

# Key Effectiveness Indicators (KEI Report)

American River College  
Five-Year Profile  
Fall 2012

Planning, Research, Technology & Professional Development  
American River College  
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## 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 (2007-2008 to 2011-2012). Selected five year trends for student enrollments, persistence, and success indicators across a variety of demographics represent central topics intended to provide administrators, staff, students, and the public, with an overview of ARC educational practices.

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

The ***ARC Course Sections and Average Enrollments Report*** examines all courses over the past five years for the number of course sections offered, average class size, success rate, and grade distribution along with sections that summarize the number of sections, average class size, and enrollments by Area and Discipline over the most recent five years.

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 Assessment Placement Levels Report*** contains all placement recommendations from 1988-1999 to the current time for English reading and writing, Math, and ESL (English as a Second Language). The report also describes demographic breakouts (gender, ethnicity, age groups and accommodations for disabilities) over the most recent five years for all current placement tests.

The ***ARC Awards Report*** provides a view of all awards (degrees and certificates) granted by ARC since 1957-1958 to the current time. Additional sections of the report breakout awards by Area, Discipline, and Major over the past ten years

The ***ARC 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”.*

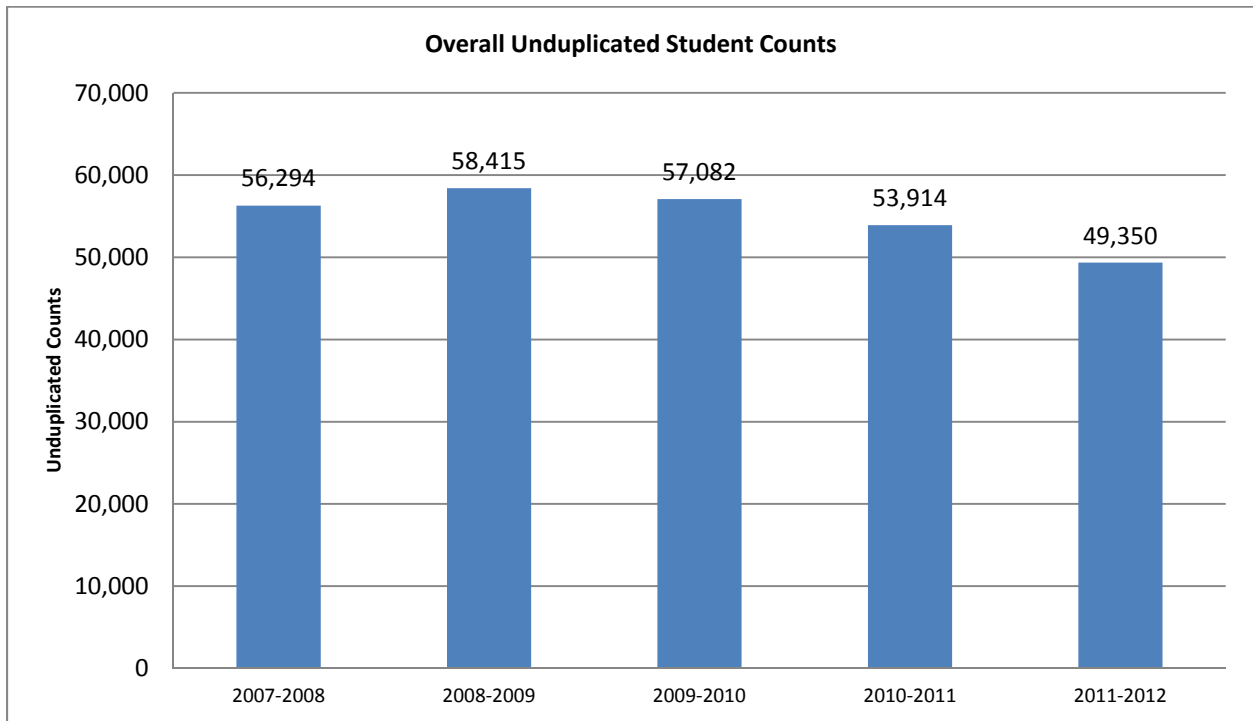
#### ***No Record***

*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.*

#### ***Unknown***

*This either indicates an undefined value in the field, “U” or an “Unknown” as a value in the field.*

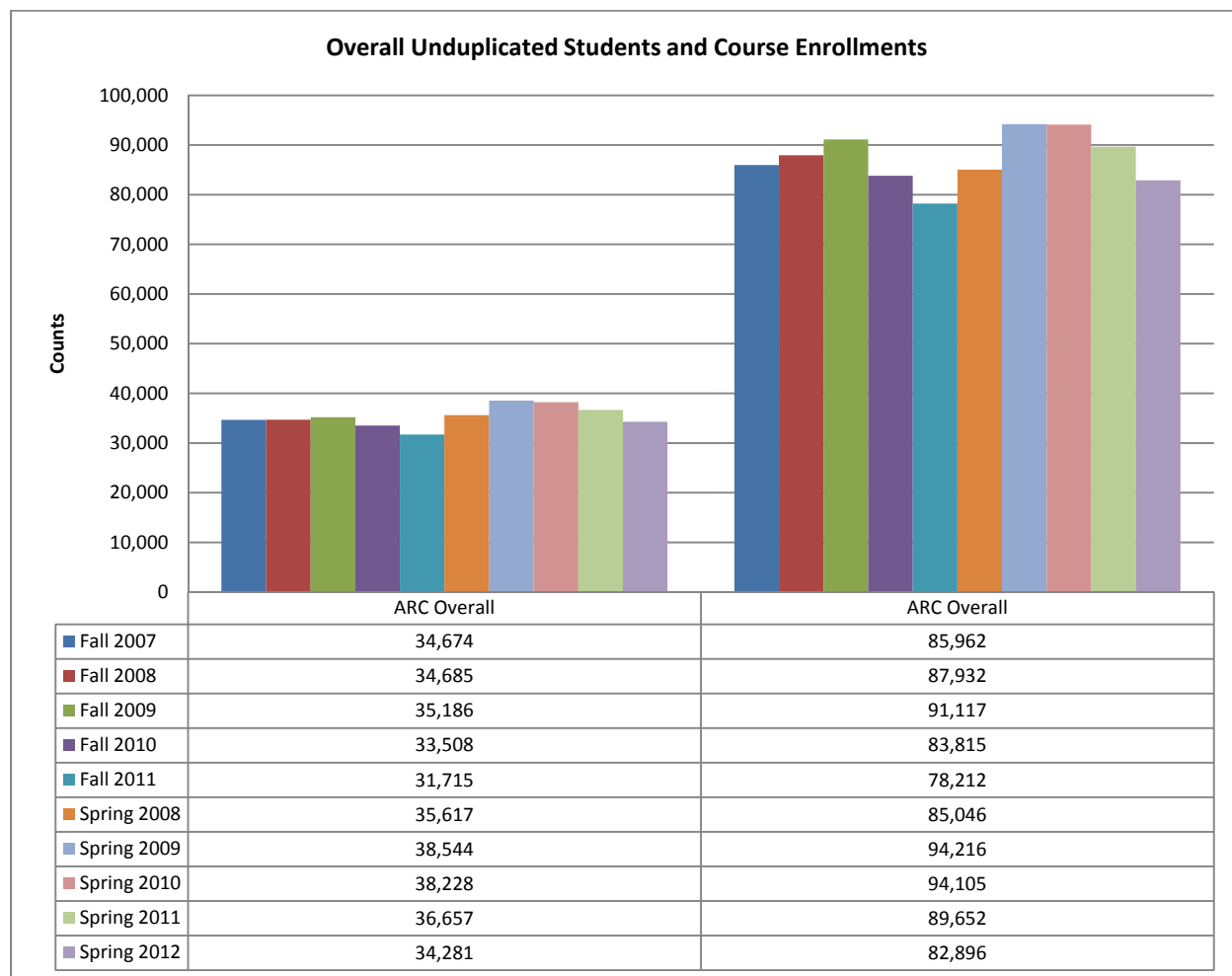
## ARC Annual Unduplicated Student Counts by Academic Year



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 decline over the past five years was 12.3% percent. The drop in enrollment beginning in 2009-2010 has been associated with reduced course section offerings due to state budget cuts.



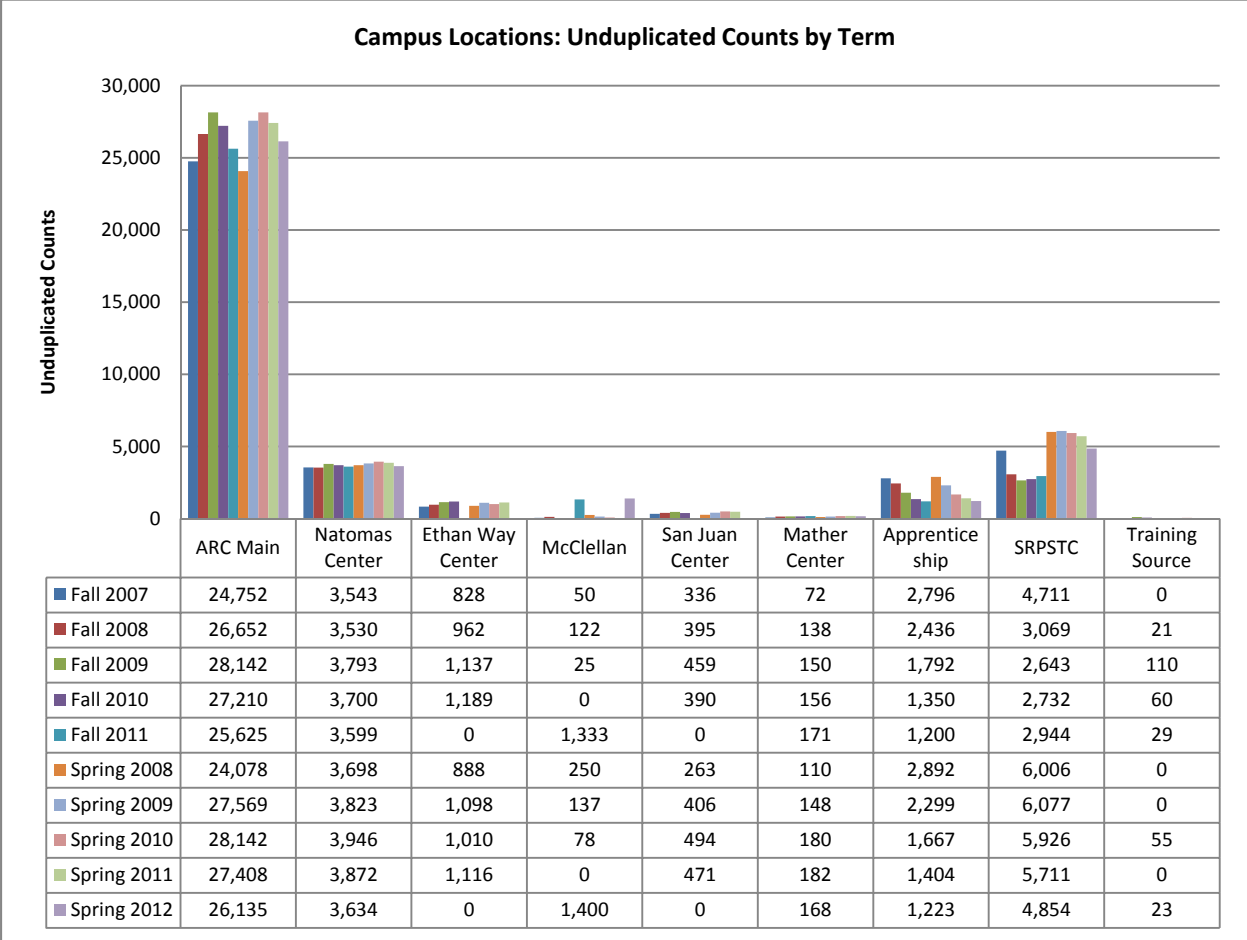
## Overall Unduplicated Counts and Course Enrollments by Term



Another view of ARC student population shows a decrease over the last two terms for the unduplicated student counts and course enrollments for both fall and spring terms. As shown in the table below, overall unduplicated enrollments have decreased by 12.3 percent over the past five academic years, along with a decrease of 7.9 percent for course enrollments.

|                    | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|--------------------|-----------|-----------|-----------|-----------|-----------|---------|
| Student Counts     | 56,294    | 58,415    | 57,082    | 53,914    | 49,350    | -12.3%  |
| Course Enrollments | 192,503   | 203,971   | 208,281   | 195,401   | 177,336   | -7.9%   |

**Campus Locations: Unduplicated Student Counts by Term**

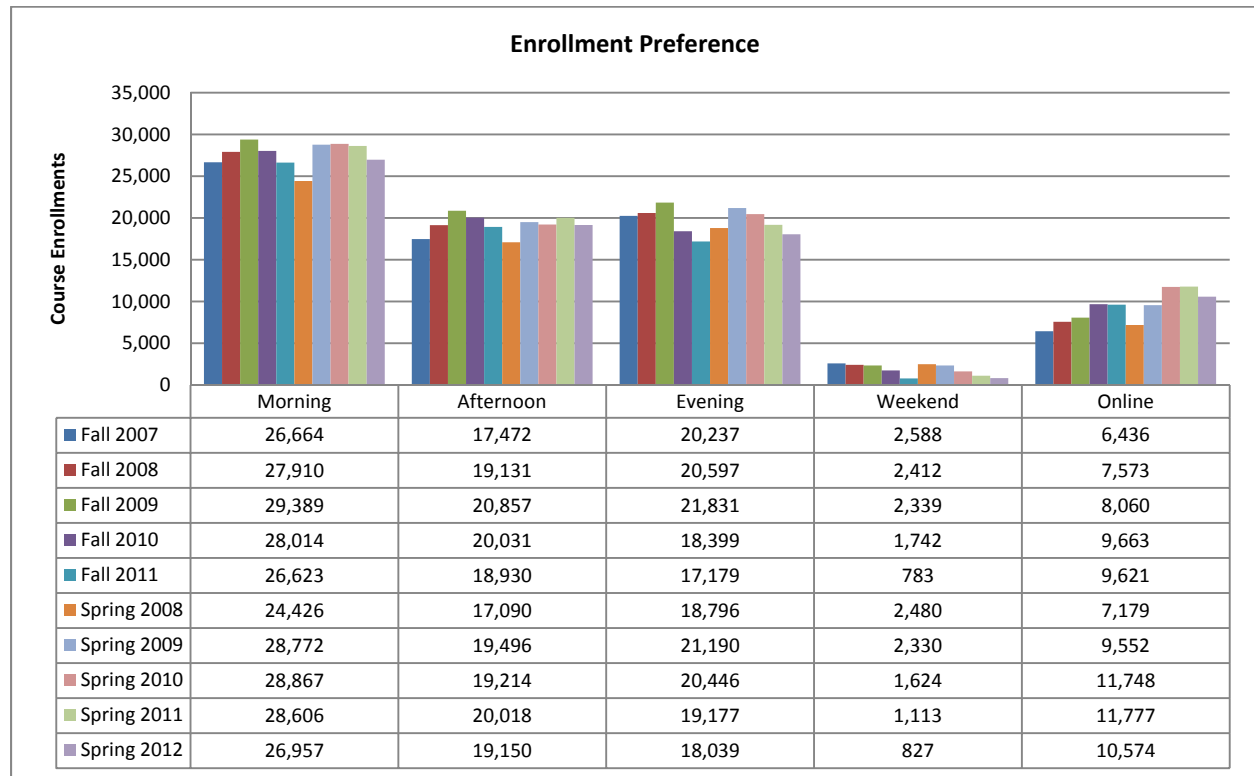


Another perspective of ARC enrollments is provided to describe the unduplicated student counts at each campus location. Though the unduplicated counts represent true counts at each center, the total number of counts would exceed the overall enrollments as students can enroll in more than one center. As shown in the graph above, the ARC Main campus student counts have increased 5.3 percent from 24,752 in fall 2007 to 26,135 in spring 2015 over the past five years. The McClellan has rebounded with sizeable enrollments since spring 2011 with substantial growth in both fall 2011 and spring 2012 that resulted from the shift of courses from the Ethan Way Center in fall 2011. The Mather Center has grown 88.8 percent since it began in 2007-2008, with a slight increase at the Natomas Center (.3%). 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.

| Location         | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|------------------|-----------|-----------|-----------|-----------|-----------|---------|
| ARC Main         | 61.2%     | 64.3%     | 65.8%     | 65.3%     | 66.3%     | -1.3%   |
| Natomas Center   | 10.9%     | 10.7%     | 11.5%     | 11.8%     | 12.0%     | 0.3%    |
| Ethan Way Center | 3.1%      | 3.5%      | 3.8%      | 4.2%      | 0.0%      | -100.0% |
| McClellan        | 0.5%      | 0.4%      | 0.2%      | 0.0%      | 5.0%      | 903.5%  |
| San Juan Center  | 0.9%      | 1.2%      | 1.4%      | 1.3%      | 0.0%      | -100.0% |
| Mather Center    | 0.2%      | 0.3%      | 0.4%      | 0.4%      | 0.5%      | 88.8%   |
| Apprenticeship   | 5.9%      | 5.0%      | 3.7%      | 3.2%      | 3.0%      | -53.8%  |
| SRPSTC           | 17.4%     | 14.5%     | 13.0%     | 13.6%     | 13.1%     | -31.4%  |
| Training Source  | 0.0%      | 0.0%      | 0.2%      | 0.1%      | 0.1%      | 276.2%  |

## 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 3.2 percent (fall semesters) and 11.1 percent (spring semesters) in morning/afternoon course enrollments over the past five years is contrasted with 49.5 percent (fall semesters) and 47.3 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 (53%), 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 4,625 in 2007-2008 6,523 in 2011-2012, a 41.0 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.

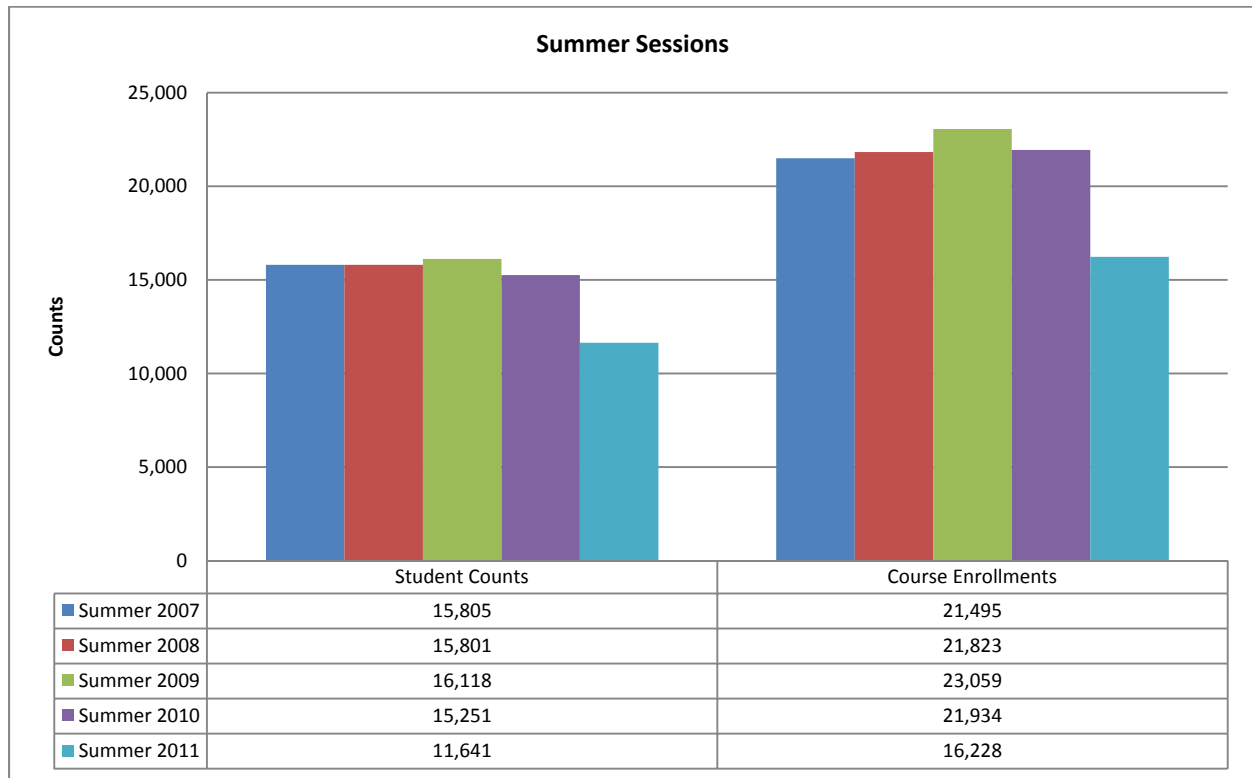
**Afternoon enrollments** represent all courses meeting from 12:00 am to 4:29 pm.

**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.

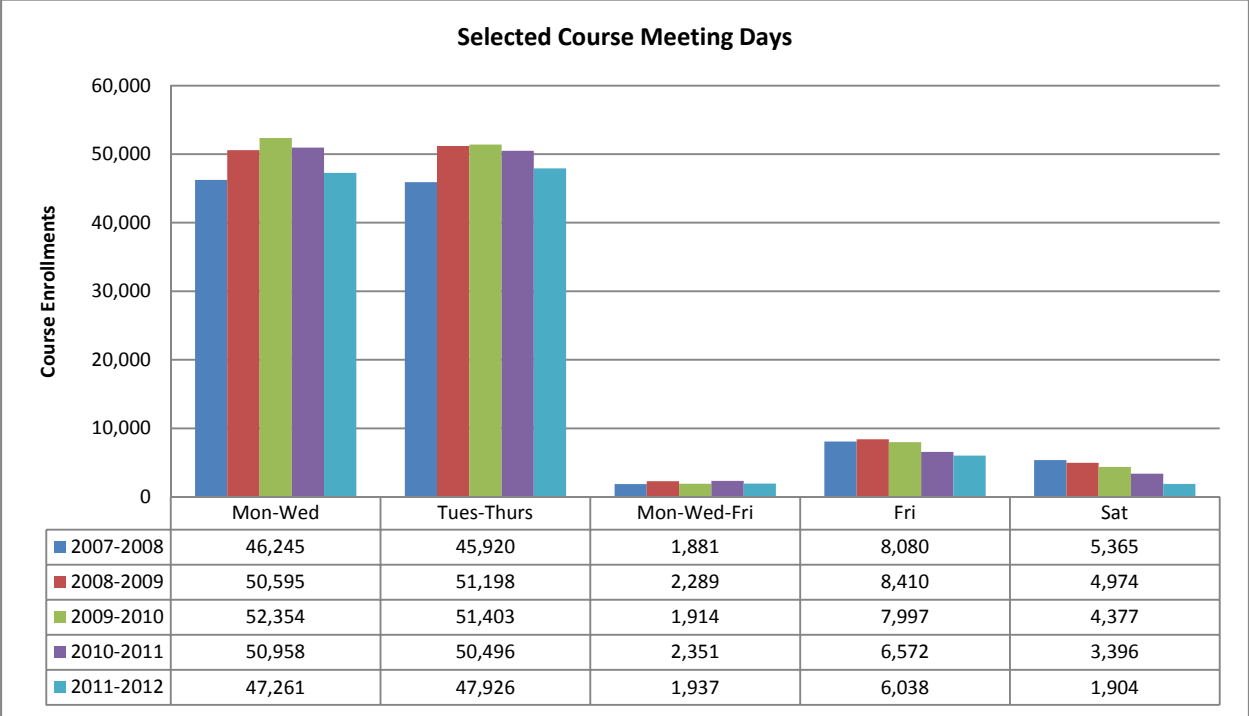
**Weekend enrollments** represent all enrollments for courses that have a Saturday and/or Sunday meet day.

