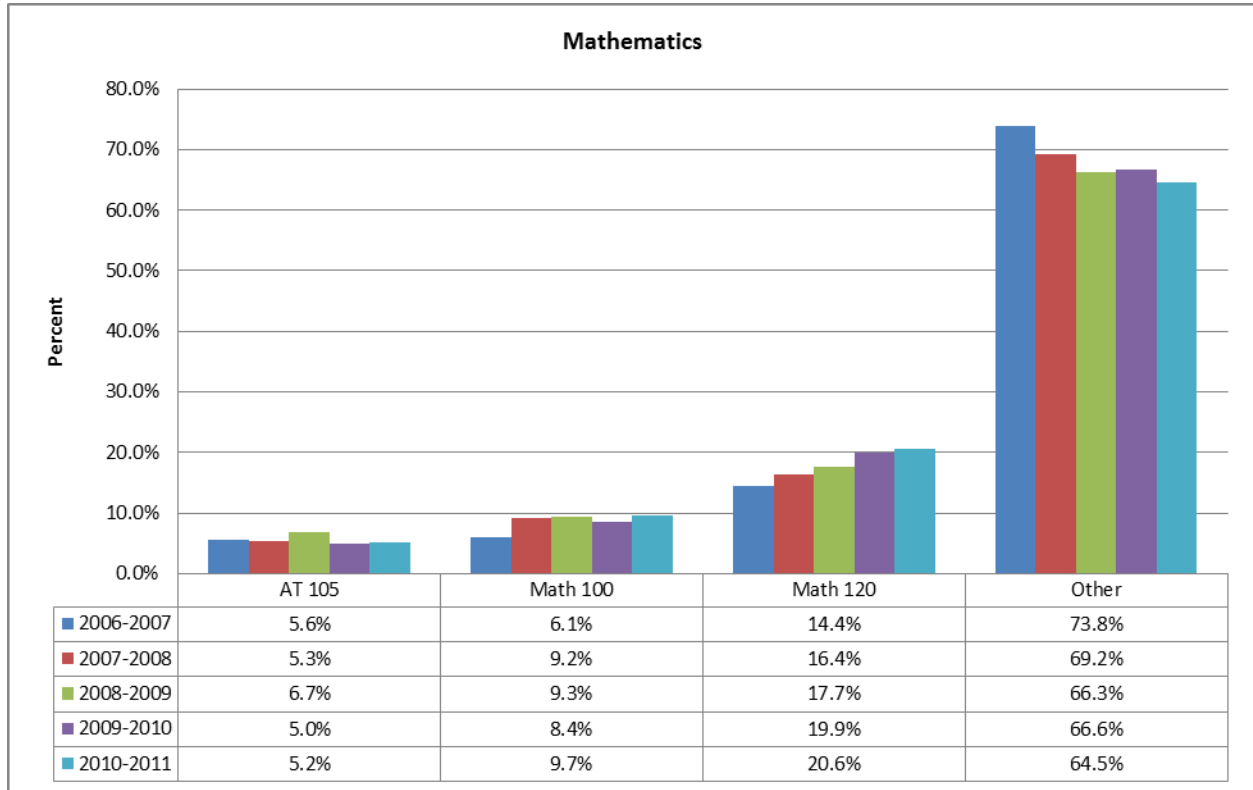
Awards for Individual Student Support Services over Five Academic Years



The chart above describes the count of AA/AS degrees earned by students who were associated with the student service units shown during 2006-2007 to 2010-2011. 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.

Impact of 2009 Graduation Standards on Math and English

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

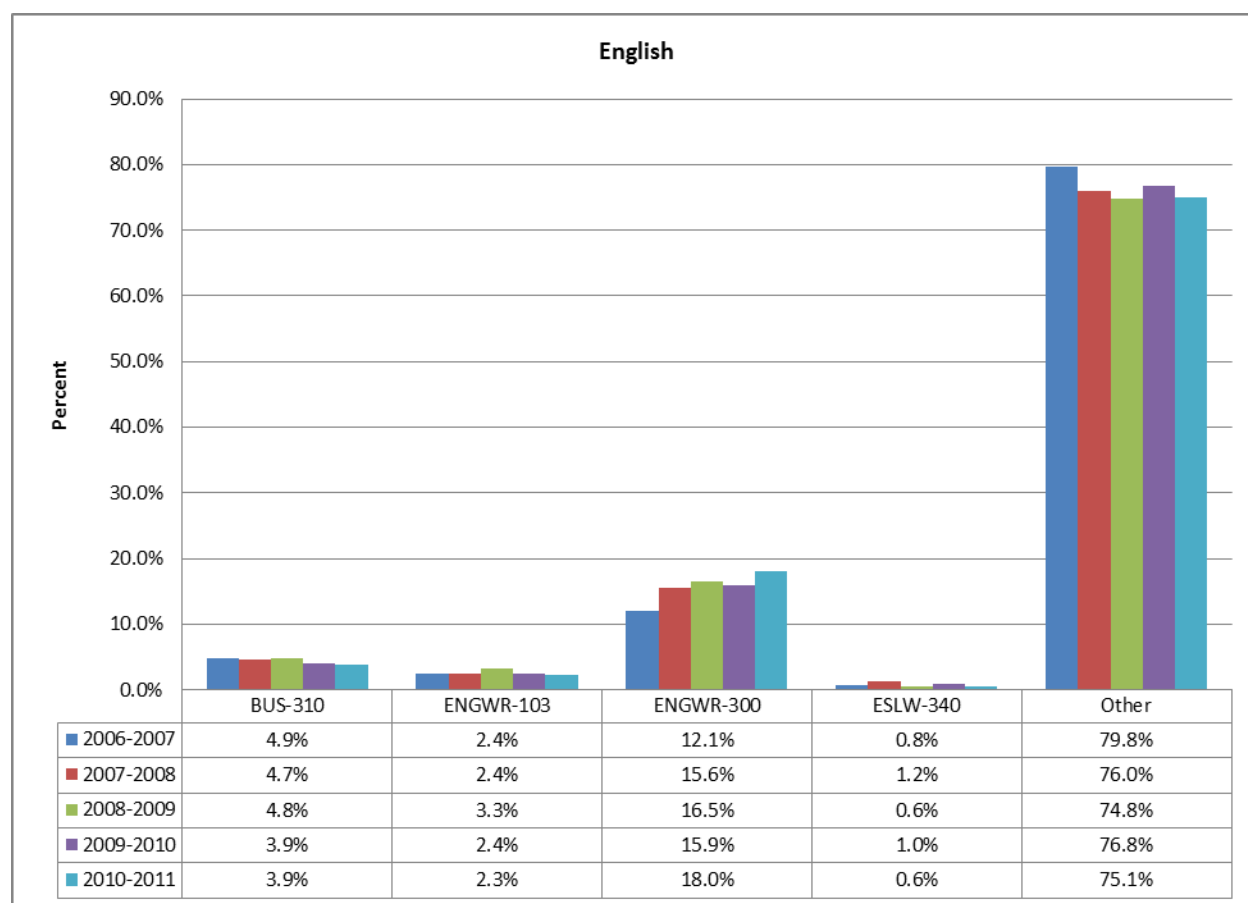


The chart above describes the highest level of Math taken for ARC students who received an AA/AS degree over the last five academic years. Each of the five academic years shown did contain students who received a degree but had no evidence of a Math course taken at ARC which would meet the Math requirement. 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 4 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 10 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 10 academic years. Each of the 5 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.

Impact of new graduation standards:

The historical data over the past 10 years indicates that only small percentage 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 2010 the unduplicated number of first-time freshmen was 4,347, first-time transfers were 4,119, and reentry students 5,022. Together, these groups accounted for 13,488 students or 45.5 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 95 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 2010

Average Age of First-time Student Groups Fall 2010		
First Time Student (New)	First Time Transfer Student	Returning Student
22.3	28.1	31.6

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

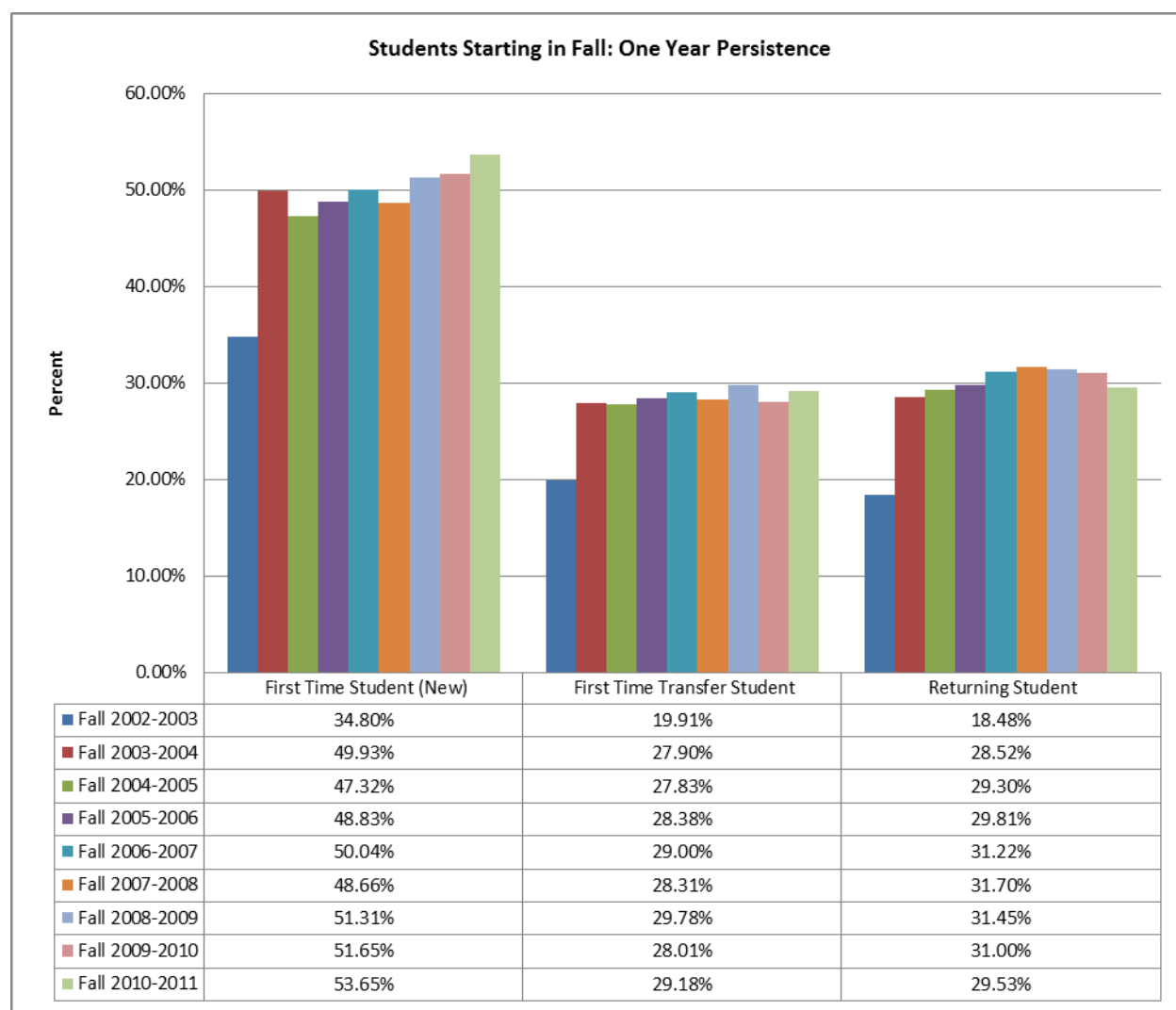
Term	First Time Student (New)	First Time Transfer Student	Returning Student	Total First-time	Total Continuing	Percent First-time	Percent Continuing
Fall 2010	4347	4119	5022	13488	16186	45.5%	54.5%
Spring 2011	2091	3258	4545	9894	20055	33.0%	67.0%

The above totals leave out students with the enroll status of Special Admit and Unknown/Unspecified. In Fall 2010 there were 280 Special Admit and 1 Unknown/Unspecified student. In Spring 2011 there were 264 Special Admit and 1 Unknown/Unspecified student.

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 (60+ 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 2006 and 2007 fall semesters and were given 4 years to reach the various benchmarks.