## Summer Unduplicated Student Counts by Term



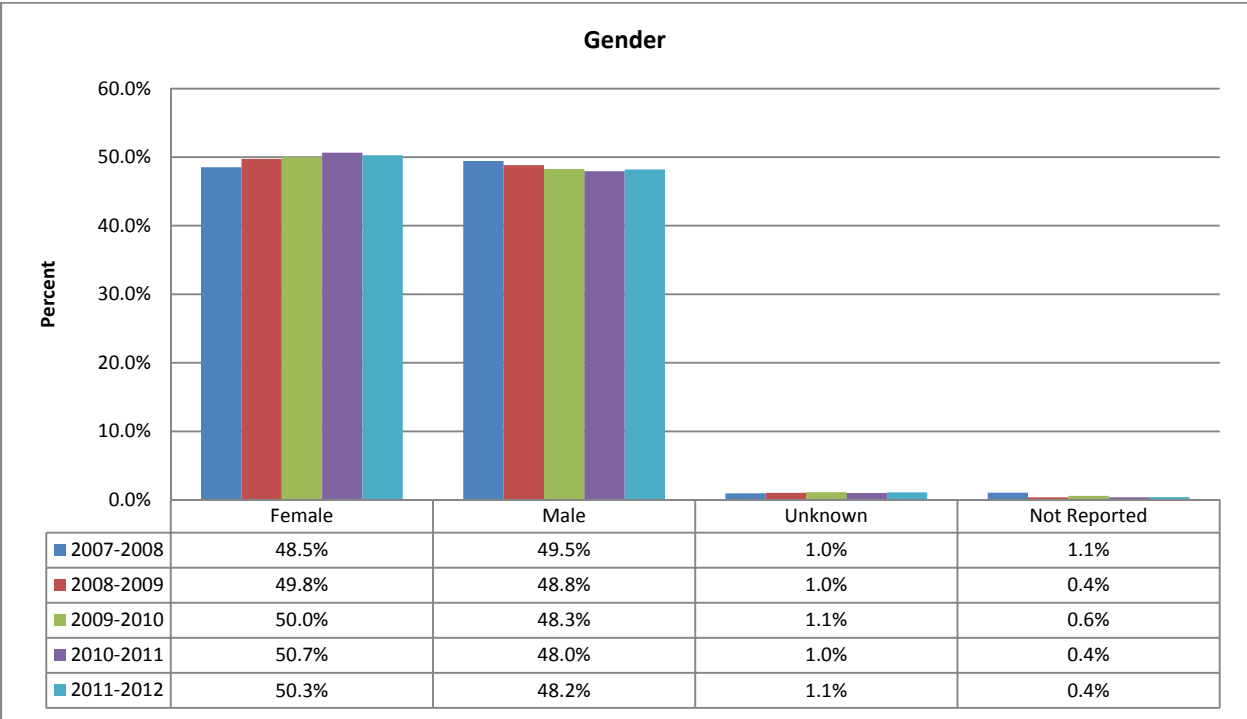
No view of campus student enrollments would be complete without a look at the activity that occurs during the summer months. Though steady growth was seen for summer 2007, 2008, and 2009 for unduplicated student counts and course enrollments, the decline for both categories in 2010 and 2011 reflects the cuts in sections associated with reduced state funding.

**Selected Course Meeting Days by Academic Year**



Over the past five years, enrollment growth is seen for the Mon-Wed course meeting days (2.2%), Tues-Thurs (4.4%) along with a decline in Friday Only (-25.3%) and Saturday only (-64.5%). Though not shown in the graph, the Saturday & Sunday combination meet days have grown 50.0 percent over the past five years. 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.

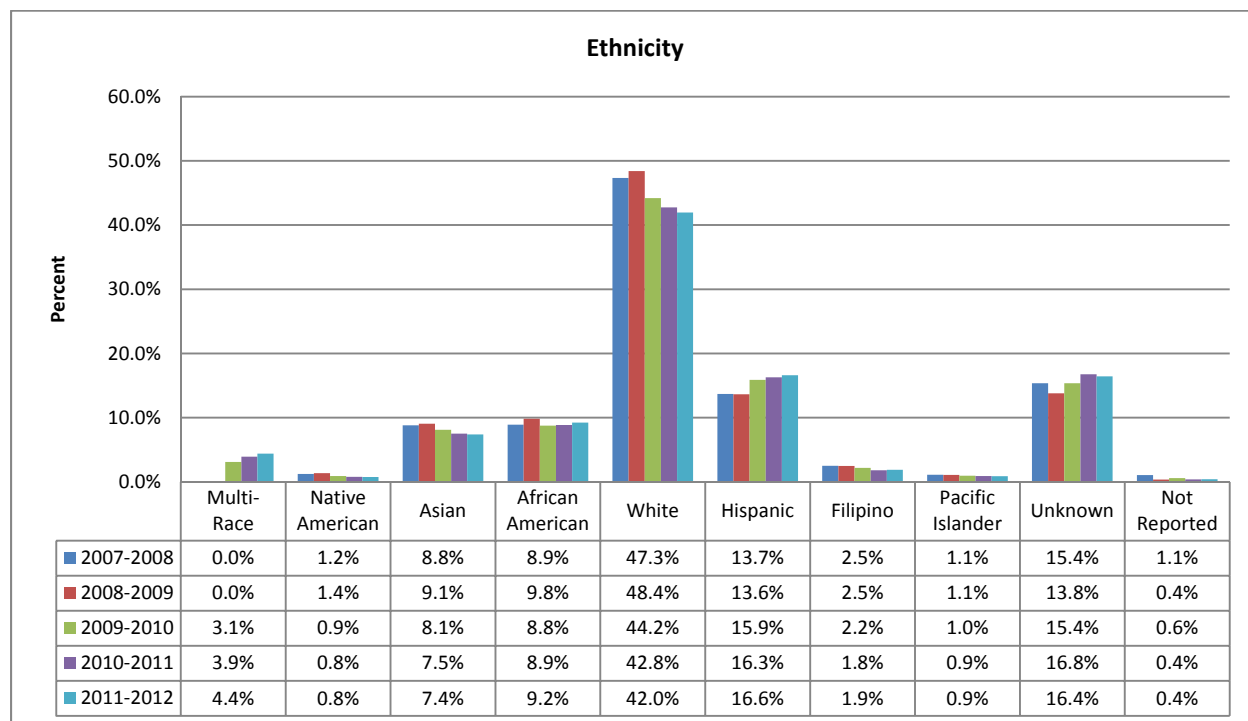
**Gender by Academic Year**



About 76 percent of students enrolled in the Public Safety Training Center and 96 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 58 percent females to 42 percent males at ARC across all other academic areas. The unduplicated student counts for female and male students for the entire ARC student population are shown below.

| Gender       | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|--------------|-----------|-----------|-----------|-----------|-----------|---------|
| Female       | 27,471    | 29,137    | 28,658    | 27,389    | 24,896    | -9.4%   |
| Male         | 27,992    | 28,597    | 27,651    | 25,924    | 23,862    | -14.8%  |
| Unknown      | 543       | 609       | 644       | 546       | 544       | 0.2%    |
| Not Reported | 598       | 218       | 331       | 207       | 201       | -66.4%  |

## Ethnic Groups by Academic Year



ARC's unduplicated student population continues to diversify with 58 percent of the student population represented by non-white ethnic categories in 2011-2012. As shown in the table below, the Multi-Race category has increased 11.6 percent since 2009-2010. See page 10 and 17 for more details that describe the diversity of the college. Beginning in 2009 Los Rios gave students the opportunity to mark more than one ethnic category on the student application which resulted in Multi-Race category shown.

| <b>Ethnicity</b> | <b>2007-2008</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> | <b>Pct Chg</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|----------------|
| Multi-Race       | 0                | 0                | 1,780            | 2,126            | 2,182            | 22.6%          |
| Native American  | 699              | 788              | 519              | 421              | 380              | -45.6%         |
| Asian            | 4,988            | 5,302            | 4,645            | 4,067            | 3,659            | -26.6%         |
| African American | 5,046            | 5,759            | 5,013            | 4,795            | 4,576            | -9.3%          |
| White            | 26,783           | 28,346           | 25,308           | 23,114           | 20,772           | -22.4%         |
| Hispanic         | 7,753            | 7,989            | 9,096            | 8,809            | 8,229            | 6.1%           |
| Filipino         | 1,416            | 1,457            | 1,256            | 974              | 930              | -34.3%         |
| Pacific Islander | 630              | 631              | 545              | 497              | 438              | -30.5%         |
| Unknown          | 8,691            | 8,071            | 8,791            | 9,056            | 8,136            | -6.4%          |
| Not Reported     | 598              | 218              | 331              | 207              | 201              | -66.4%         |

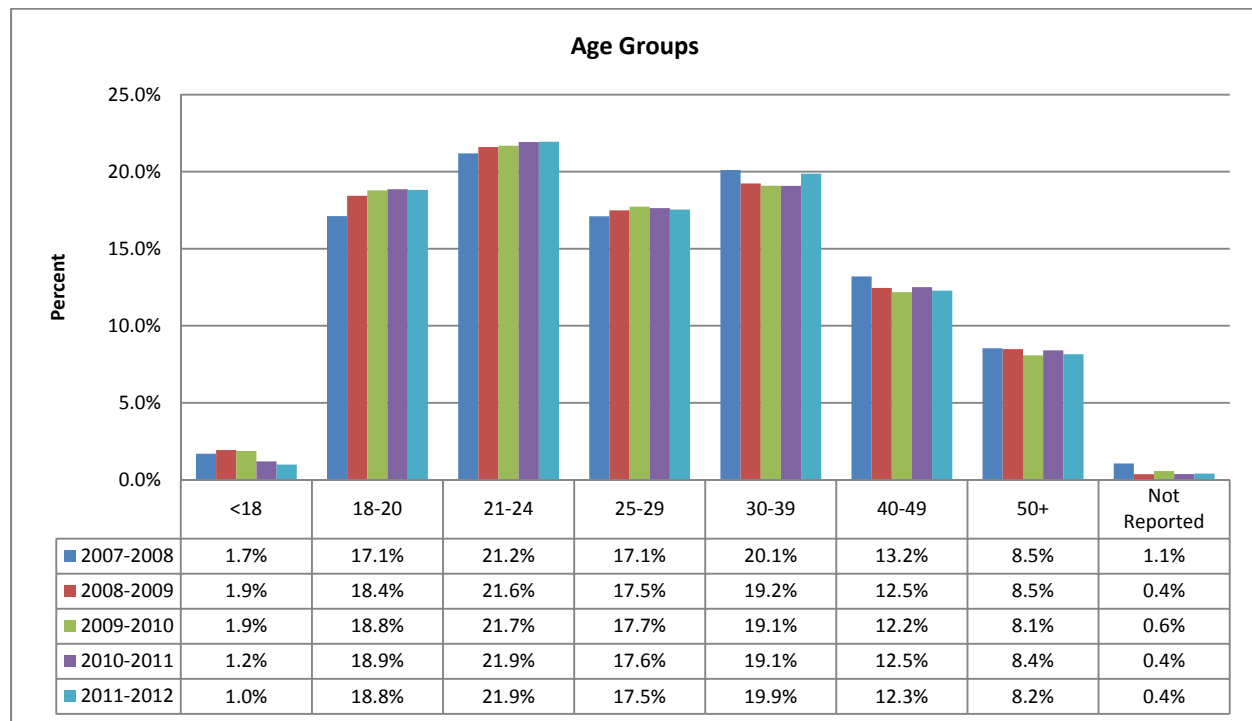
## Expanded Ethnic Categories by Academic Year

| Ethnicity Groups            | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Total   | Pct Chg |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|---------|---------|
| Chinese                     | 803       | 863       | 879       | 691       | 769       | 4,005   | -4.2%   |
| Asian Indian                | 868       | 904       | 895       | 689       | 762       | 4,118   | -12.2%  |
| Japanese                    | 346       | 325       | 328       | 275       | 312       | 1,586   | -9.8%   |
| Korean                      | 400       | 425       | 419       | 325       | 293       | 1,862   | -26.8%  |
| Laotian                     | 180       | 180       | 190       | 171       | 159       | 880     | -11.7%  |
| Cambodian                   | 107       | 115       | 100       | 74        | 77        | 473     | -28.0%  |
| Vietnamese                  | 629       | 662       | 600       | 495       | 522       | 2,908   | -17.0%  |
| Other Asian                 | 1,676     | 1,829     | 1,728     | 1,423     | 1,449     | 8,105   | -13.5%  |
| African American            | 5,056     | 5,764     | 5,929     | 5,294     | 5,580     | 27,623  | 10.4%   |
| Filipino                    | 1,416     | 1,458     | 1,396     | 1,133     | 1,225     | 6,628   | -13.5%  |
| Mexican, Mex Amer., Chicano | 4,046     | 4,472     | 4,249     | 3,748     | 4,032     | 20,547  | -0.4%   |
| Central American            | 254       | 282       | 261       | 212       | 219       | 1,228   | -13.8%  |
| South American              | 186       | 206       | 184       | 154       | 164       | 894     | -11.8%  |
| Other Hispanic              | 3,296     | 3,032     | 2,398     | 1,871     | 1,656     | 12,253  | -49.8%  |
| Native American             | 704       | 791       | 997       | 991       | 1,066     | 4,549   | 51.4%   |
| Other Non-White             | 1,483     | 1,389     | 1,336     | 1,084     | 1,037     | 6,329   | -30.1%  |
| Guamanian                   | 83        | 74        | 61        | 54        | 58        | 330     | -30.1%  |
| Hawaiian                    | 107       | 101       | 103       | 95        | 105       | 511     | -1.9%   |
| Samoan                      | 53        | 57        | 68        | 52        | 64        | 294     | 20.8%   |
| Other Pacific Islander      | 386       | 399       | 362       | 315       | 319       | 1,781   | -17.4%  |
| White                       | 26,823    | 28,363    | 26,579    | 22,681    | 22,030    | 126,476 | -17.9%  |
| Unknown                     | 7,207     | 6,679     | 7,914     | 21,147    | 7,459     | 50,406  | 3.5%    |
| Not Reported                | 598       | 218       | 331       | 207       | 201       | 1,555   | -66.4%  |

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



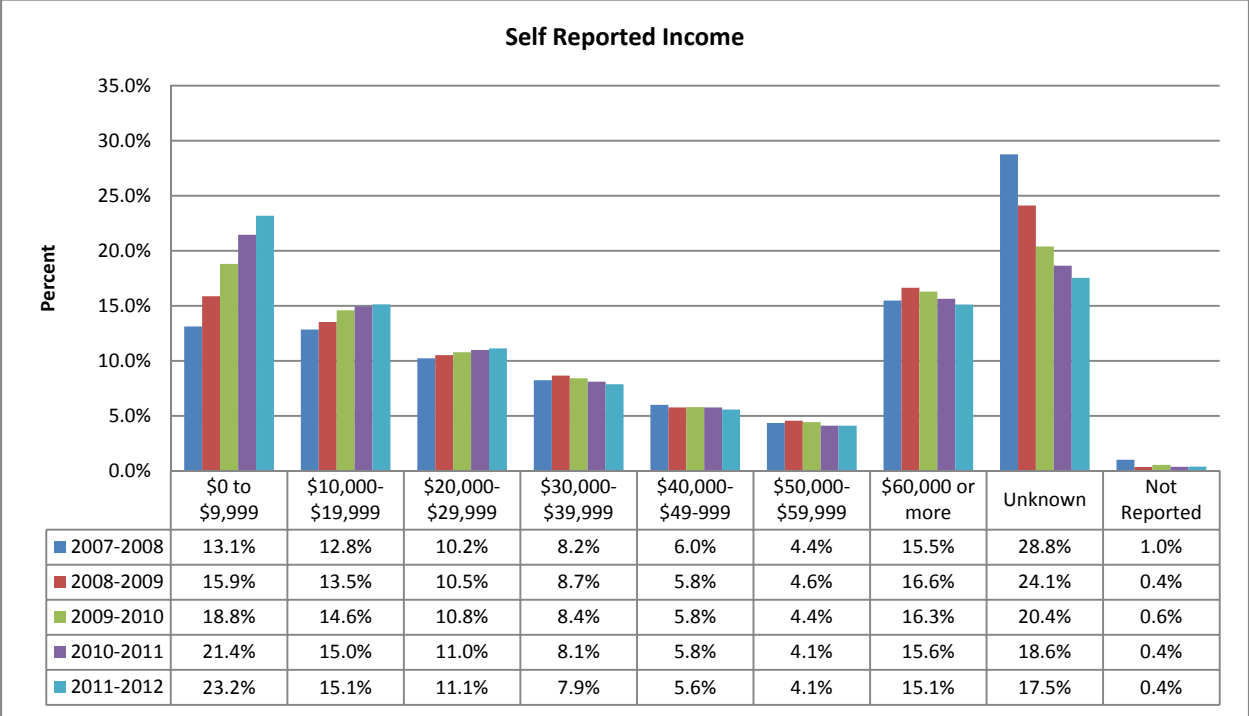
## Age Groups by Academic Year



The graph above shows the proportions of students within each age group category. As shown in the table below the overall decreases in unduplicated students within each age group category reflects the decline of both students and course enrollments in 2011-2012. The under 18 category is primarily populated by Advanced Ed. students (high school students enrolling in ARC courses).

| Age Groups   | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct_Chg |
|--------------|-----------|-----------|-----------|-----------|-----------|---------|
| <18          | 960       | 1,136     | 1,070     | 650       | 490       | -49.0%  |
| 18-20        | 9,688     | 10,794    | 10,765    | 10,199    | 9,315     | -3.9%   |
| 21-24        | 11,996    | 12,651    | 12,420    | 11,851    | 10,862    | -9.5%   |
| 25-29        | 9,679     | 10,244    | 10,156    | 9,534     | 8,682     | -10.3%  |
| 30-39        | 11,382    | 11,261    | 10,934    | 10,316    | 9,837     | -13.6%  |
| 40-49        | 7,469     | 7,288     | 6,977     | 6,765     | 6,079     | -18.6%  |
| 50+          | 4,832     | 4,969     | 4,631     | 4,544     | 4,037     | -16.5%  |
| Not Reported | 598       | 218       | 331       | 207       | 201       | -66.4%  |

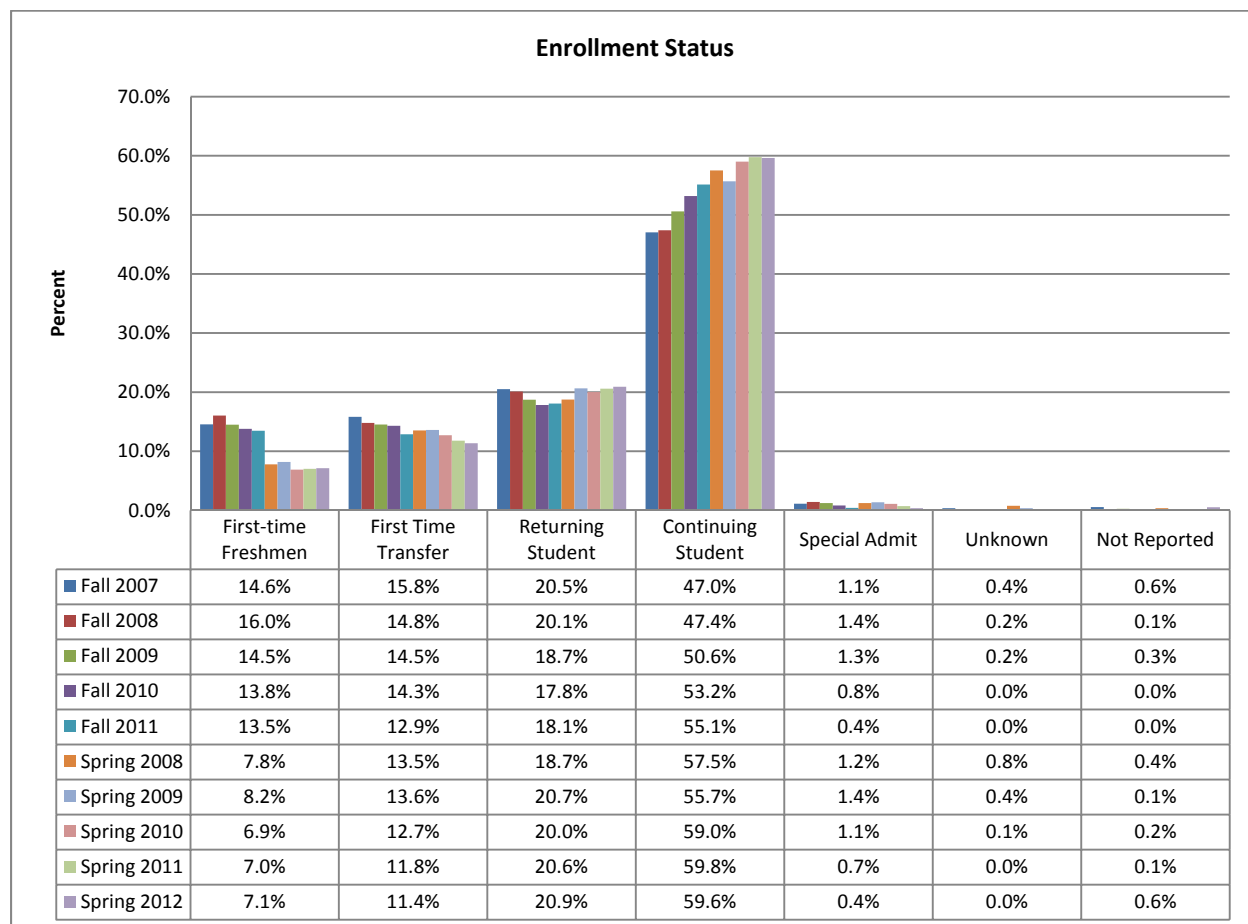
**Self-Reported Income Categories by Academic Year**