First-time Student Fall to Fall Persistence Rate



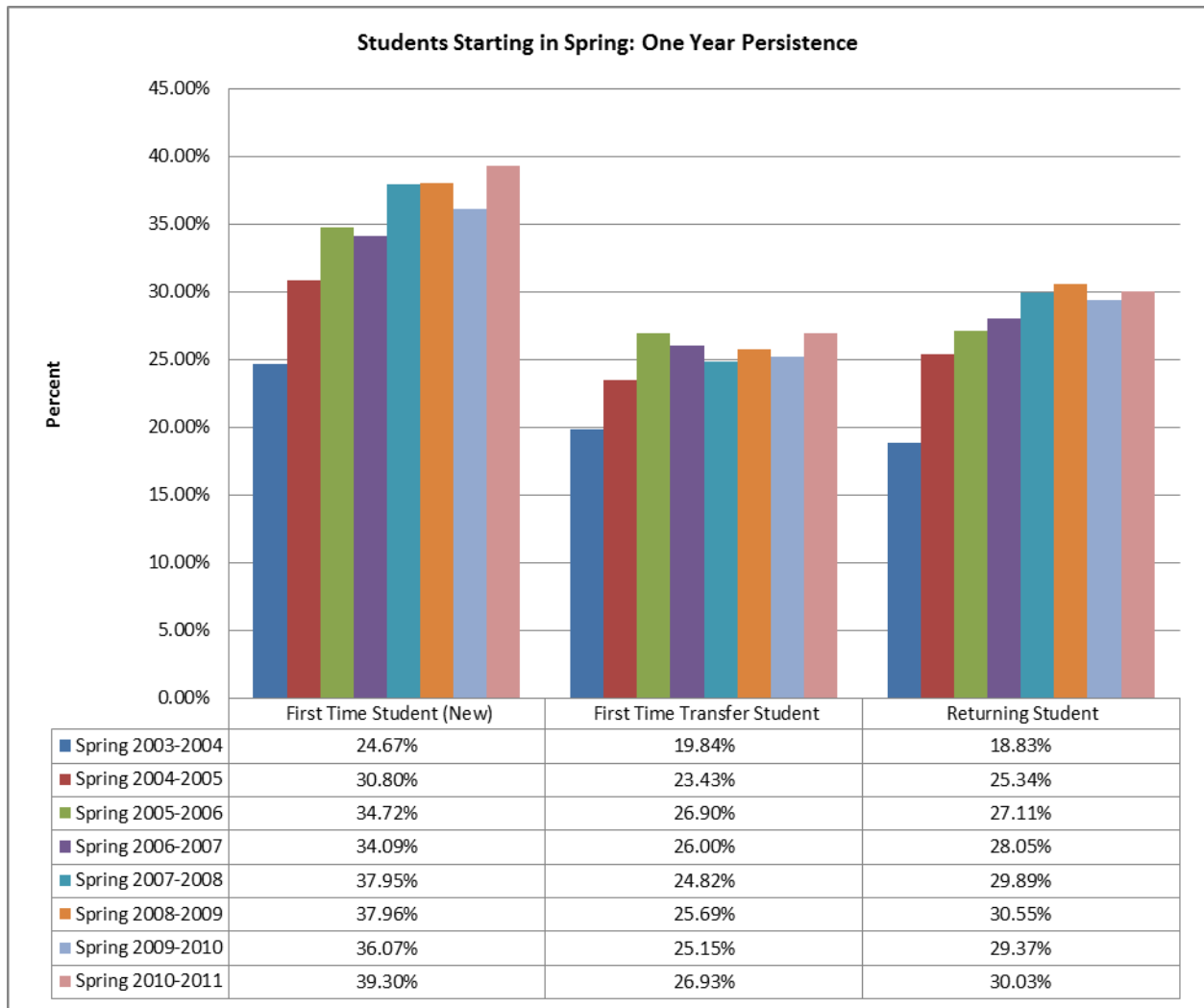
Fall to Fall Persistence is defined as the proportion of students who begin at the college during a fall term that subsequently enroll in one or more courses in the following fall term. For example, the F08-09 time period represents all students who enrolled in fall 2008 as one of the three groups shown 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 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 at ARC.

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



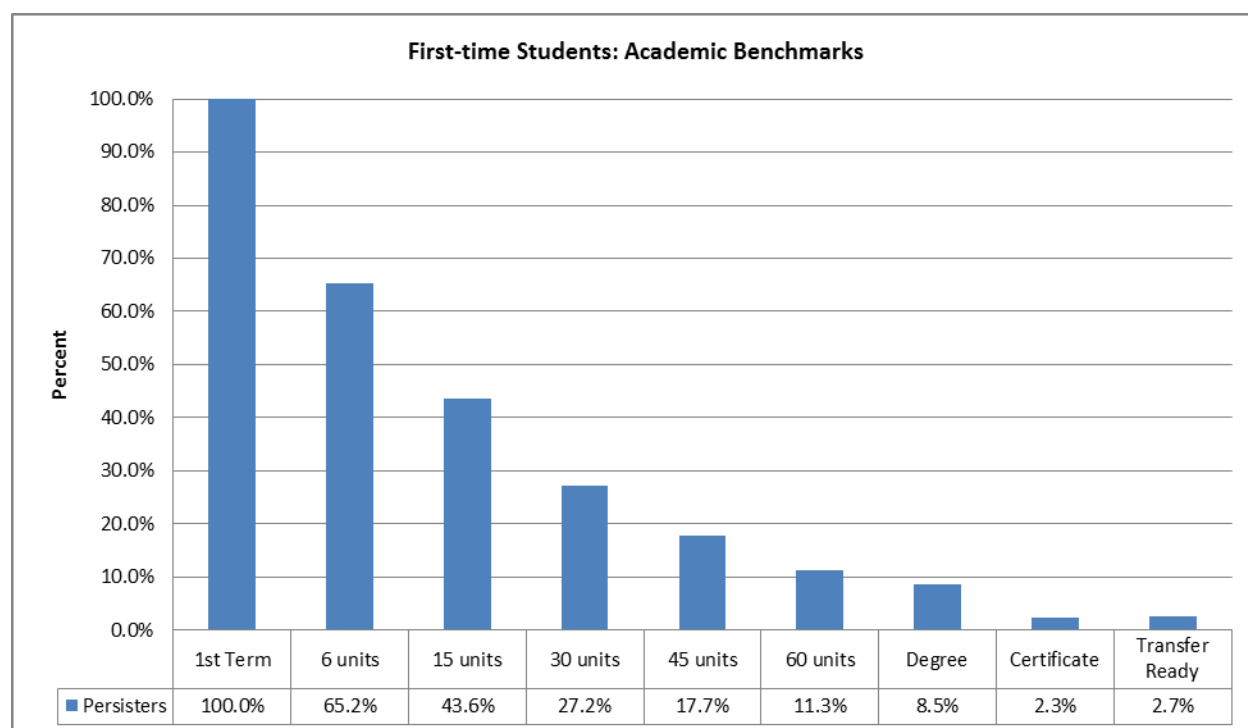
Though it has been traditional to evaluate persistence from fall to fall, a significant proportion of first-time freshmen, first-time transfers, and reentry students start in spring at ARC. This becomes evident in comparing the 13,488 first-time students enrolled in fall 2010 with the 9,894 first-time students that began in spring 2011.