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 17.5 percent of the students in 2011-2012, down from previous years. The majority of the unknown category was associated with enrollments in the Sacramento Regional Training Center for professions engaged in continuing education. Approximately 38.3 percent of students in 2011-2012 indicated their income levels were below \$20,000, up from 36.4 percent in 2010-2011. As shown in the table below, the most dramatic shift in income groups was seen in the \$0 to \$9,999 category, with increase of 53.9 percent over the five year period.

| Income            | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct_Chg |
|-------------------|-----------|-----------|-----------|-----------|-----------|---------|
| \$0 to \$9,999    | 7,787     | 9,686     | 11,253    | 12,137    | 11,986    | 53.9%   |
| \$10,000-\$19,999 | 7,622     | 8,264     | 8,728     | 8,463     | 7,829     | 2.7%    |
| \$20,000-\$29,999 | 6,069     | 6,426     | 6,453     | 6,214     | 5,755     | -5.2%   |
| \$30,000-\$39,999 | 4,884     | 5,287     | 5,034     | 4,587     | 4,070     | -16.7%  |
| \$40,000-\$49,999 | 3,560     | 3,521     | 3,465     | 3,267     | 2,881     | -19.1%  |
| \$50,000-\$59,999 | 2,587     | 2,784     | 2,646     | 2,326     | 2,125     | -17.9%  |
| \$60,000 or more  | 9,185     | 10,158    | 9,752     | 8,851     | 7,818     | -14.9%  |
| Unknown           | 17,073    | 14,724    | 12,206    | 10,554    | 9,071     | -46.9%  |
| Not Reported      | 598       | 218       | 331       | 207       | 201       | -66.4%  |

## Student Enrollment Status by Term

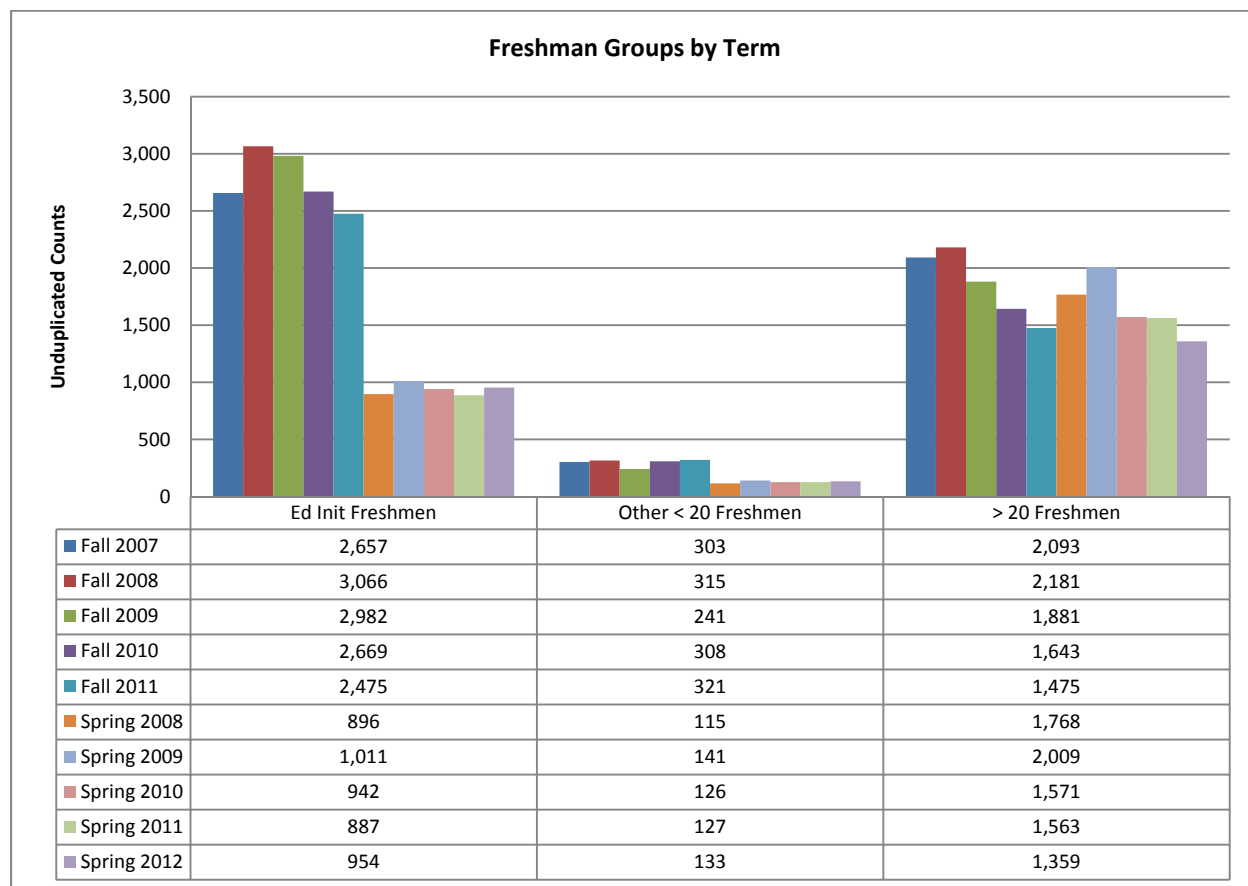


It is traditional to think of the overall population of ARC students as first-time freshmen (no prior attendance at ARC) and continuing students. Within these two major groups there are other subcategories that represent significant student populations that merit attention. See table shown below for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

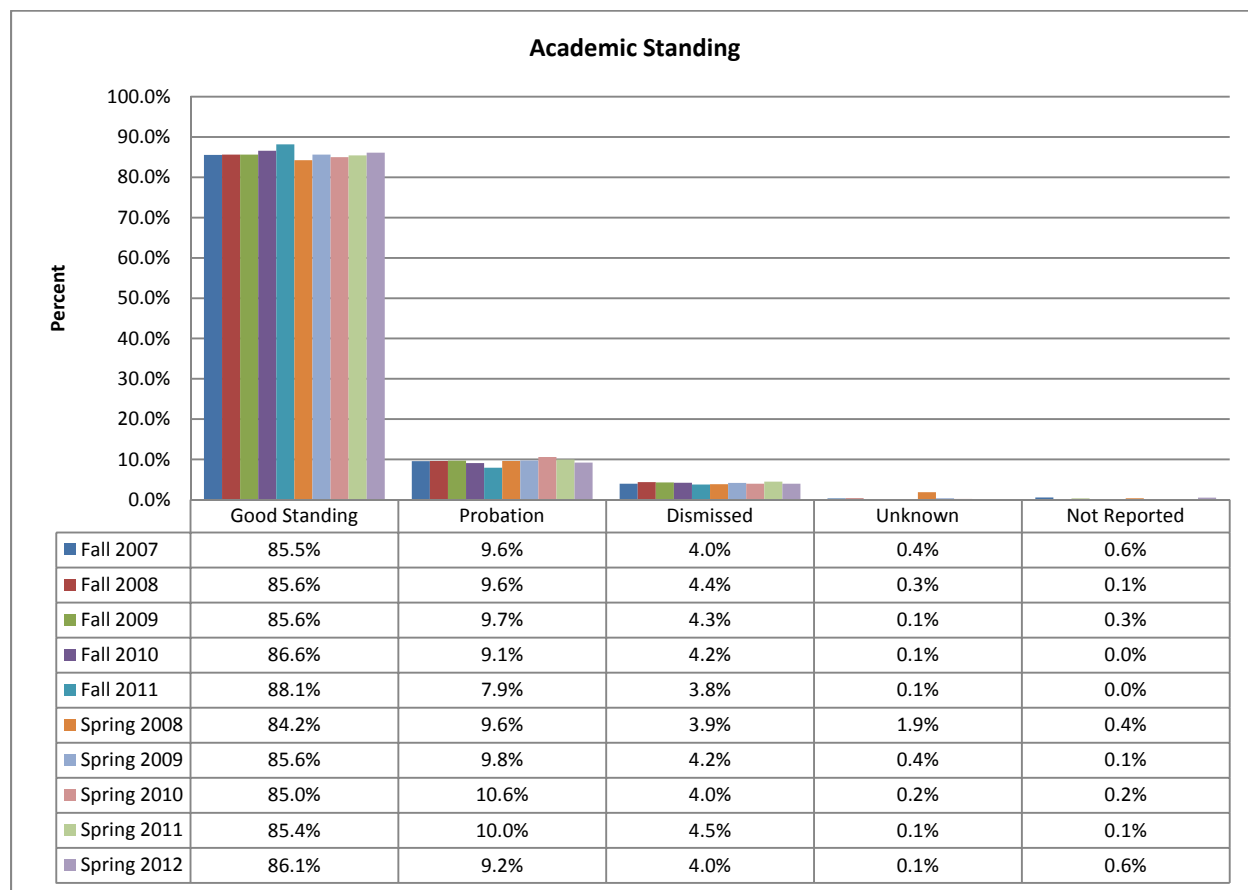
| First-time Categories | F2007  | F2008  | F2009  | F2010  | F2011  | S2008  | S2009  | S2010  | S2011  | S2012  |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| First-time Freshmen   | 5,053  | 5,562  | 5,104  | 4,620  | 4,271  | 2,779  | 3,161  | 2,639  | 2,577  | 2,446  |
| First Time Transfer   | 5,490  | 5,136  | 5,111  | 4,798  | 4,089  | 4,823  | 5,251  | 4,863  | 4,328  | 3,893  |
| Returning Student     | 7,107  | 6,971  | 6,588  | 5,975  | 5,730  | 6,675  | 7,965  | 7,656  | 7,544  | 7,176  |
| Continuing Student    | 16,306 | 16,435 | 17,792 | 17,816 | 17,485 | 20,488 | 21,460 | 22,550 | 21,908 | 20,442 |
| Special Admit         | 396    | 498    | 440    | 280    | 139    | 438    | 530    | 426    | 265    | 130    |
| Unknown               | 129    | 57     | 54     | 4      | 1      | 279    | 142    | 23     | 7      | 4      |
| Not Reported          | 193    | 26     | 97     | 15     | 0      | 135    | 35     | 71     | 28     | 190    |

## 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). It is important to note the difference in the fall and spring freshmen categories. Spring enrollments for both the under 21 freshmen groups are significantly lower than in the fall.

## Good Standing, Probation and Dismissed Students



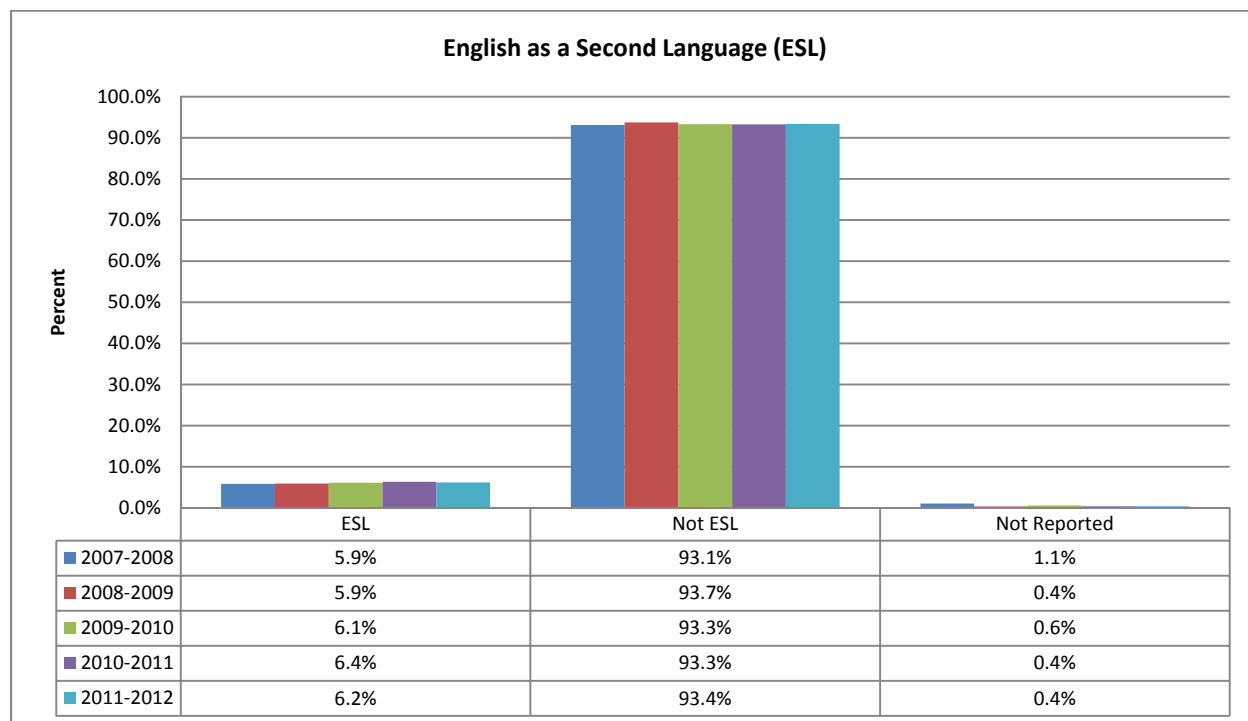
Also shown in the graph above are the relative proportions of students associated with each of the categories. The proportion of students in good standing has exceeded 84 percent in each of the past five years. Though spring terms appear to have a slightly higher number of students on probation, this is due to academic performance that occurred in the prior fall term.

| Standing      | F2007  | F2008  | F2009  | F2010  | F2011  | S2008  | S2009  | S2010  | S2011  | S2012  |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Good Standing | 29,654 | 29,692 | 30,120 | 29,003 | 27,955 | 30,003 | 32,994 | 32,485 | 31,308 | 29,511 |
| Probation     | 3,329  | 3,339  | 3,416  | 3,047  | 2,519  | 3,426  | 3,758  | 4,061  | 3,652  | 3,169  |
| Dismissed     | 1,376  | 1,518  | 1,508  | 1,414  | 1,196  | 1,382  | 1,606  | 1,531  | 1,646  | 1,363  |
| Unknown       | 122    | 110    | 45     | 29     | 45     | 671    | 151    | 80     | 23     | 48     |
| Not Reported  | 193    | 26     | 97     | 15     | 0      | 135    | 35     | 71     | 28     | 190    |

**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 P/NP 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 shifted from 3,310 to 3,076, a decline of 7.1 percent, which appears to be associated with the overall drop in enrollments in 2011-2012. The ESL population represents yet another indicator of ARC's diversity.

| Groups       | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|--------------|-----------|-----------|-----------|-----------|-----------|---------|
| ESL          | 3,310     | 3,468     | 3,514     | 3,436     | 3,076     | -7.1%   |
| Not ESL      | 52,696    | 54,875    | 53,439    | 50,423    | 46,226    | -12.3%  |
| Not Reported | 598       | 218       | 331       | 207       | 201       | -66.4%  |

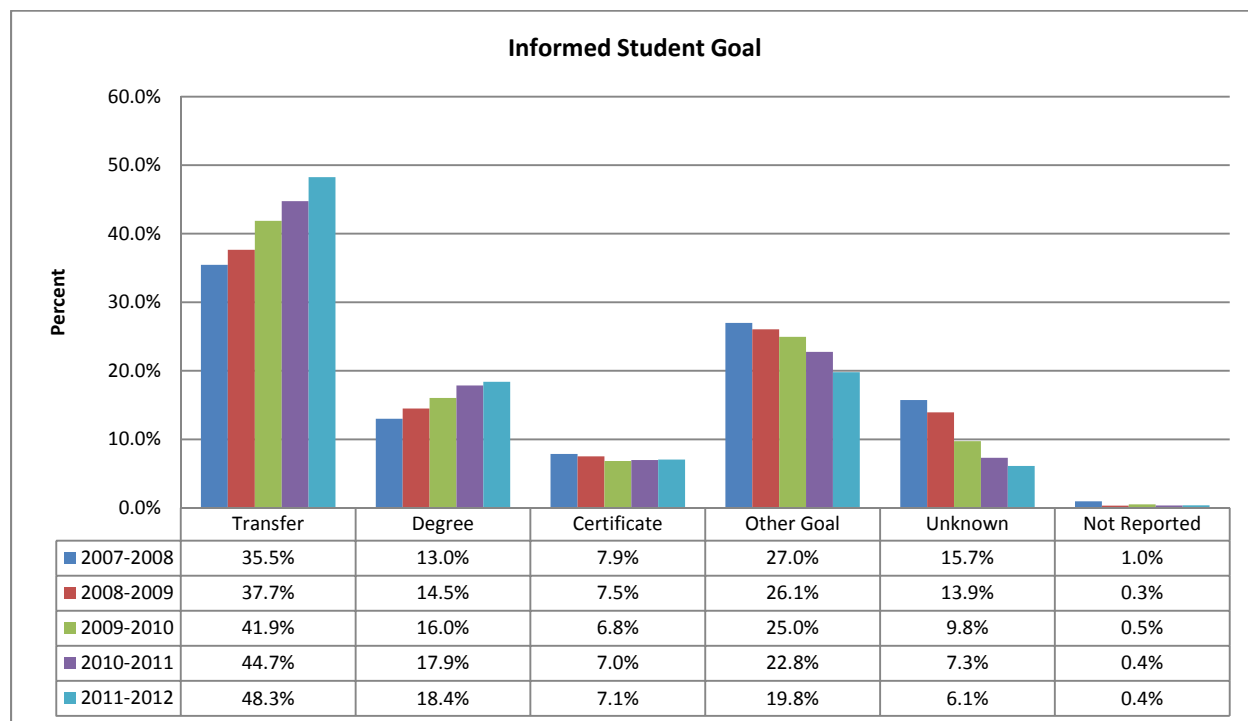
**Primary Language:** The table on the following page illustrates the remarkable range of diverse languages students report as their primary language at ARC. Together, the non-English students in the table have represented almost 16 percent of the student population over the past five years. Note the percent change within primary language categories across the five academic years shown to get a sense of the shifting landscape of ARC's diverse student population.

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

| Language               | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Total   | Pct Chg |
|------------------------|-----------|-----------|-----------|-----------|-----------|---------|---------|
| Afrikaans              | 158       | 182       | 136       | 113       | 126       | 715     | -20.3%  |
| American Sign Language | 241       | 323       | 279       | 294       | 246       | 1,383   | 2.1%    |
| Amharic                | 285       | 275       | 242       | 253       | 189       | 1,244   | -33.7%  |
| Arabic                 | 356       | 392       | 607       | 745       | 1,065     | 3,165   | 199.2%  |
| Bahasa (Indonesian)    | 97        | 55        | 24        | 15        | 23        | 214     | -76.3%  |
| Bengali                | 49        | 59        | 47        | 34        | 31        | 220     | -36.7%  |
| Burmese                | 57        | 23        | 32        | 22        | 28        | 162     | -50.9%  |
| Chinese (Cantonese)    | 412       | 482       | 485       | 384       | 360       | 2,123   | -12.6%  |
| Chinese (Mandarin)     | 422       | 534       | 518       | 457       | 454       | 2,385   | 7.6%    |
| Chinese (Other)        | 57        | 54        | 40        | 29        | 30        | 210     | -47.4%  |
| Chinese (Shanghai)     | 9         | 1         | 11        | 10        | 5         | 36      | -44.4%  |
| Czech                  | 31        | 23        | 59        | 43        | 31        | 187     | 0.0%    |
| Danish                 | 0         | 11        | 13        | 16        | 13        | 53      | 18.0%   |
| Dutch                  | 13        | 34        | 41        | 12        | 7         | 107     | -46.2%  |
| English                | 154,726   | 165,201   | 170,393   | 160,479   | 147,519   | 798,318 | -4.7%   |
| Farsi (Persian)        | 1,220     | 1,261     | 1,324     | 1,445     | 1,490     | 6,740   | 22.1%   |
| Finnish                | 95        | 41        | 49        | 57        | 33        | 275     | -65.3%  |
| Flemish                | 13        | 37        | 20        | 16        | 8         | 94      | -38.5%  |
| French                 | 173       | 161       | 176       | 157       | 182       | 849     | 5.2%    |
| German                 | 129       | 159       | 99        | 116       | 118       | 621     | -8.5%   |
| Greek                  | 40        | 27        | 39        | 29        | 23        | 158     | -42.5%  |
| Hebrew                 | 22        | 10        | 14        | 20        | 35        | 101     | 59.1%   |
| Hindi                  | 475       | 433       | 316       | 264       | 206       | 1,694   | -56.6%  |
| Hmong                  | 952       | 1,516     | 1,479     | 1,498     | 1,343     | 6,788   | 41.1%   |
| Hungarian              | 67        | 71        | 50        | 37        | 26        | 251     | -61.2%  |
| Indian                 | 469       | 460       | 448       | 367       | 292       | 2,036   | -37.7%  |
| Indian (Hindi)         | 416       | 432       | 365       | 299       | 250       | 1,762   | -39.9%  |
| Indian (Kannada)       | 8         | 17        | 18        | 16        | 3         | 62      | -62.5%  |
| Indian (Konkani)       | 0         | 0         | 4         | 7         | 3         | 14      | -25.0%  |
| Italian                | 36        | 20        | 9         | 13        | 33        | 111     | -8.3%   |
| Japanese               | 251       | 236       | 137       | 141       | 89        | 854     | -64.5%  |
| Kiswahili              | 43        | 35        | 22        | 20        | 27        | 147     | -37.2%  |
| Korean                 | 1,139     | 1,237     | 1,065     | 796       | 637       | 4,874   | -44.1%  |
| Laotian                | 305       | 217       | 226       | 173       | 124       | 1,045   | -59.3%  |
| Latvian                | 10        | 15        | 4         | 7         | 0         | 36      | -100.0% |
| Lithuanian             | 8         | 2         | 10        | 12        | 17        | 49      | 112.5%  |
| Malay                  | 28        | 36        | 33        | 9         | 13        | 119     | -53.6%  |
| Norwegian              | 1         | 3         | 0         | 0         | 8         | 12      | 700.0%  |
| Other                  | 2,469     | 2,036     | 1,921     | 1,624     | 1,390     | 9,440   | -43.7%  |
| Polish                 | 103       | 72        | 68        | 40        | 15        | 298     | -85.4%  |
| Portuguese             | 163       | 181       | 149       | 120       | 115       | 728     | -29.4%  |
| Rumanian               | 1,457     | 1,293     | 1,330     | 1,235     | 1,090     | 6,405   | -25.2%  |
| Russian                | 11,954    | 13,239    | 13,125    | 11,656    | 9,227     | 59,201  | -22.8%  |
| Serbo-Croatian         | 189       | 157       | 155       | 119       | 77        | 697     | -59.3%  |
| Slovak                 | 58        | 51        | 56        | 50        | 42        | 257     | -27.6%  |
| Spanish                | 5,146     | 4,839     | 4,648     | 4,441     | 4,242     | 23,316  | -17.6%  |
| Swahili                | 63        | 47        | 42        | 31        | 45        | 228     | -28.6%  |
| Swedish                | 19        | 49        | 49        | 39        | 29        | 185     | 52.6%   |
| Tagalog (Philippines)  | 801       | 796       | 686       | 736       | 634       | 3,653   | -20.8%  |
| Tamil (Ceylon)         | 12        | 2         | 3         | 1         | 2         | 20      | -83.3%  |
| Tamil (India)          | 23        | 11        | 8         | 15        | 10        | 67      | -56.5%  |
| Telugu                 | 30        | 24        | 13        | 15        | 5         | 87      | -83.3%  |
| Thai                   | 116       | 126       | 102       | 104       | 110       | 558     | -5.2%   |
| Turkish                | 43        | 25        | 11        | 7         | 16        | 102     | -62.8%  |
| Twi (Ghana)            | 12        | 6         | 10        | 6         | 8         | 42      | -33.3%  |
| Ukrainian              | 4,662     | 4,860     | 4,915     | 4,939     | 3,626     | 23,002  | -22.2%  |
| Unknown                | 10        | 53        | 70        | 81        | 86        | 300     | 760.0%  |
| Urdu (Pakistan)        | 303       | 276       | 282       | 322       | 316       | 1,499   | 4.3%    |
| Vietnamese             | 1,331     | 1,504     | 1,381     | 1,182     | 952       | 6,350   | -28.5%  |
| Welsh                  | 28        | 3         | 7         | 8         | 2         | 48      | -92.9%  |
| Not Reported           | 698       | 246       | 416       | 225       | 210       | 1,795   | -69.9%  |

The unduplicated counts over the past five years are shown to provide perspective for the 60 primary language categories listed by students at ARC. The percent change indicates the shift over the five year period for individual primary language categories.

## Informed Goal by Academic Year



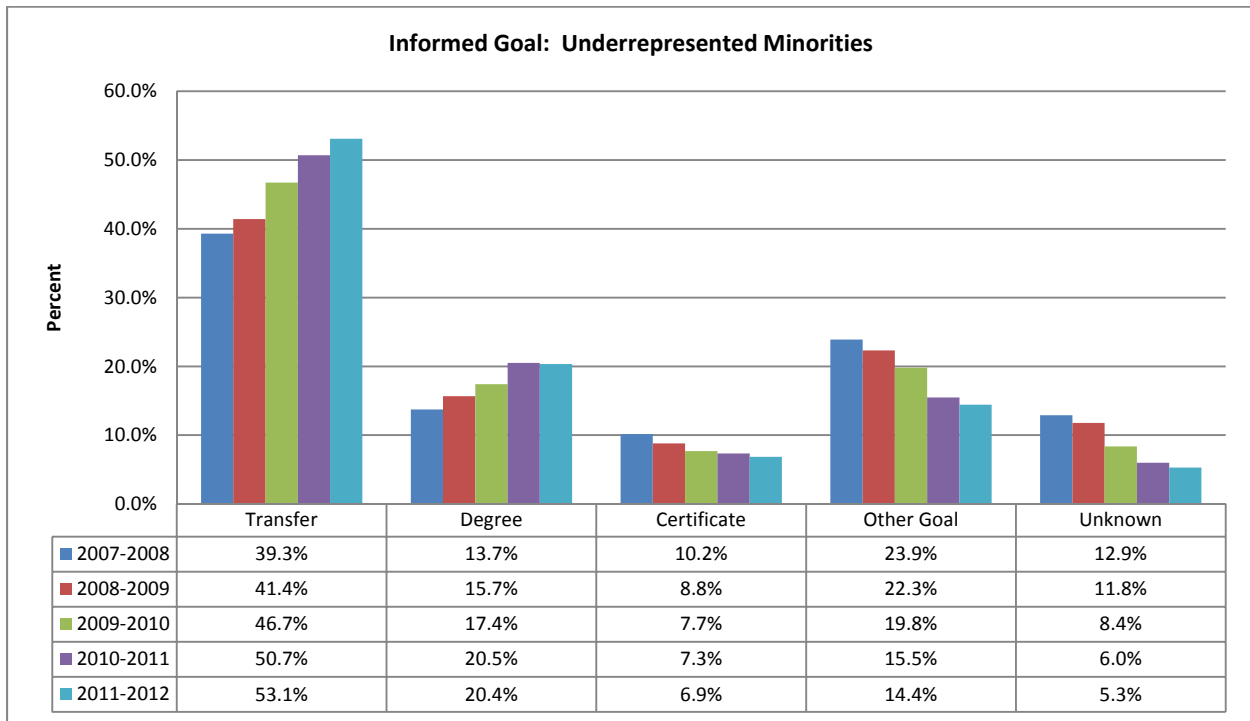
The graph above describes the proportion of students over the past five years for the primary goal indicated on the student application. As shown in the table below, the number of students indicating Transfer to a four-year college as an informed goal increased 16.0 percent over the past five years. Students selecting the AA/AS degree as their primary goal have increased 20.7 percent; however, certificates have declined by 23.5 percent. In 2011-2012, almost 74 percent of all students indicated a goal of transfer, degree, and/or certificate.

| Goal         | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct_Chg |
|--------------|-----------|-----------|-----------|-----------|-----------|---------|
| Transfer     | 21,992    | 24,032    | 26,059    | 26,102    | 25,517    | 16.0%   |
| Degree       | 8,060     | 9,257     | 9,978     | 10,412    | 9,731     | 20.7%   |
| Certificate  | 4,878     | 4,801     | 4,258     | 4,071     | 3,734     | -23.5%  |
| Other Goal   | 16,731    | 16,628    | 15,527    | 13,281    | 10,474    | -37.4%  |
| Unknown      | 9,758     | 8,896     | 6,064     | 4,265     | 3,232     | -66.9%  |
| Not Reported | 598       | 218       | 331       | 207       | 201       | -66.4%  |

**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.



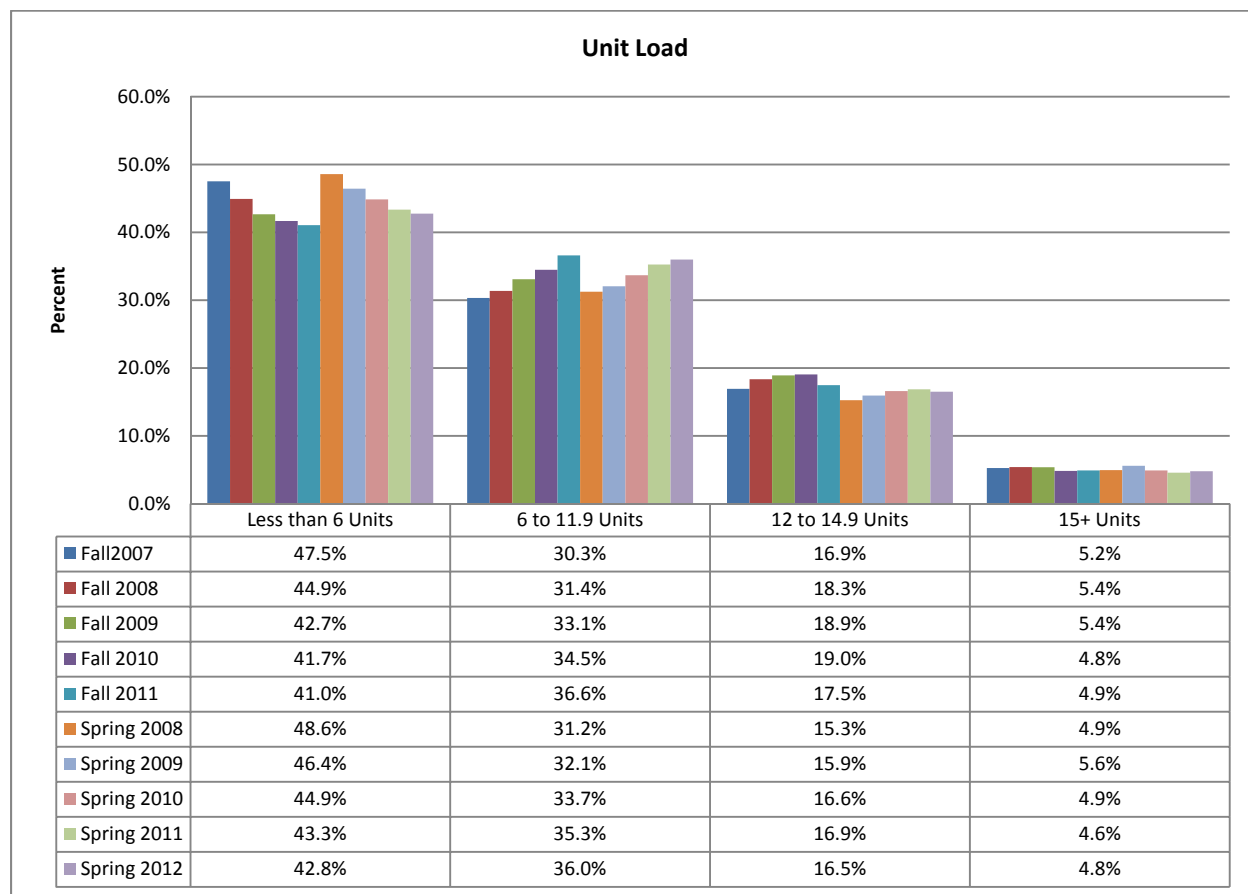
**Informed Goal: Underrepresented Minorities**



The graph above describes the proportion of underrepresented minorities (Native American, African American and Hispanic) who selected Transfer, Degree, or Certificate as a primary goal. As shown in the table that follows, underrepresented minorities displayed strong increases in defining a goal of transfer (23.5%) and degrees (35.5%). For the other categories that showed a decline, the most pronounced, Unknown, indicates that students may be more goal directed than in the past.

| Goal        | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|-------------|-----------|-----------|-----------|-----------|-----------|---------|
| Transfer    | 5,822     | 6,602     | 7,138     | 6,727     | 7,190     | 23.5%   |
| Degree      | 2,034     | 2,498     | 2,659     | 2,720     | 2,756     | 35.5%   |
| Certificate | 1,504     | 1,405     | 1,175     | 973       | 928       | -38.3%  |
| Other Goal  | 3,542     | 3,559     | 3,026     | 2,054     | 1,953     | -44.9%  |
| Unknown     | 1,910     | 1,880     | 1,279     | 794       | 717       | -62.5%  |

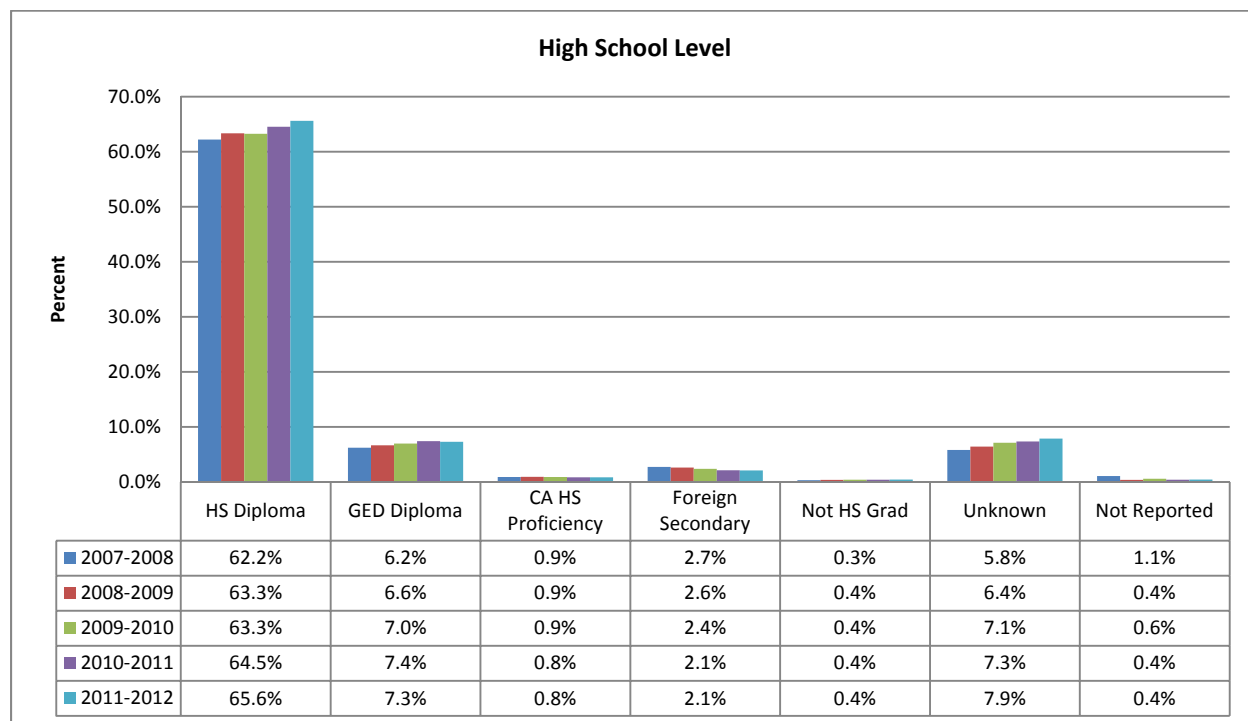
## Academic Load Status by Academic Year



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 42 to 48 percent of the total student population over the last five years in the fall and spring semesters. Approximately less than 1 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 was seen for 6 to 11.9 unit load students (17.3%) over the five year period.

| Unit Load         | F2007  | F2008  | F2009  | F2010  | F2011  | S2008  | S2009  | S2010  | S2011  | S2012  | Pct Chg |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Less than 6 Units | 16,478 | 15,578 | 15,011 | 13,962 | 13,016 | 17,298 | 17,899 | 17,148 | 15,883 | 14,660 | -11.0%  |
| 6 to 11.9 Units   | 10,508 | 10,878 | 11,637 | 11,548 | 11,605 | 11,128 | 12,353 | 12,871 | 12,922 | 12,330 | 17.3%   |
| 12 to 14.9 Units  | 5,870  | 6,357  | 6,653  | 6,380  | 5,541  | 5,431  | 6,140  | 6,341  | 6,181  | 5,656  | -3.6%   |
| 15+ Units         | 1,818  | 1,872  | 1,885  | 1,618  | 1,553  | 1,760  | 2,152  | 1,868  | 1,671  | 1,635  | -10.1%  |

## 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 percent change in the unduplicated student counts over the five year period were affected by the overall drop in enrollments seen in the last two years.

| HS Level          | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Pct Chg |
|-------------------|-----------|-----------|-----------|-----------|-----------|---------|
| HS Diploma        | 35,399    | 37,220    | 36,353    | 34,971    | 32,506    | -8.2%   |
| GED Certificate   | 3,532     | 3,896     | 3,996     | 4,018     | 3,611     | 2.2%    |
| CA HS Proficiency | 508       | 542       | 503       | 447       | 415       | -18.3%  |
| Foreign Secondary | 1,549     | 1,521     | 1,369     | 1,148     | 1,028     | -33.6%  |
| Not HS Grad       | 181       | 218       | 220       | 216       | 205       | 13.3%   |
| Unknown           | 3,303     | 3,772     | 4,088     | 3,976     | 3,891     | 17.8%   |
| Not Reported      | 598       | 218       | 331       | 207       | 201       | -66.4%  |

## Top Thirty Feeder High Schools by Academic Year

| High School                    | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Total  | Pct Chg |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|--------|---------|
| Other California High School   | 281       | 347       | 297       | 311       | 282       | 1,518  | 0.4%    |
| Visions In Education           | 157       | 185       | 156       | 136       | 128       | 762    | -18.5%  |
| El Camino Fundamental High     | 144       | 170       | 147       | 146       | 109       | 716    | -24.3%  |
| Del Campo High                 | 142       | 155       | 170       | 116       | 121       | 704    | -14.8%  |
| Mira Loma High                 | 133       | 118       | 145       | 130       | 120       | 646    | -9.8%   |
| Inderkum High School           | 96        | 140       | 125       | 136       | 144       | 641    | 50.0%   |
| Rio Linda High                 | 106       | 144       | 150       | 125       | 106       | 631    | 0.0%    |
| Rio Americano High             | 99        | 122       | 124       | 100       | 82        | 527    | -17.2%  |
| Other Sacramento area HS       | 90        | 113       | 97        | 100       | 124       | 524    | 37.8%   |
| Center High School             | 90        | 106       | 118       | 105       | 83        | 502    | -7.8%   |
| Foothill High                  | 119       | 90        | 130       | 86        | 72        | 497    | -39.5%  |
| Bella Vista High               | 92        | 87        | 91        | 86        | 66        | 422    | -28.3%  |
| Grant Union High               | 72        | 88        | 99        | 77        | 72        | 408    | 0.0%    |
| Cordova High                   | 87        | 75        | 103       | 91        | 51        | 407    | -41.4%  |
| Natomas High                   | 63        | 89        | 57        | 68        | 86        | 363    | 36.5%   |
| Mesa Verde High                | 56        | 61        | 77        | 54        | 52        | 300    | -7.1%   |
| Independent Home School        | 62        | 54        | 68        | 65        | 50        | 299    | -19.4%  |
| Highlands High                 | 80        | 54        | 74        | 41        | 45        | 294    | -43.8%  |
| Oakmont High                   | 53        | 66        | 68        | 74        | 21        | 282    | -60.4%  |
| San Juan High                  | 58        | 58        | 60        | 46        | 44        | 266    | -24.1%  |
| Rosemont High School           | 43        | 55        | 61        | 48        | 53        | 260    | 23.3%   |
| Out of State High School       | 67        | 67        | 49        | 40        | 35        | 258    | -47.8%  |
| Casa Roble Fundamental High    | 52        | 67        | 37        | 36        | 43        | 235    | -17.3%  |
| Encina High                    | 42        | 45        | 54        | 27        | 39        | 207    | -7.1%   |
| Keema (Elwood J.) High (Alt.)  | 24        | 41        | 37        | 31        | 62        | 195    | 158.3%  |
| Foreign High School            | 48        | 47        | 40        | 29        | 30        | 194    | -37.5%  |
| Options for Youth-San Juan Cha | 25        | 29        | 57        | 30        | 40        | 181    | 60.0%   |
| Woodcreek High                 | 20        | 35        | 48        | 31        | 30        | 164    | 50.0%   |
| El Sereno Alternative Educ. (A | 33        | 34        | 39        | 33        | 18        | 157    | -45.5%  |
| Folsom High                    | 31        | 31        | 43        | 19        | 30        | 154    | -3.2%   |
| Overall                        | 2,465     | 2,773     | 2,821     | 2,417     | 2,238     | 12,714 | -9.2%   |

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 loss of 227 students from ARC's top 30 high schools (9.2%) over the past five years. The 5 year Pct Chg column indicates the increase/decrease of students for each high school over the five year period.

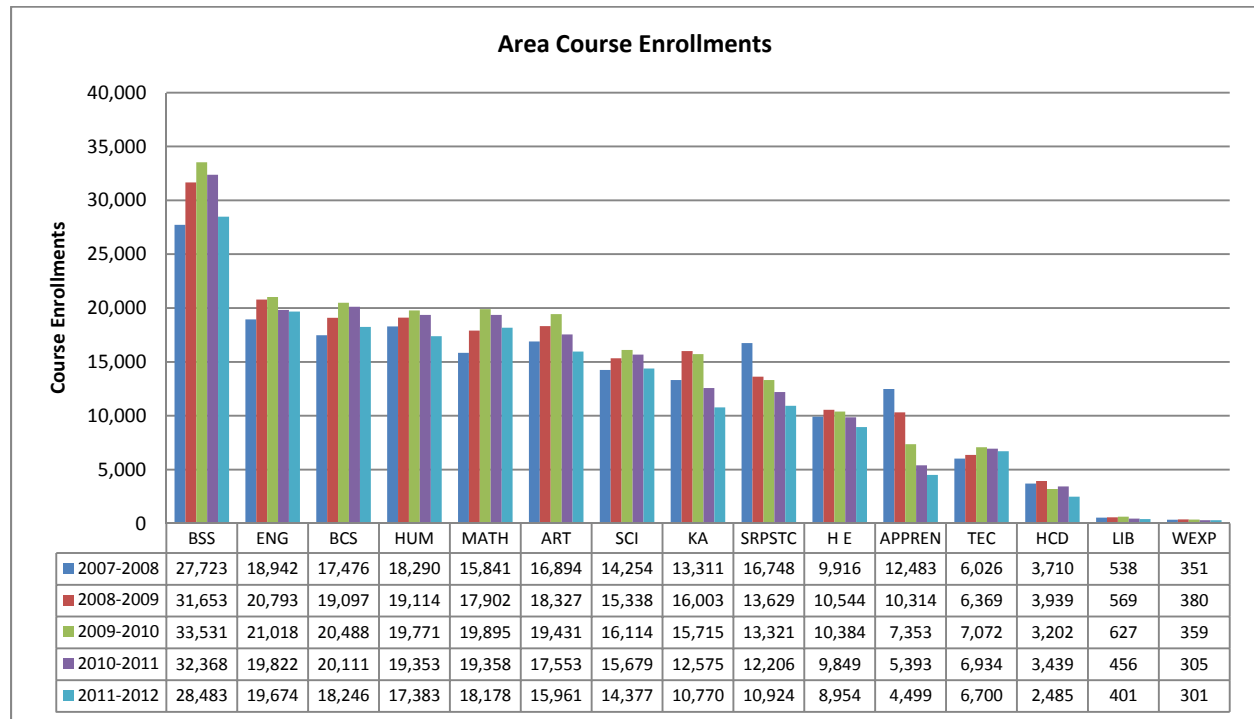
**Recent high school graduate:** A recent high school graduate is a first-time freshman under 20 years old that has received a high school diploma.