First-time Freshmen are those students who have no previous record of enrolling at ARC.

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.

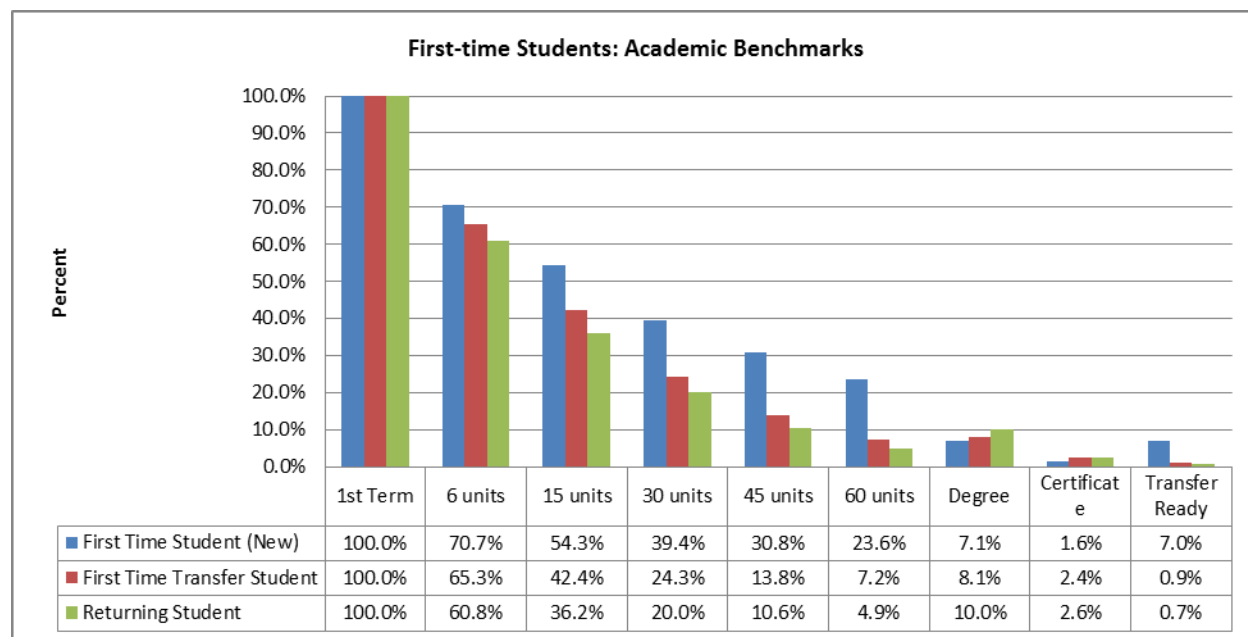
Academic Benchmarks for First-time Students



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 results of first-time students starting in fall 2007 (n=13,771). The lighter shaded bars indicate the students who have completed each benchmark (Persisters). Of the 13,771 first-time students shown above that were given four years to complete the academic benchmarks, 1,557 finished 60 units (11.3%), 1,117 received an AA/AS degree (8.5%) and 311 received a certificate (2.3%). The scale of the relative number of students that began and completed each benchmark is shown below.

1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
13771	8981	6007	3746	2441	1557	1171	311	370

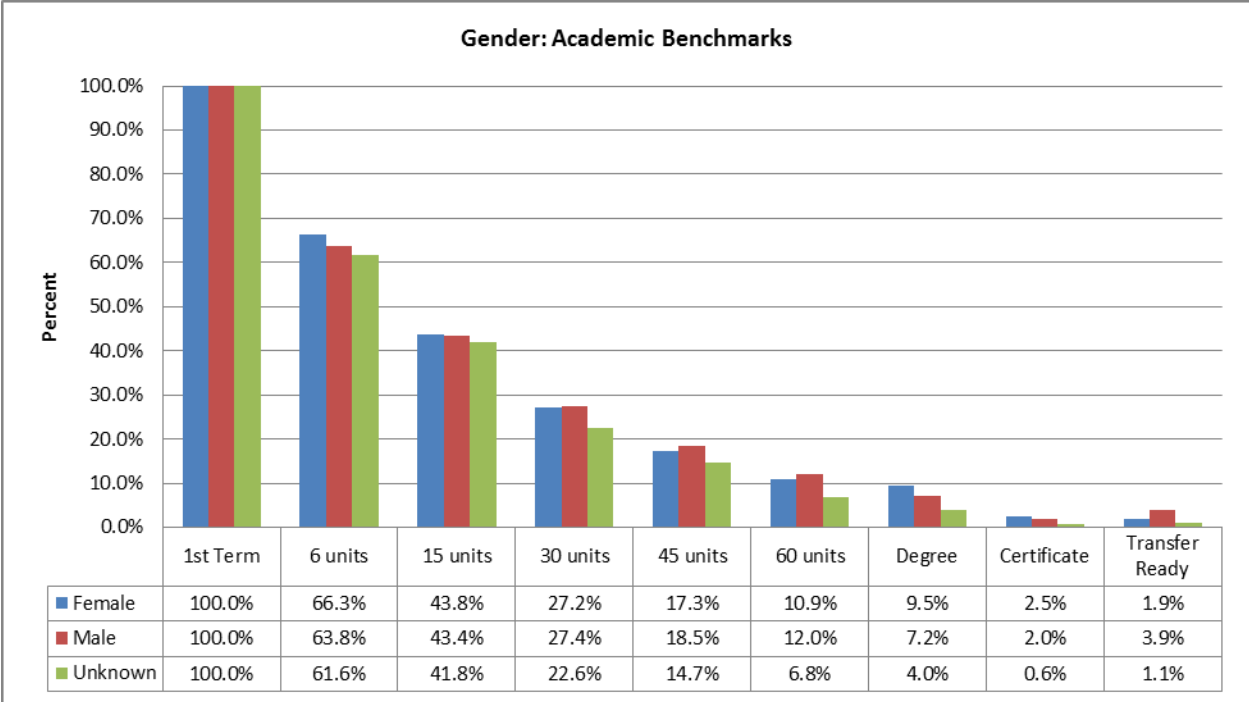
First-time Student Categories: Academic Benchmarks



The chart above describes the progression for the three first-time student categories. The fall 2007 first-time students represented 13,771 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

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
First Time Student (New)	4184	2958	2270	1647	1288	986	296	67	294
First Time Transfer Student	4334	2831	1837	1051	597	313	349	106	40
Returning Student	5253	3192	1900	1048	556	258	526	138	36