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

| <b>High School</b>            | <b>2007-2008</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> | <b>Total</b> | <b>Pct Chg</b> |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|--------------|----------------|
| Visions In Education          | 96               | 104              | 93               | 50               | 39               | 382          | -59.4%         |
| Other Sacramento area HS      | 57               | 67               | 85               | 47               | 24               | 280          | -57.9%         |
| Mira Loma High                | 70               | 74               | 65               | 30               | 10               | 249          | -85.7%         |
| Other California High School  | 60               | 50               | 71               | 37               | 23               | 241          | -61.7%         |
| Inderkum High School          | 51               | 68               | 42               | 54               | 17               | 232          | -66.7%         |
| Rio Americano High            | 68               | 88               | 50               | 18               | 6                | 230          | -91.2%         |
| Natomas High                  | 28               | 50               | 84               | 51               | 13               | 226          | -53.6%         |
| Sheldon High School           | 1                | 68               | 65               | 31               | 2                | 167          | 100.0%         |
| Encina High                   | 45               | 42               | 41               | 30               | 2                | 160          | -95.6%         |
| Center High School            | 40               | 45               | 42               | 14               | 11               | 152          | -72.5%         |
| Independent Home School       | 28               | 46               | 30               | 20               | 14               | 138          | -50.0%         |
| Foothill High                 | 30               | 32               | 38               | 12               | 4                | 116          | -86.7%         |
| El Camino Fundamental High    | 21               | 31               | 26               | 13               | 2                | 93           | -90.5%         |
| Natomas Charter #19           | 17               | 16               | 23               | 25               | 10               | 91           | -41.2%         |
| Del Campo High                | 20               | 24               | 20               | 11               | 11               | 86           | -45.0%         |
| Bella Vista High              | 20               | 36               | 14               | 6                | 8                | 84           | -60.0%         |
| Futures High School           | 14               | 15               | 25               | 15               | 7                | 76           | -50.0%         |
| Horizon Instructional Systems | 15               | 21               | 14               | 11               | 9                | 70           | -40.0%         |
| Highlands High                | 26               | 24               | 16               | 2                | 1                | 69           | -96.2%         |
| Rio Linda High                | 19               | 18               | 13               | 6                | 2                | 58           | -89.5%         |
| Grant Union High              | 18               | 21               | 11               | 1                | 3                | 54           | -83.3%         |
| Keema (Elwood J.) High (Alt.) | 14               | 22               | 6                | 3                | 1                | 46           | -92.9%         |
| San Juan High                 | 13               | 14               | 7                | 4                | 6                | 44           | -53.8%         |
| Mesa Verde High               | 4                | 13               | 16               | 7                | 3                | 43           | -25.0%         |
| Antelope View Home Charter    | 10               | 11               | 17               | 2                | 0                | 40           | -100.0%        |
| Davis Senior High             | 5                | 5                | 1                | 4                | 25               | 40           | 400.0%         |
| San Juan Choices Center       | 8                | 12               | 11               | 5                | 3                | 39           | -62.5%         |
| Rosemont High School          | 4                | 11               | 5                | 9                | 9                | 38           | 125.0%         |
| Jesuit High-Catholic          | 8                | 13               | 8                | 5                | 2                | 36           | -75.0%         |
| Oakmont High                  | 9                | 9                | 8                | 7                | 3                | 36           | -66.7%         |
| <b>Overall</b>                | <b>819</b>       | <b>1,050</b>     | <b>947</b>       | <b>530</b>       | <b>270</b>       | <b>3,616</b> | <b>-67.0%</b>  |

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 with the Pct Chg column indicating the percent change over the five years for each high school. Where the overall student population has decreased by 12.3 percent, there has been a net loss of 638 Advanced Ed students over the past five years (-67.0%).

## 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.

| Area   |                             | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| BSS    | Behavioral & Social Science | 14.4%     | 15.5%     | 16.1%     | 16.6%     | 16.1%     |
| ENG    | English                     | 9.8%      | 10.2%     | 10.1%     | 10.1%     | 11.1%     |
| BCS    | Business & Computer Science | 9.1%      | 9.4%      | 9.8%      | 10.3%     | 10.3%     |
| HUM    | Humanities                  | 9.5%      | 9.4%      | 9.5%      | 9.9%      | 9.8%      |
| MATH   | Mathematics                 | 8.2%      | 8.8%      | 9.6%      | 9.9%      | 10.3%     |
| ART    | Fine & Applied Arts         | 8.8%      | 9.0%      | 9.3%      | 9.0%      | 9.0%      |
| SCI    | Science & Engineering       | 7.4%      | 7.5%      | 7.7%      | 8.0%      | 8.1%      |
| KA     | Kinesiology and Athletics   | 6.9%      | 7.8%      | 7.5%      | 6.4%      | 6.1%      |
| SRPSTC | Sac Reg Pub Safety Training | 8.7%      | 6.7%      | 6.4%      | 6.2%      | 6.2%      |
| H E    | Health & Education          | 5.2%      | 5.2%      | 5.0%      | 5.0%      | 5.0%      |
| APPREN | Apprenticeship              | 6.5%      | 5.1%      | 3.5%      | 2.8%      | 2.5%      |
| TEC    | Technical Education         | 3.1%      | 3.1%      | 3.4%      | 3.5%      | 3.8%      |
| HCD    | Human Career Development    | 1.9%      | 1.9%      | 1.5%      | 1.8%      | 1.4%      |
| LIB    | Library/LRC                 | 0.3%      | 0.3%      | 0.3%      | 0.2%      | 0.2%      |
| WEXP   | Work Experience             | 0.2%      | 0.2%      | 0.2%      | 0.2%      | 0.2%      |

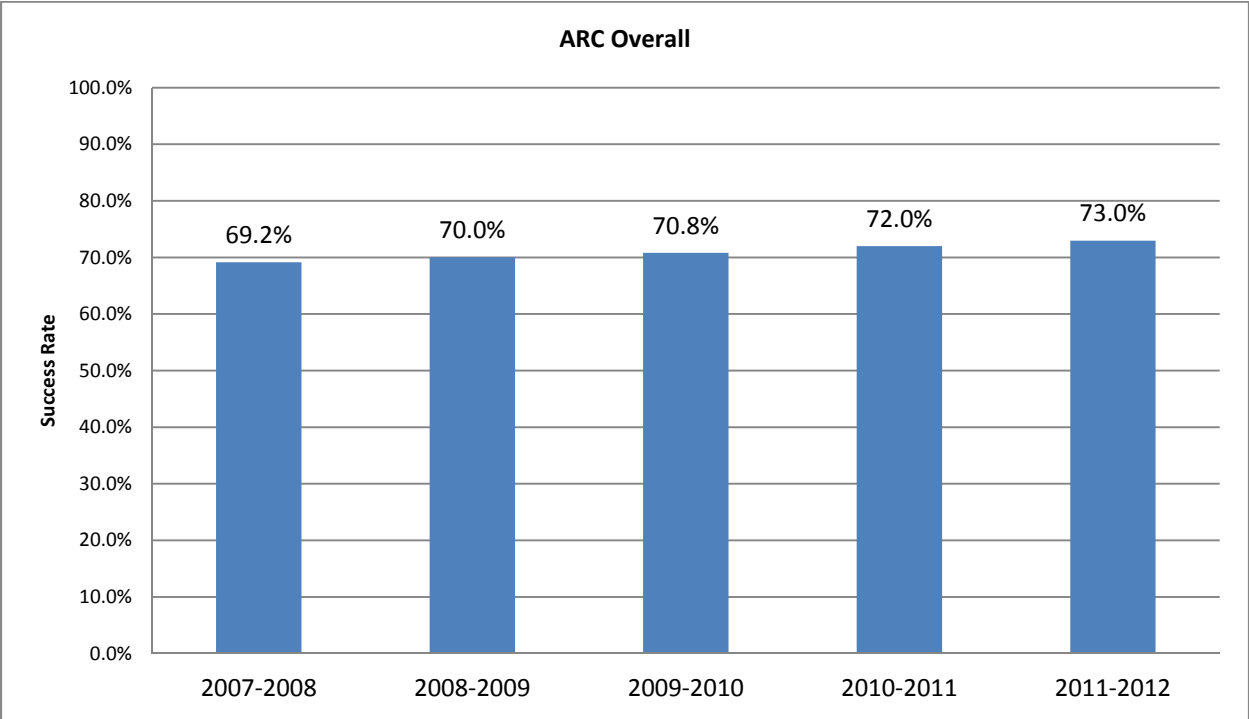
## Student Performance

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), P and PC (pass and no-pass) 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 P 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 P. It also means that 50% of the grade notations were D, F, P, 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.

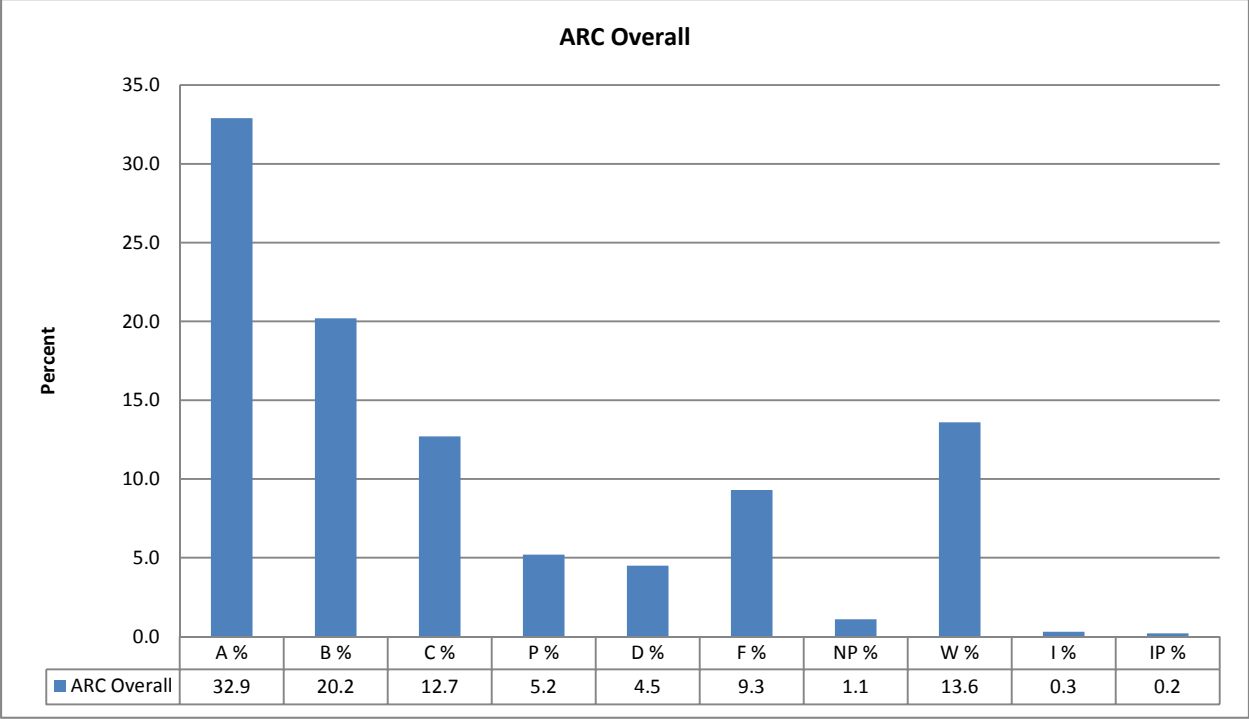
As indicated in earlier sections, the Public Safety Training Center and the Apprenticeship program represent a significant proportion of enrollments at ARC. Students in these two programs have an overall success rate of 94% over the past five years, and to better view the student academic performance 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**

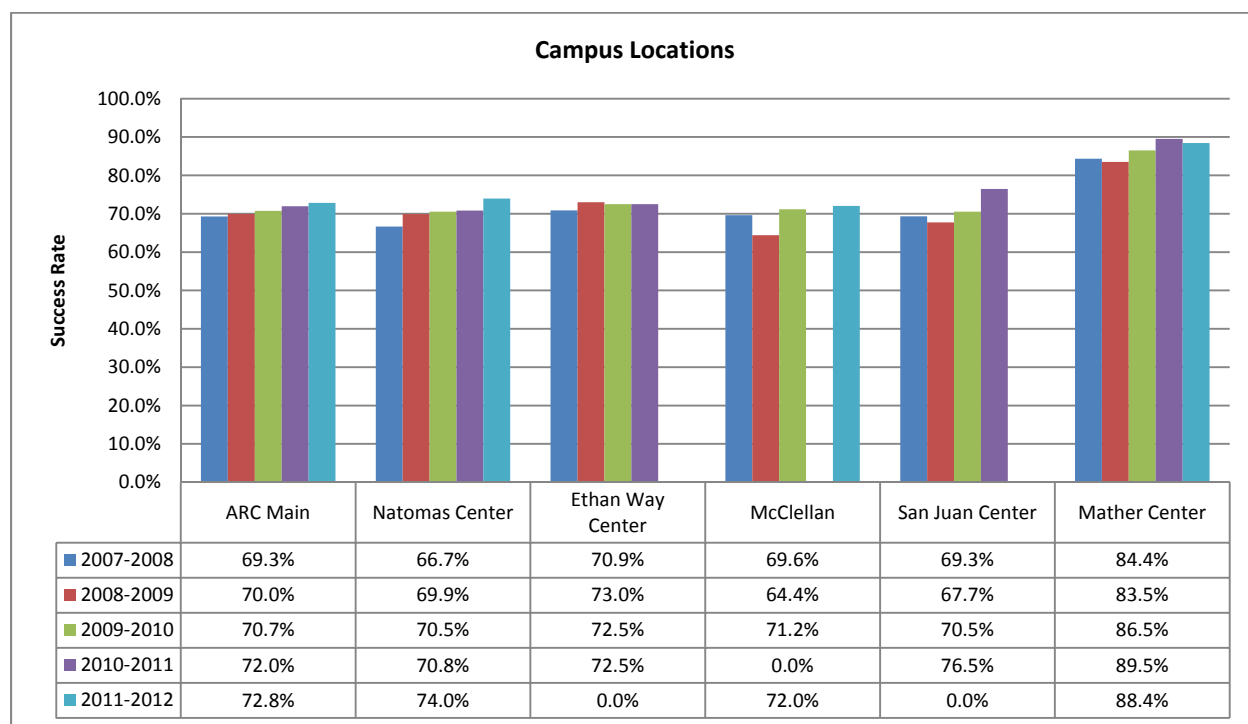


The ARC success rate has remained relatively stable over the past five years. The overall five year grade distribution shown below and on the following pages indicates that overall, the most frequent grade awarded at ARC over this period has been the “A” Grade notation.

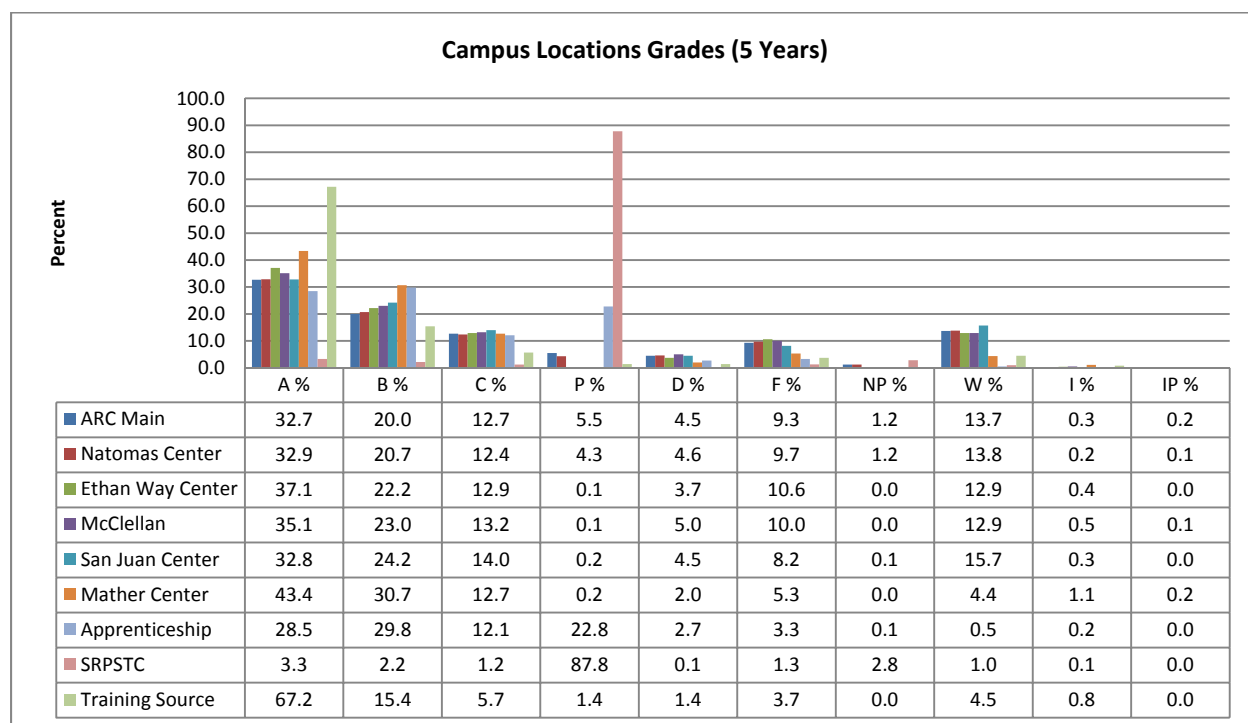




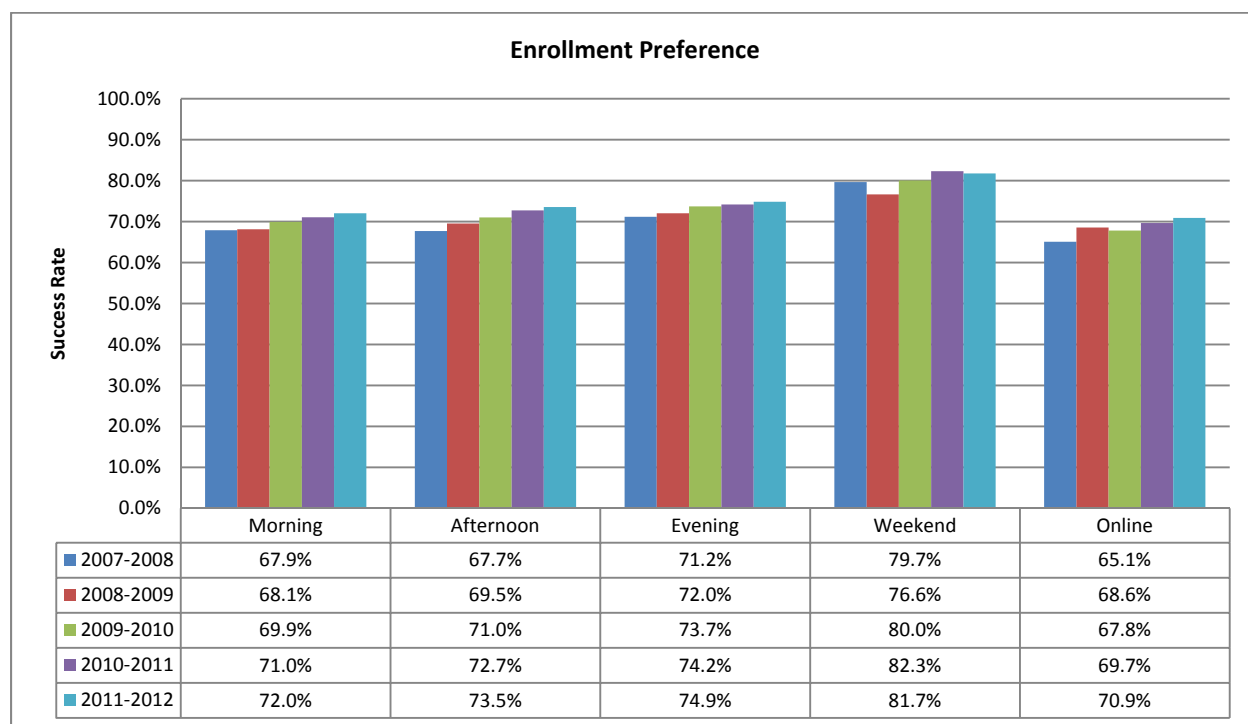
## Campus Location: Success Rates and Grades



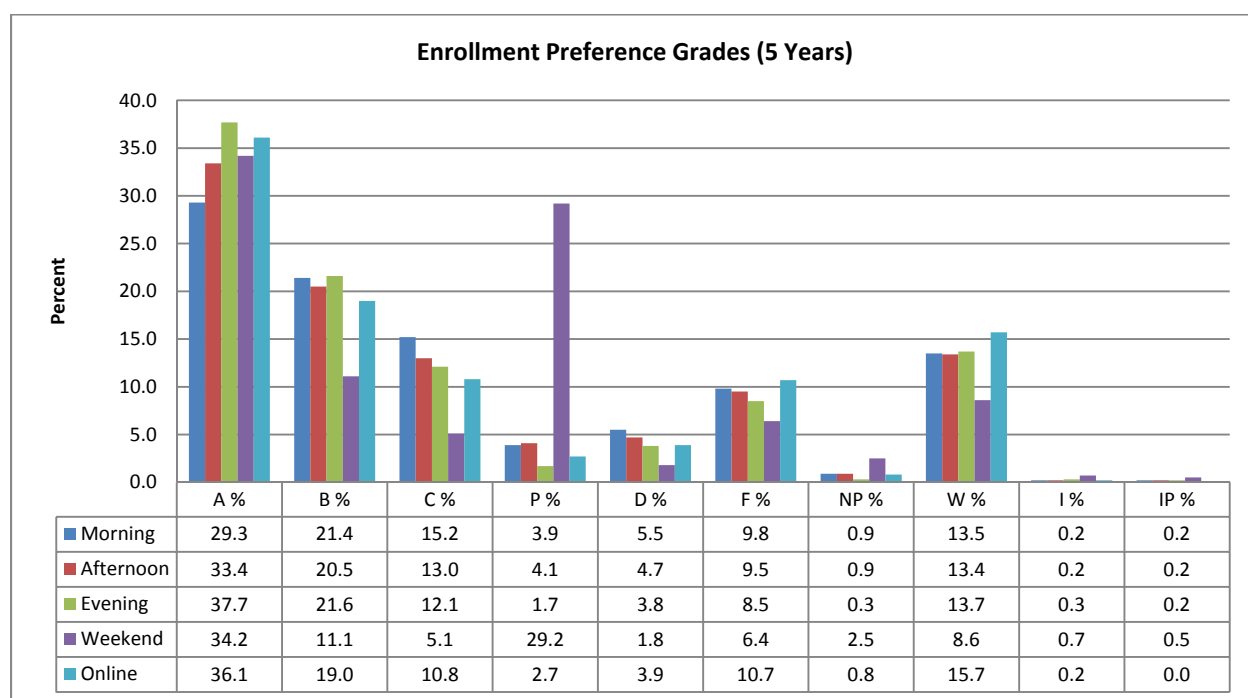
The success rates for each ARC campus location over five years are shown above. The W grade represents a withdrawal grade initiated after first-census.