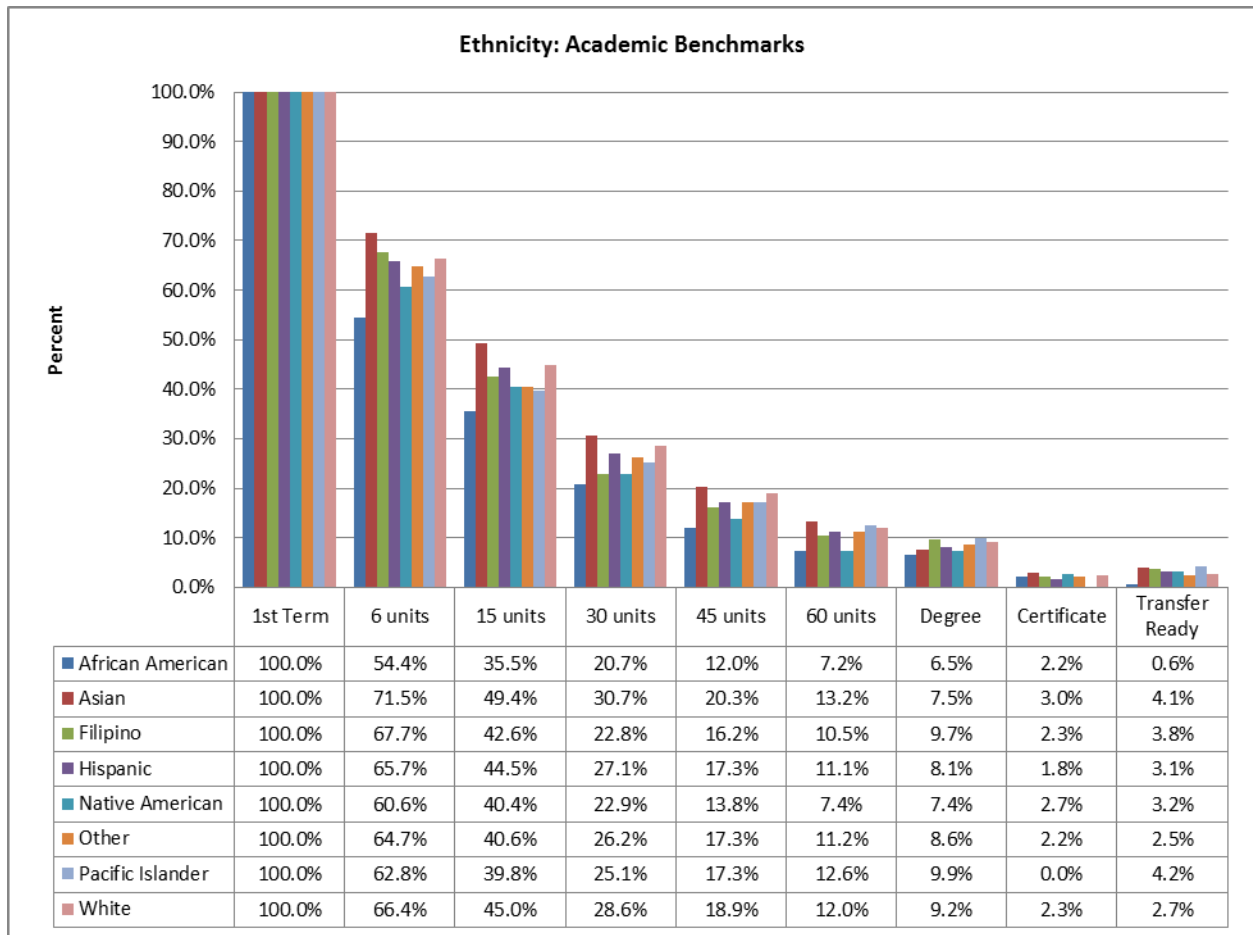
Gender: Academic Benchmarks



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.

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
Female	8143	5395	3566	2215	1409	889	773	202	153
Male	5451	3477	2367	1491	1006	656	391	108	215
Unknown	177	109	74	40	26	12	7	1	2

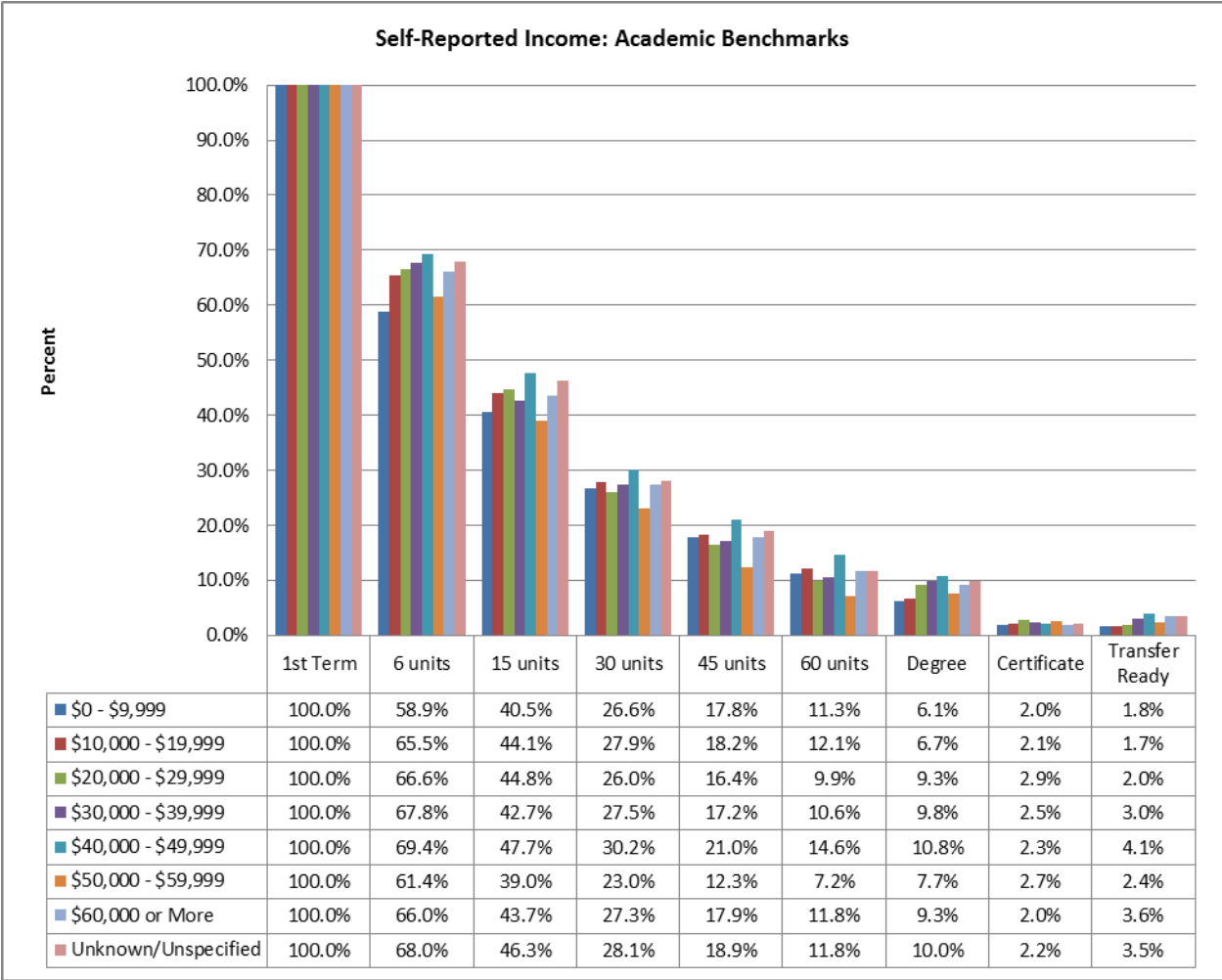
Ethnicity: Academic Benchmarks



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.

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
African American	1563	851	555	324	188	113	101	35	10
Asian	1413	1011	698	434	287	187	106	42	58
Filipino	390	264	166	89	63	41	38	9	15
Hispanic	1812	1191	806	491	313	202	146	32	56
Native American	188	114	76	43	26	14	14	5	6
Other	1460	945	593	382	252	163	125	32	36
Pacific Islander	191	120	76	48	33	24	19		8
White	6754	4485	3037	1935	1279	813	622	156	181

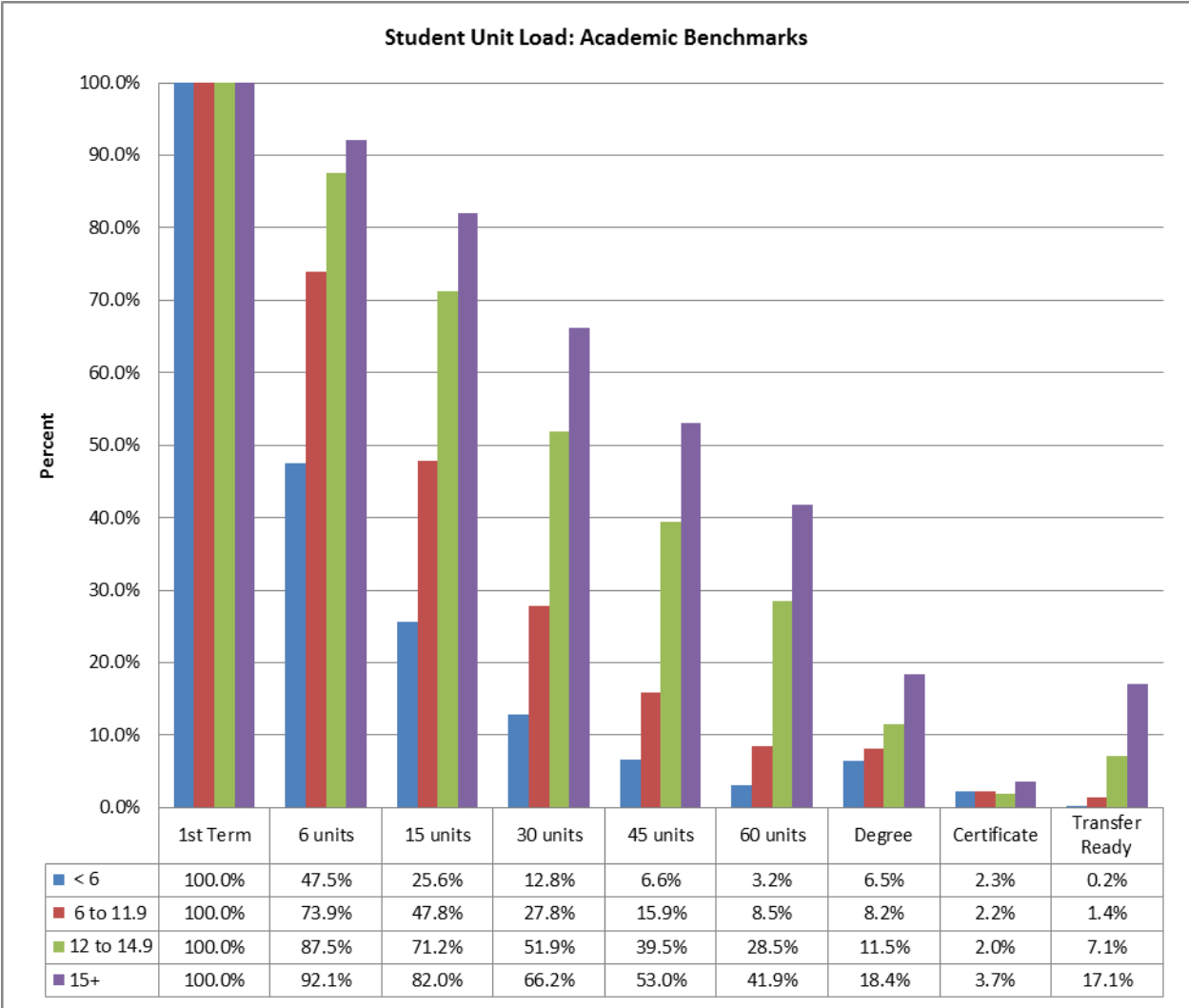
Self-Reported Income: Academic Benchmarks



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.