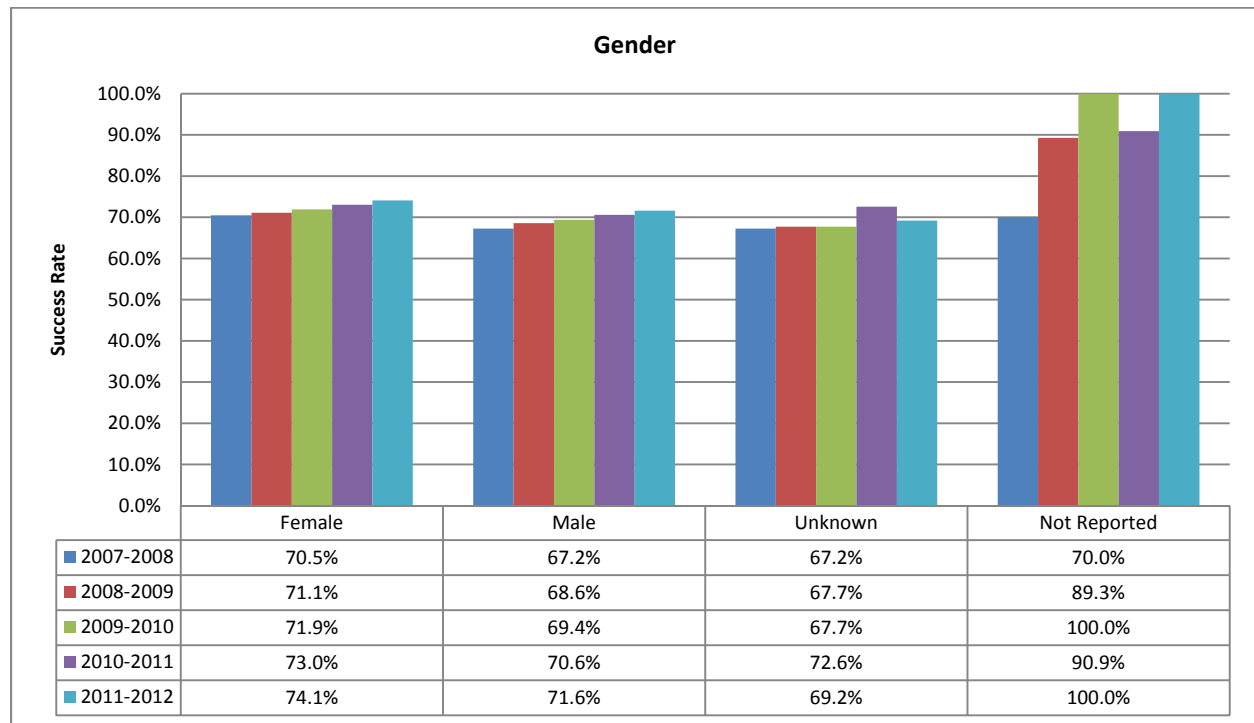
## Morning, Afternoon, Evening, Weekend and Online: Success Rates and Grades



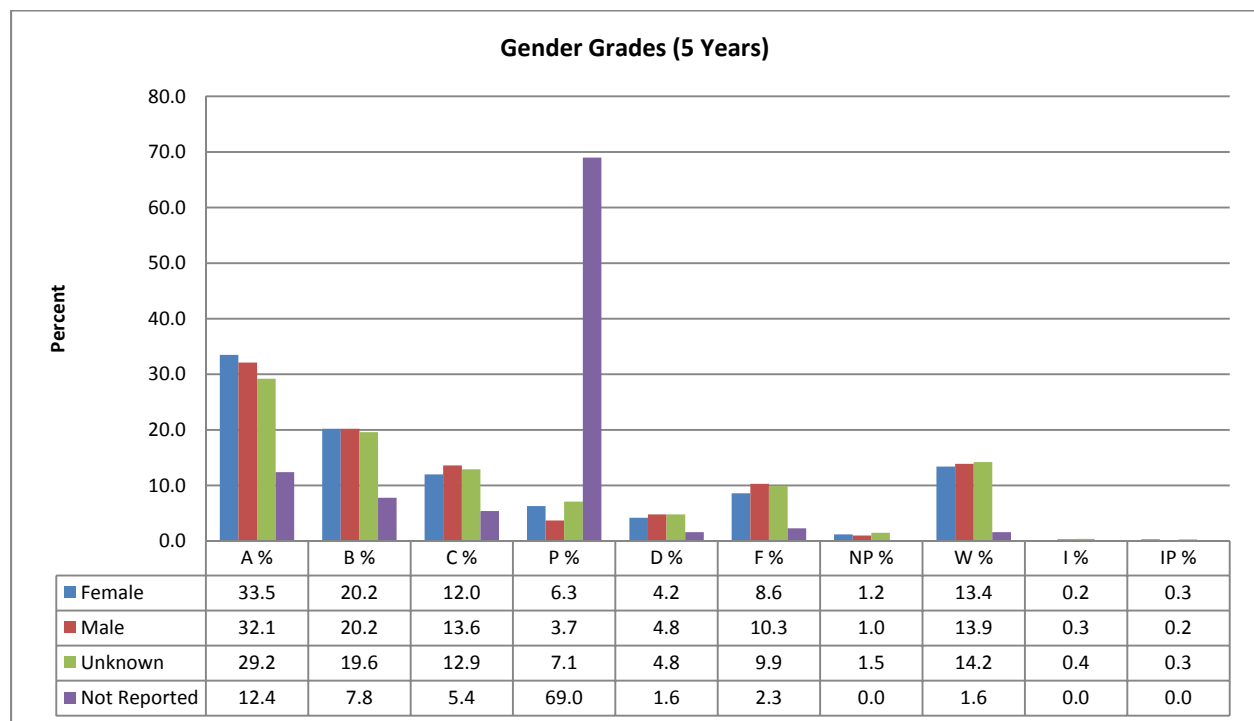
The success rates over five years shown above illustrate difference in the enrollment preferences selected by students, and reflects differences associated with students who work (weekend and evening), students who augment their current classroom schedule with online courses, and students that can attend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



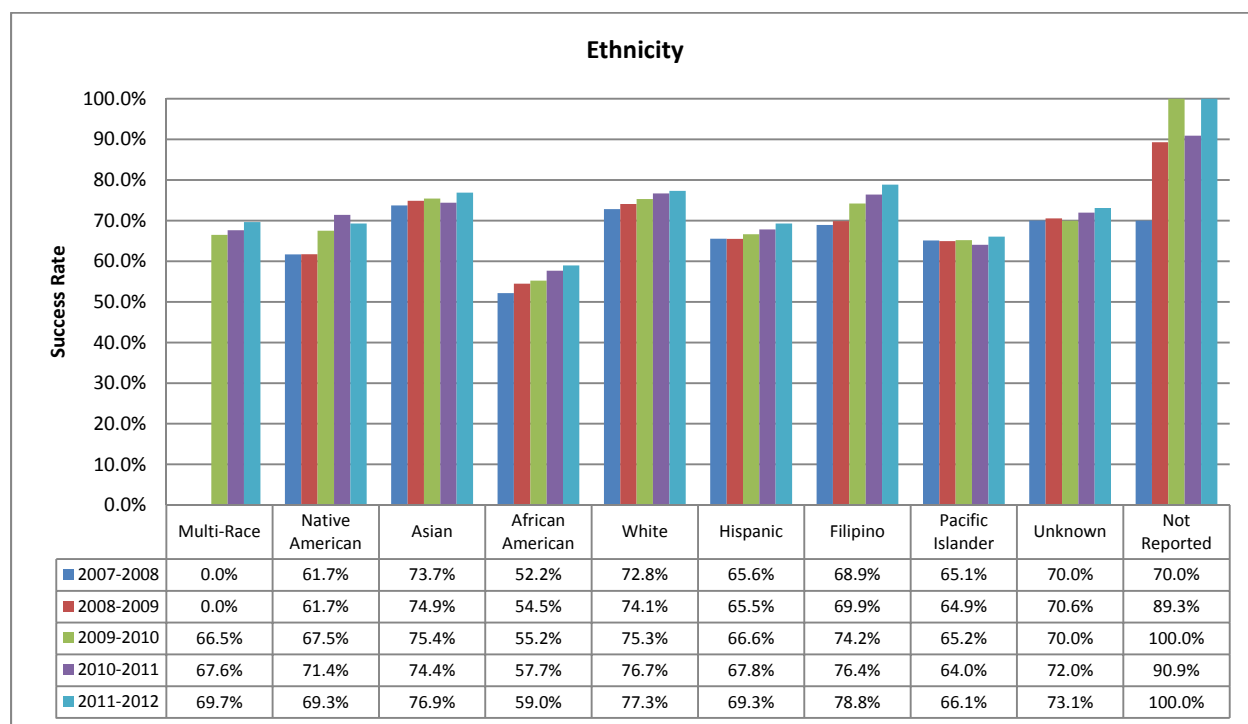
## Gender: Success Rate and Grades



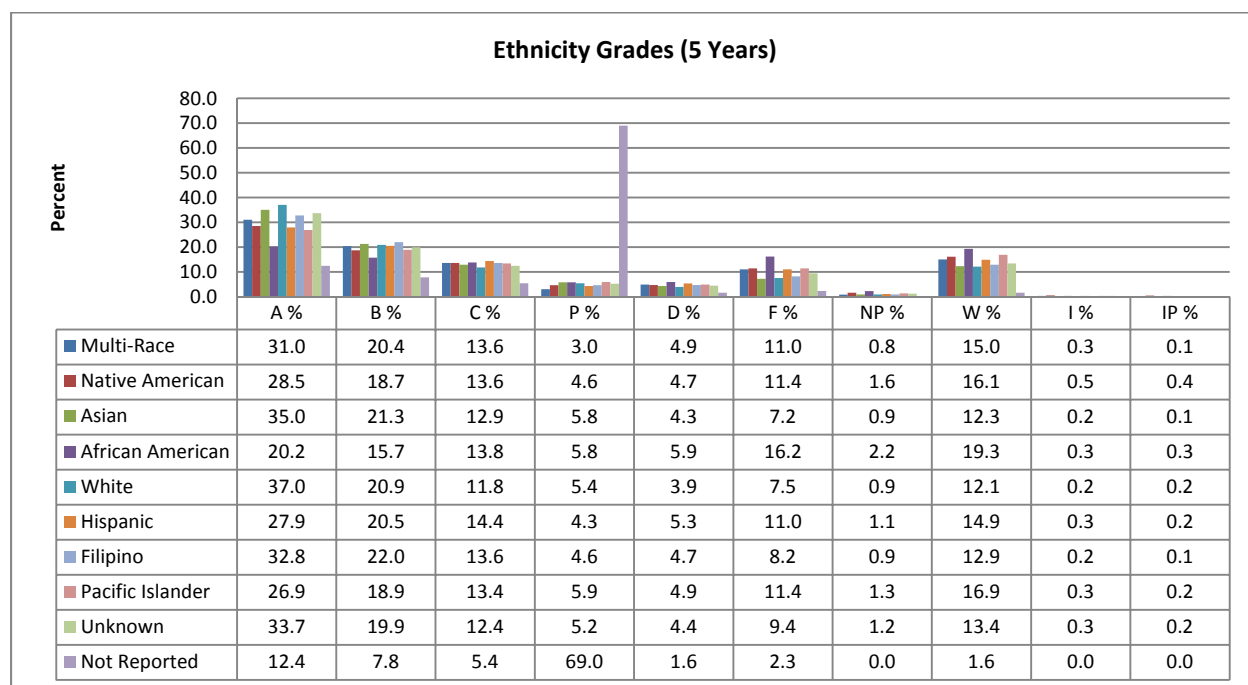
Female students demonstrate higher success rates than males overall and the subtle differences are further seen in the grade distribution shown below.



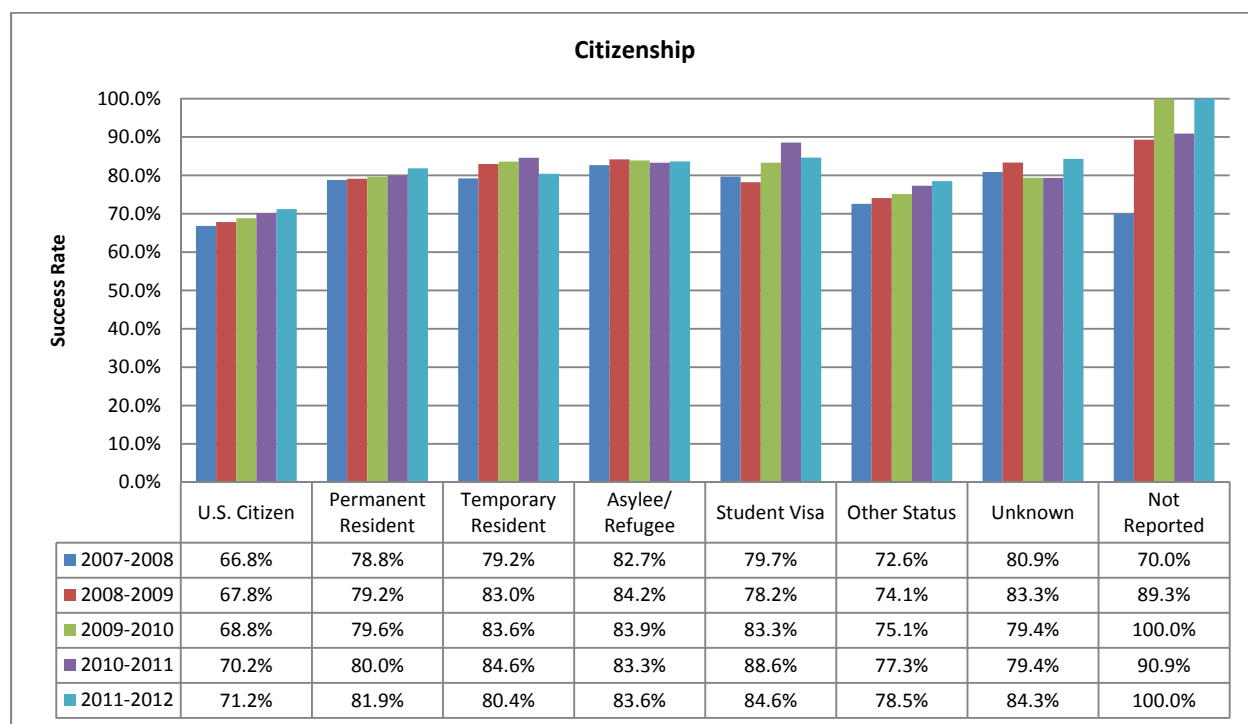
## Ethnicity: Success Rates and Grades



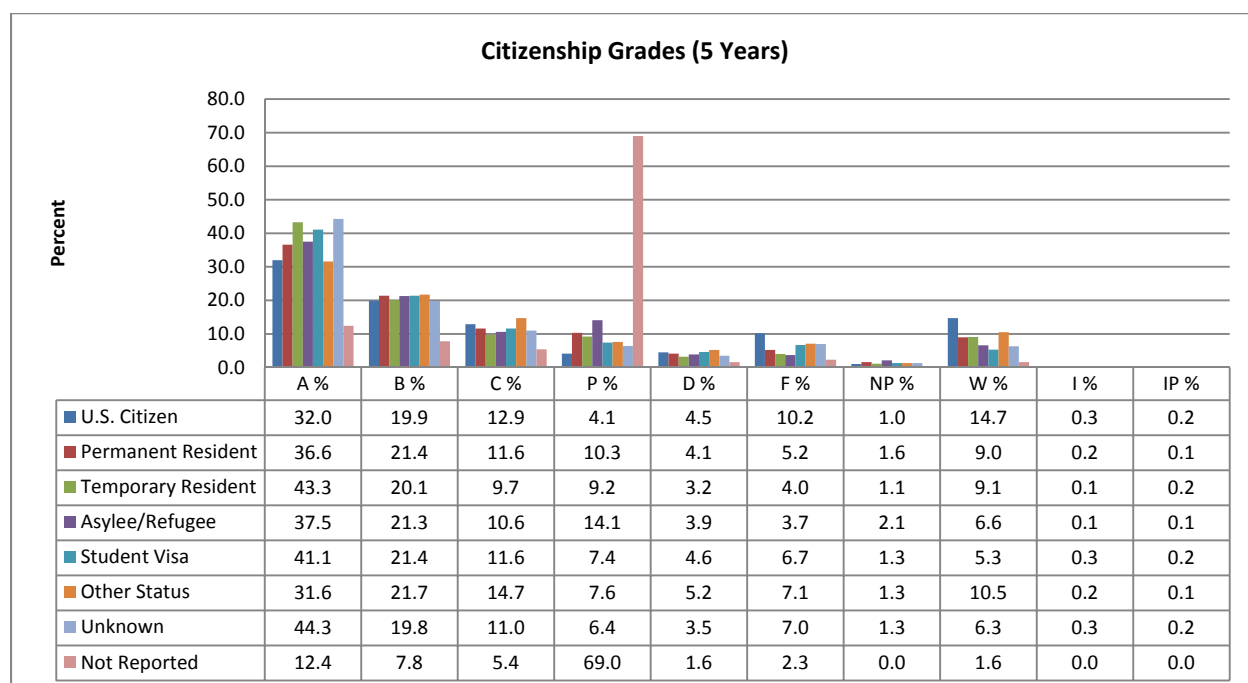
Differences in success rates are evident across the ethnic categories, and are further seen in the grade distribution below.



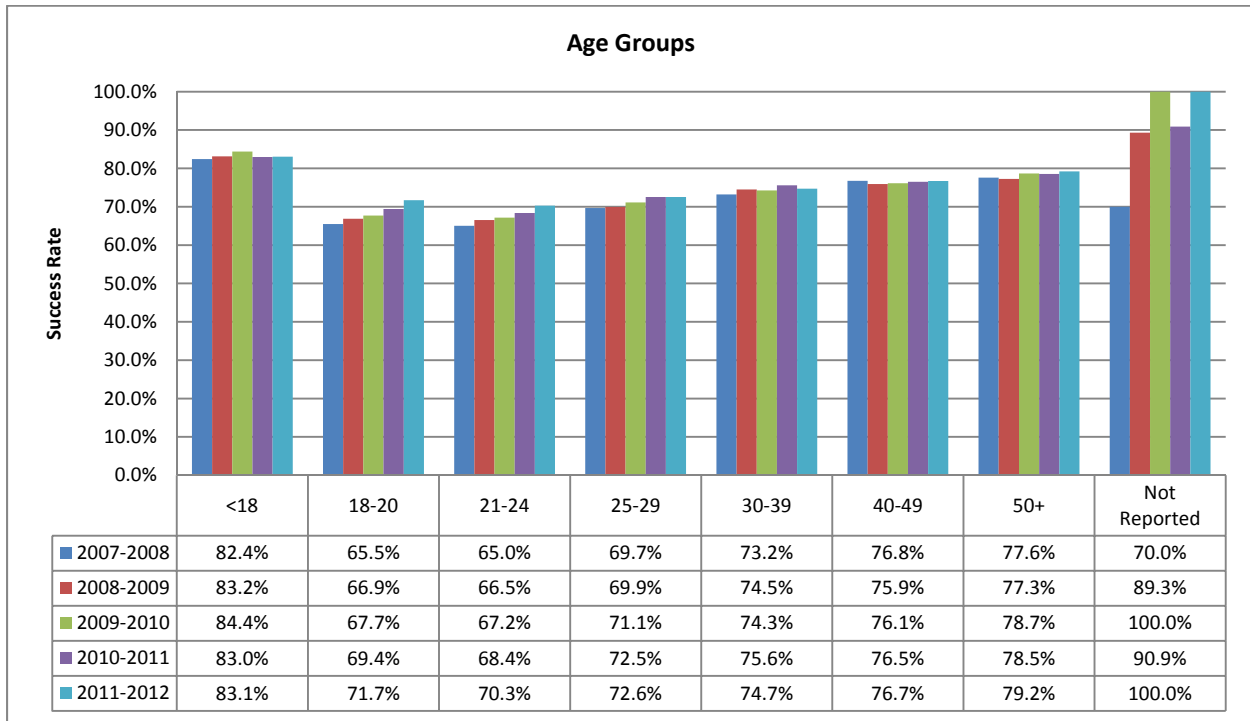
## Citizenship: Success Rate and Grades



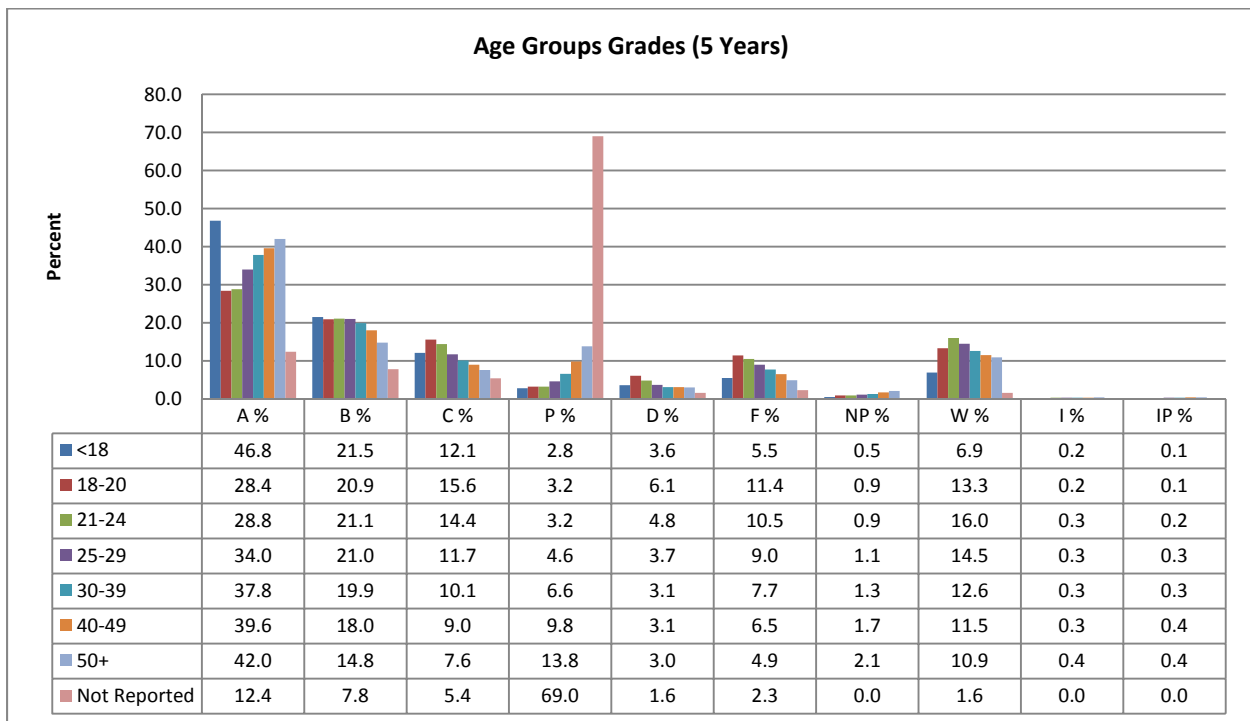
It is interesting to note that every citizenship category shown above has higher success rates than those for the U.S Citizen group. The non U.S. Citizen groups represented about 17% of the total student population in 2011-2012, another indication of the shifting landscape of diversity at ARC.



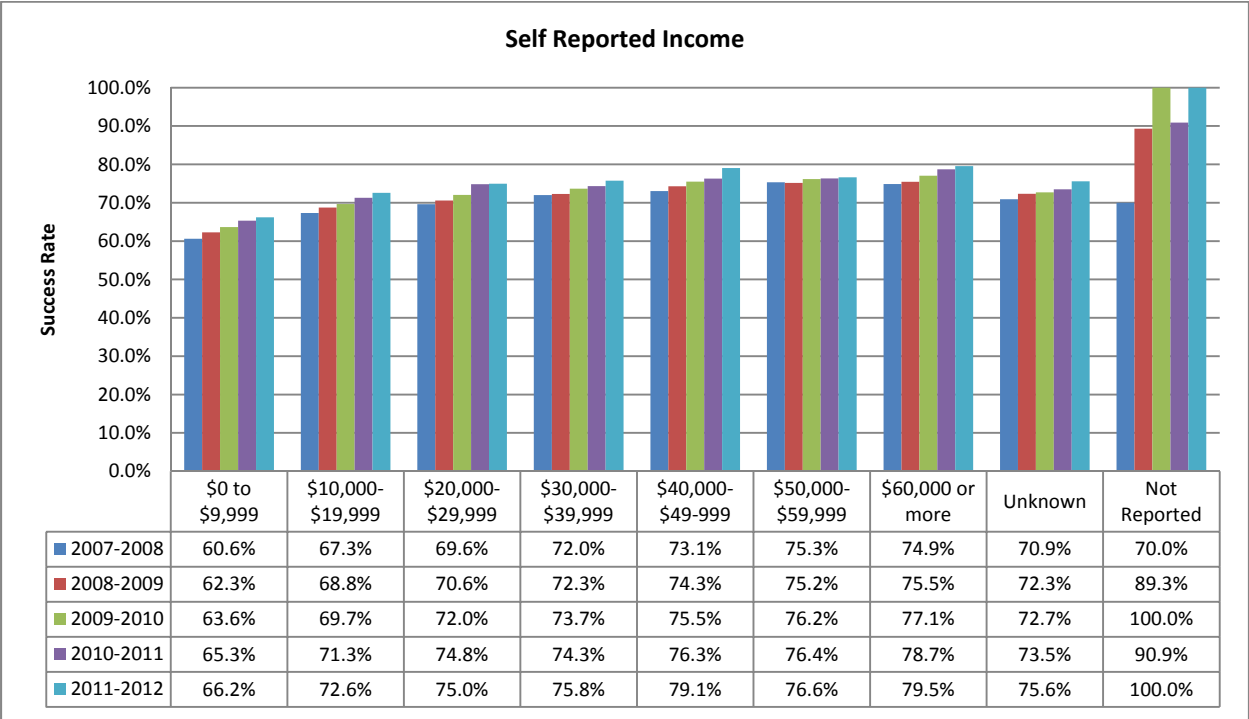
## Age Groups: Success Rates and Grades



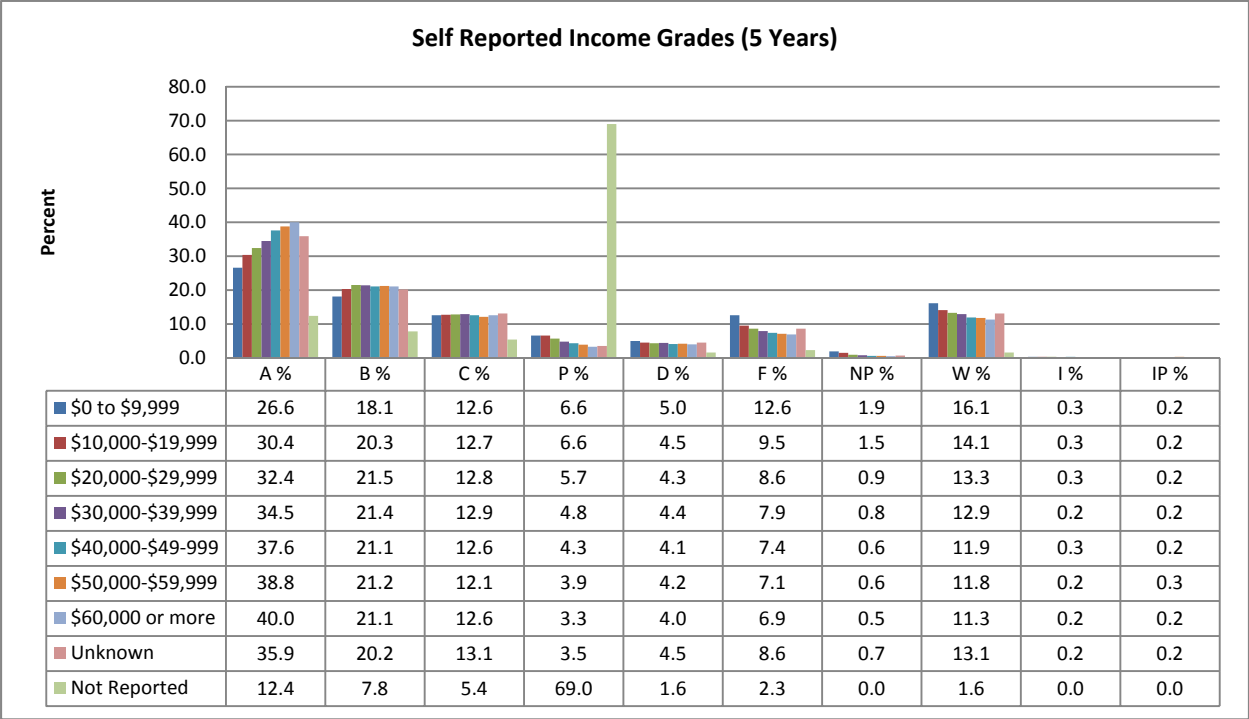
The under 18 group above generally represents the Advance Ed. students who are enrolled in high school and also enroll in courses at ARC. Overall, the age groups have shown increased success rates over the five years.



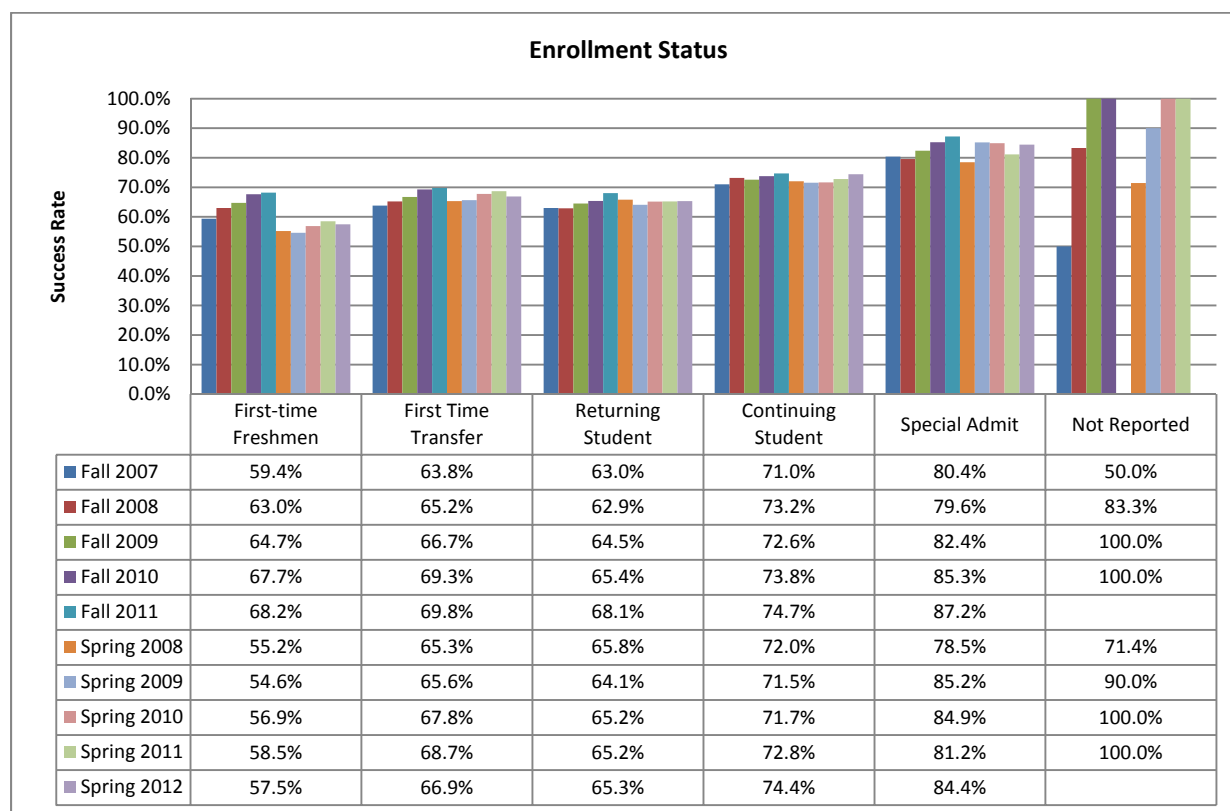
**Self Reported Income: Success Rates and Grades**



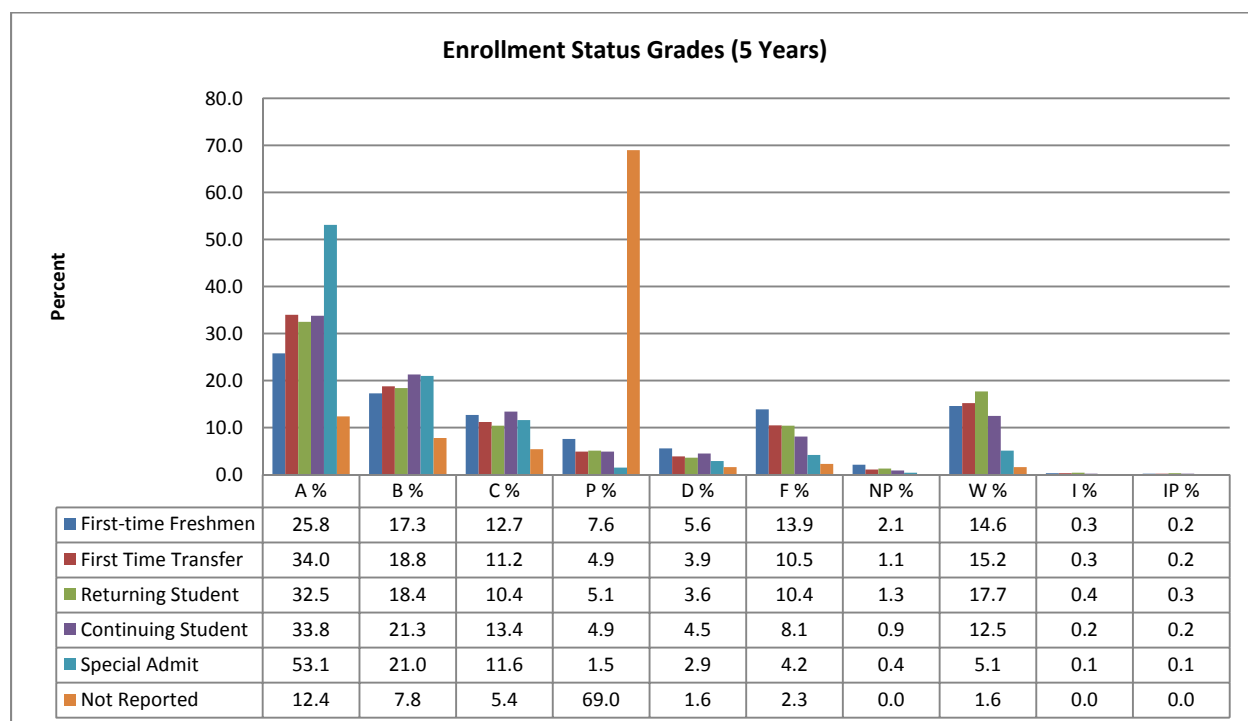
One of the oldest educational predictors of the degree of student success has been socio-economic status, and in general the relationship between self-reported income and student success holds at ARC. Note the percentage of “A” and “B” grades by self-reported income in the chart below. Contrast these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



## Enrollment Status: Success Rate and Grades

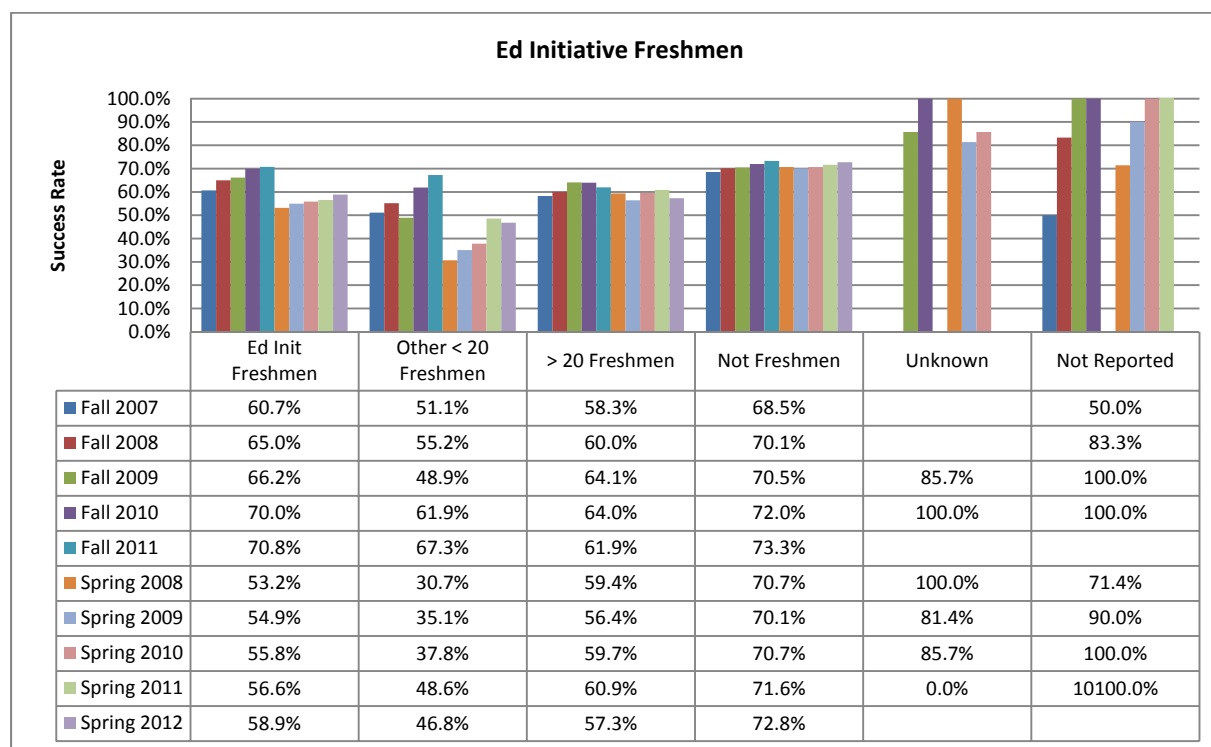


The success rates shown above illustrate differences across student groups attending ARC. Refer to Enrollment Status on page 13 for definitions of these groups.

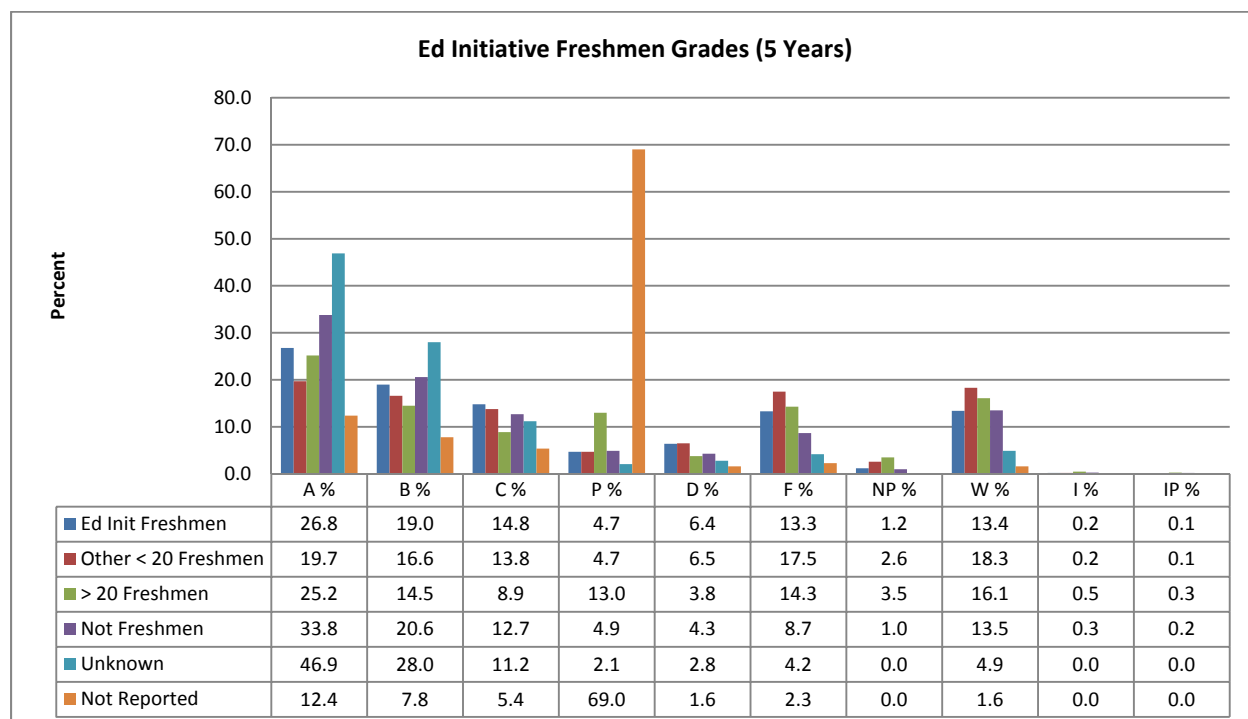




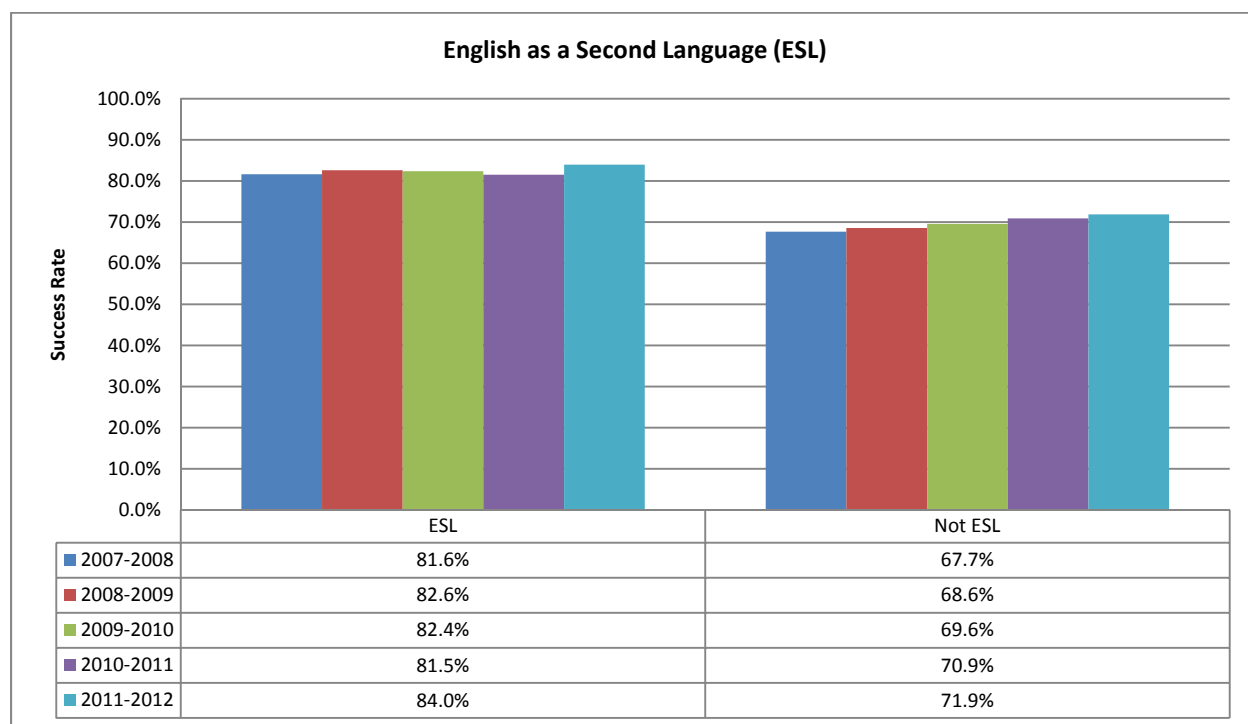
## Educational Initiative Freshmen Groups: Success Rates and Grades