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
\$0 - \$9,999	2408	1419	976	641	429	273	148	48	43
\$10,000 - \$19,999	2047	1341	902	572	373	247	137	44	34
\$20,000 - \$29,999	1721	1146	771	447	282	170	160	50	34
\$30,000 - \$39,999	1378	934	589	379	237	146	135	34	42
\$40,000 - \$49,999	666	462	318	201	140	97	72	15	27
\$50,000 - \$59,999	664	408	259	153	82	48	51	18	16
\$60,000 or More	2659	1756	1161	726	477	314	246	52	95
Unknown/Unspecified	2228	1515	1031	627	421	262	222	50	79

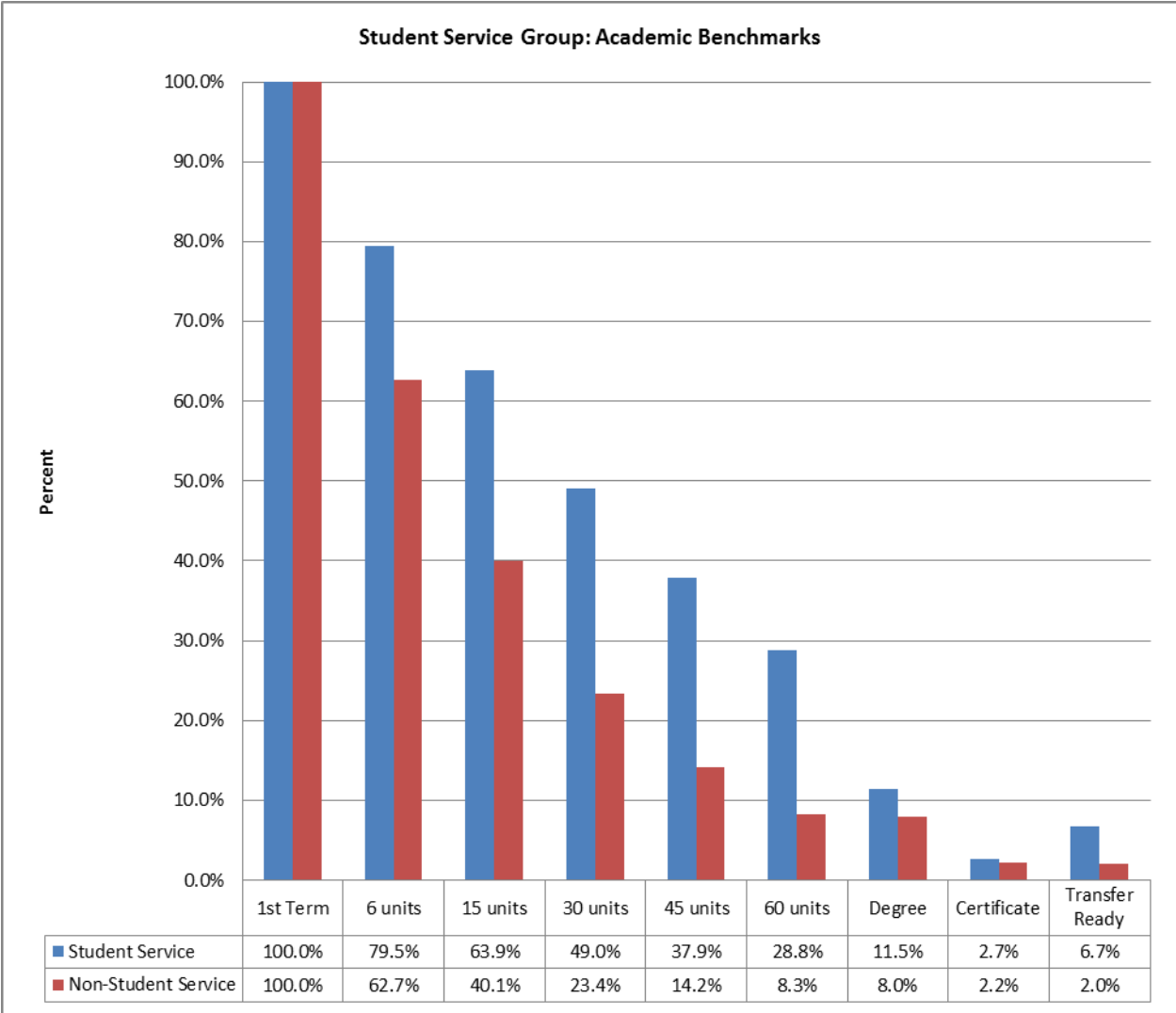
Course Load: Academic Benchmarks



First-time students enrolling in 12 or more units when entering ARC, persist and complete the academic benchmarks at a significantly higher level than students enrolling in less than 12 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.

Unit Load	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
< 6	6262	2975	1605	801	412	198	404	141	14
6 to 11.9	4375	3231	2093	1217	695	371	359	96	63
12 to 14.9	2427	2124	1729	1260	959	692	278	48	172
15+	707	651	580	468	375	296	130	26	121

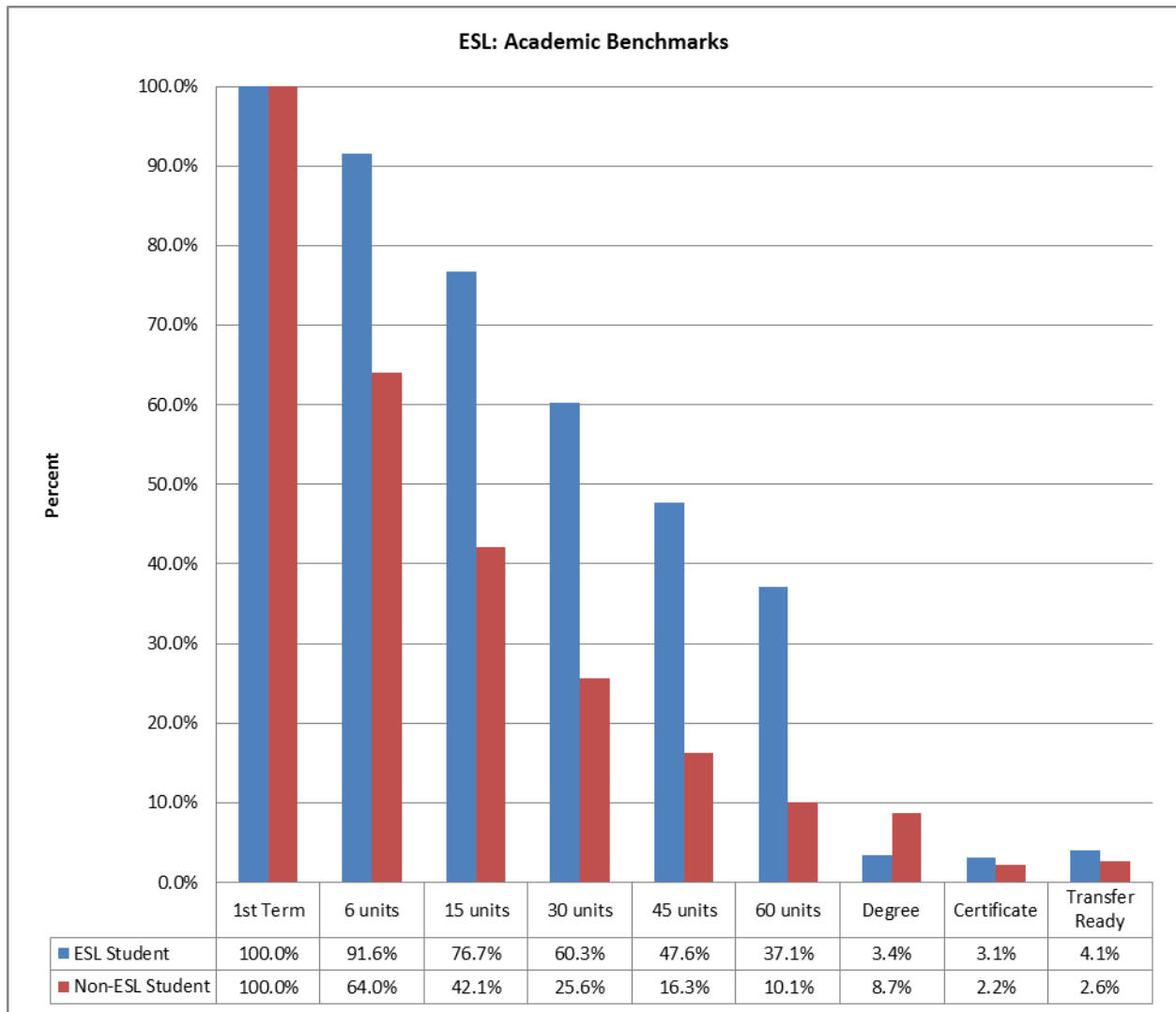
Student Service Units: Academic Benchmarks



First-time freshmen who participated in one or more selected student service groups (EOPS, DSPS, MESA, CalWORKs, or Athletics), 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.

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
Student Service	2051	1631	1311	1006	777	590	235	55	137
Non-Student Service	11720	7350	4696	2740	1664	967	936	256	233

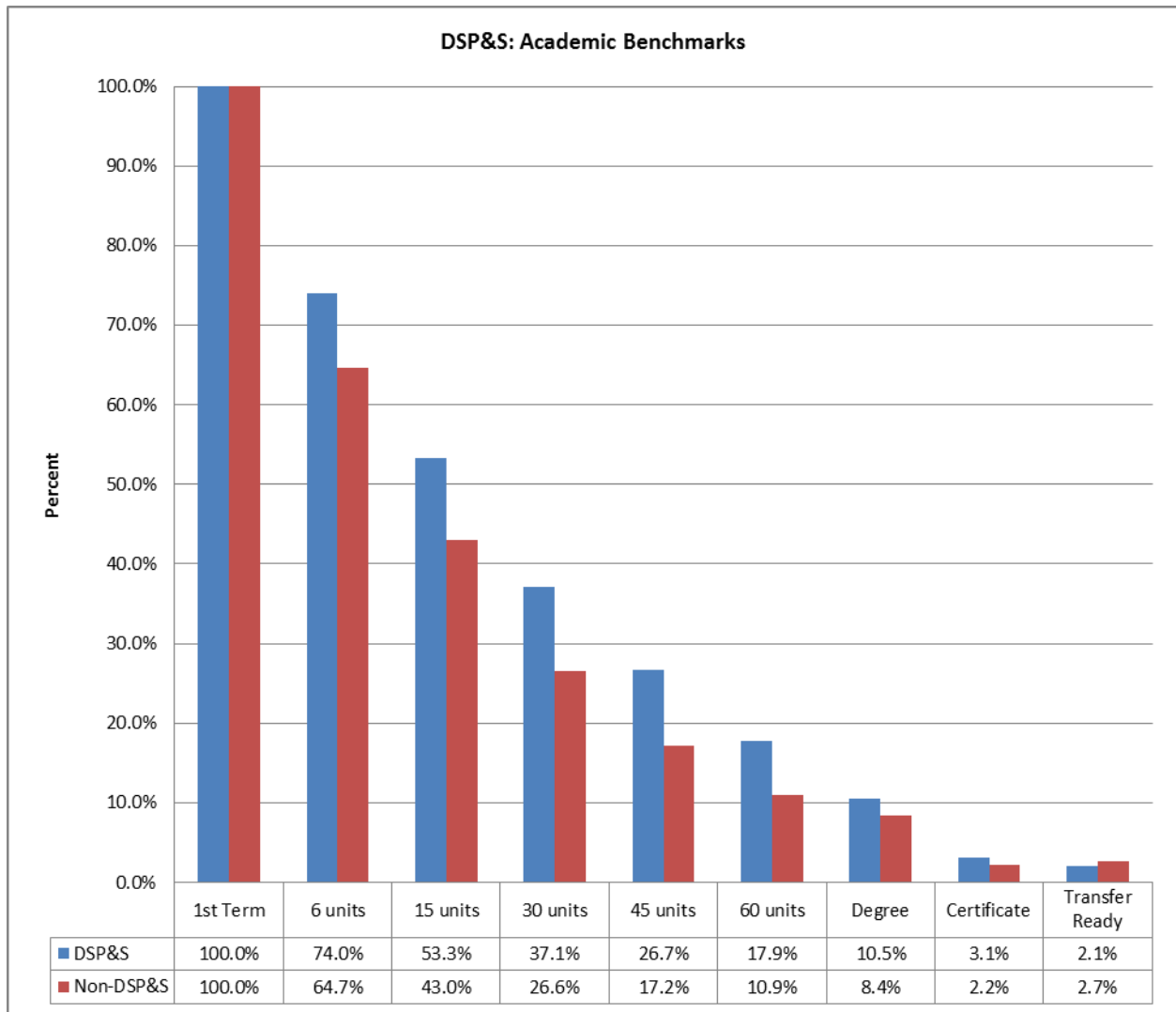
English as a Second Language (ESL): Academic Benchmarks



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

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
ESL Student	617	565	473	372	294	229	21	19	25
Non-ESL Student	13154	8416	5534	3374	2147	1328	1150	292	345

Disabled Students: Academic Benchmarks



First-time freshmen associated with DSPS (Disabled Student Programs and Services) at ARC persist and complete the academic benchmarks, except for transfer ready, at a higher level than students not associated with the DSPS program. Student counts for each category are shown below.

	1st Term	6 units	15 units	30 units	45 units	60 units	Degree	Certificate	Transfer Ready
DSP&S	801	593	427	297	214	143	84	25	17
Non-DSP&S	12970	8388	5580	3449	2227	1414	1087	286	353