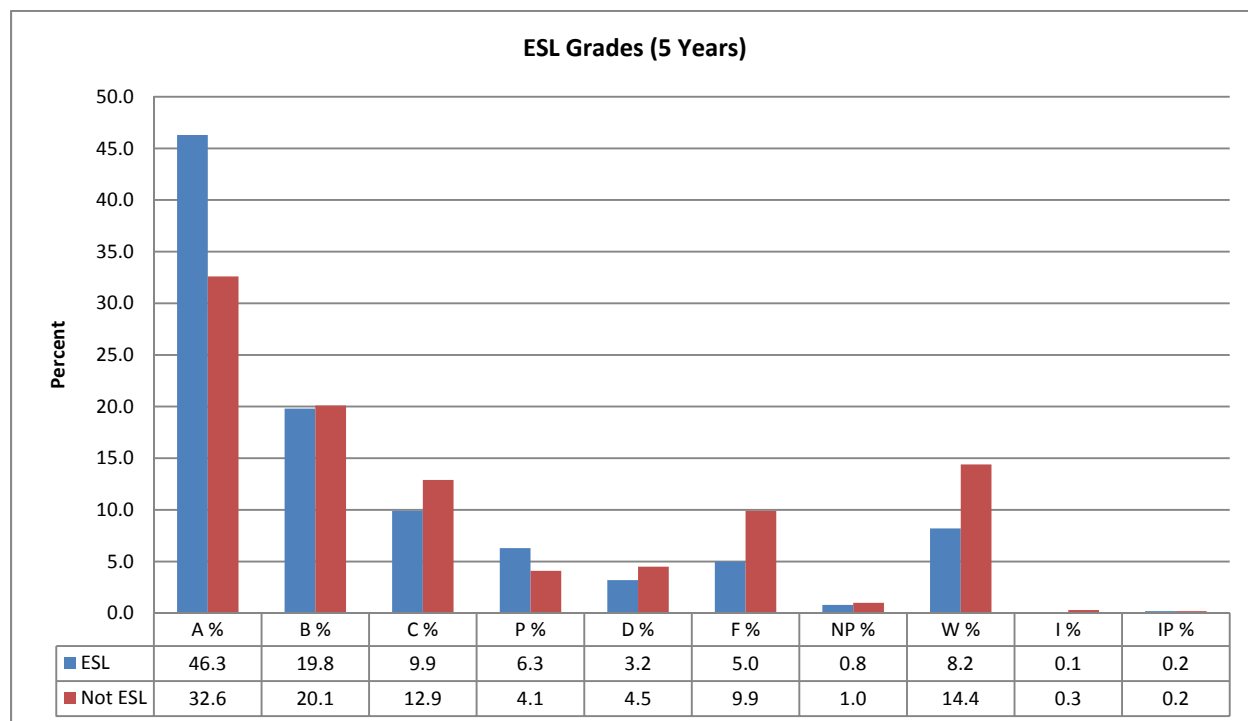
The Educational Initiative has been a district wide effort to improve the success and persistence of first-time freshmen under the age of 21 years that have achieved a high school degree or equivalency. The college made a committed effort to track this cohort through a number of enhanced support activities beginning in 2006-2007. Refer to page 14 for definitions of these Ed Initiative groups.



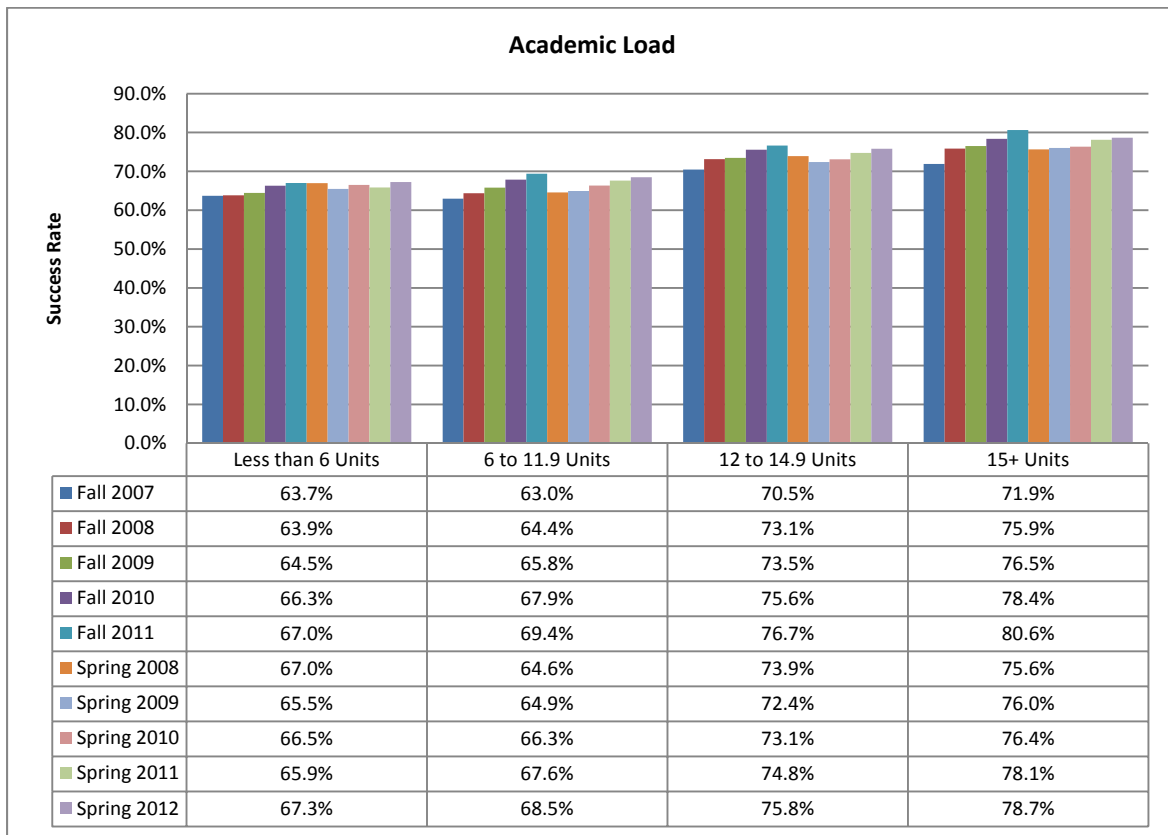
## English as a Second Language (ESL): Success Rates and Grades



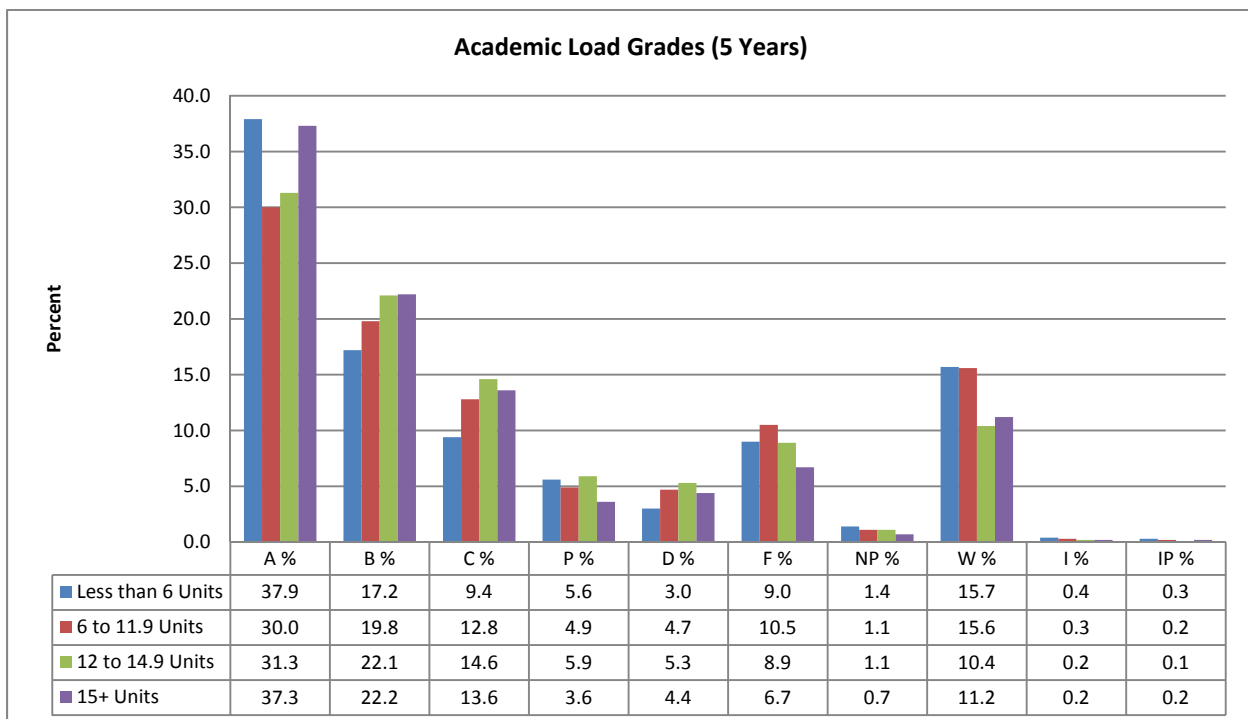
For the past five years, ESL students (English as a Second Language) have demonstrated high success rates when compared to the general population. ESL students are defined as having completed one or more ESL courses at ARC and the success rates shown above and grade distribution shown below represent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



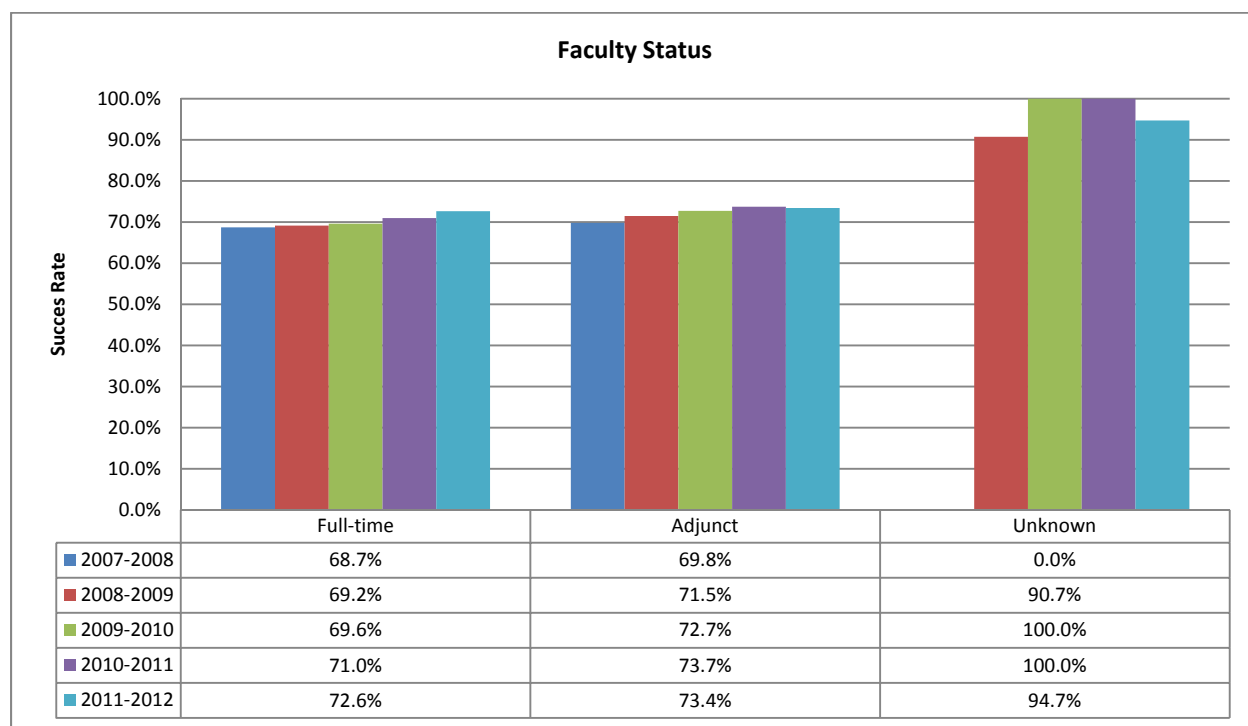
## Academic Load: Success Rates and Grades



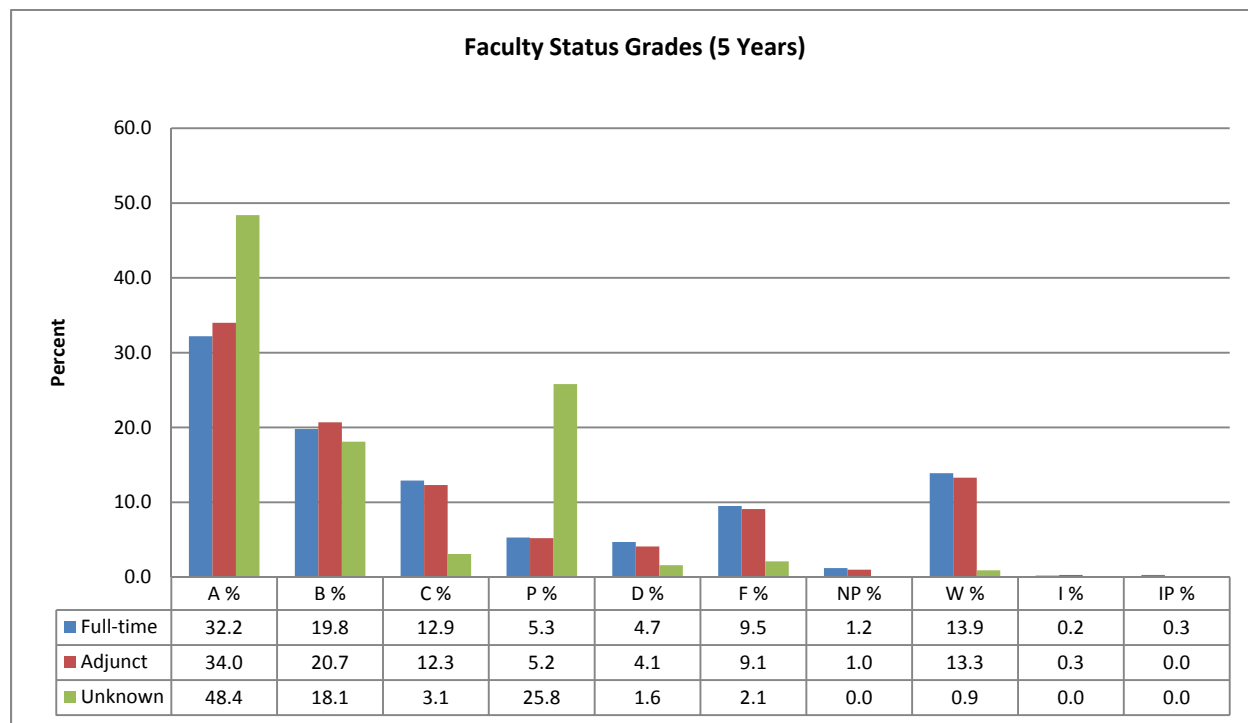
Unit load categories are defined as: below 6 units, 6 to below 12 units, 12 to below 15 units, and 15 units and above.



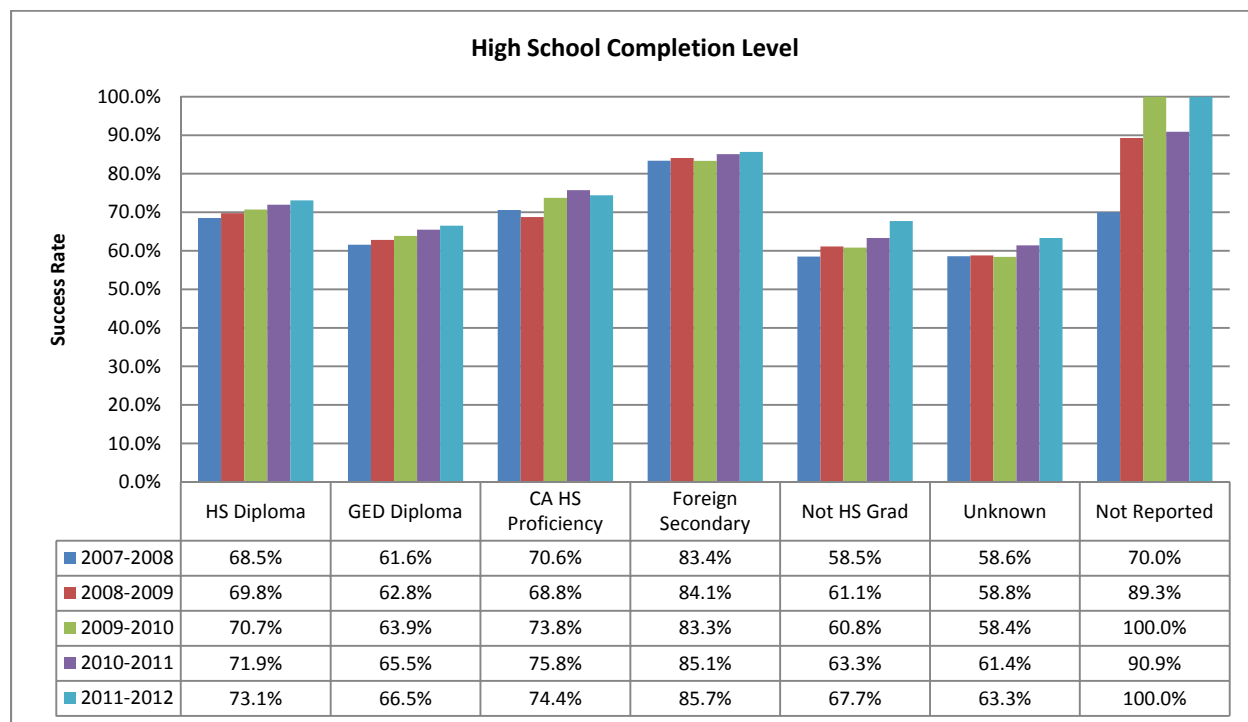
### Full-time/Adjunct Faculty: Success Rates and Grades



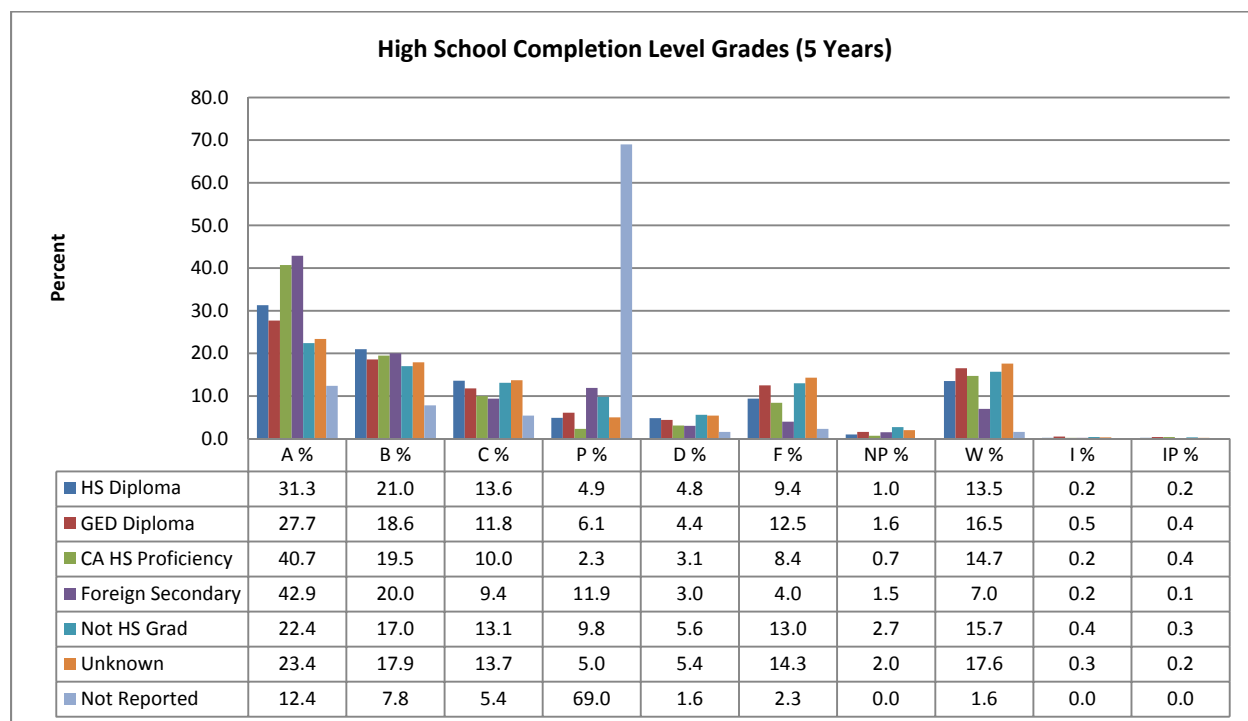
There are no appreciable differences in student success rates for courses taught by full-time or adjunct faculty.



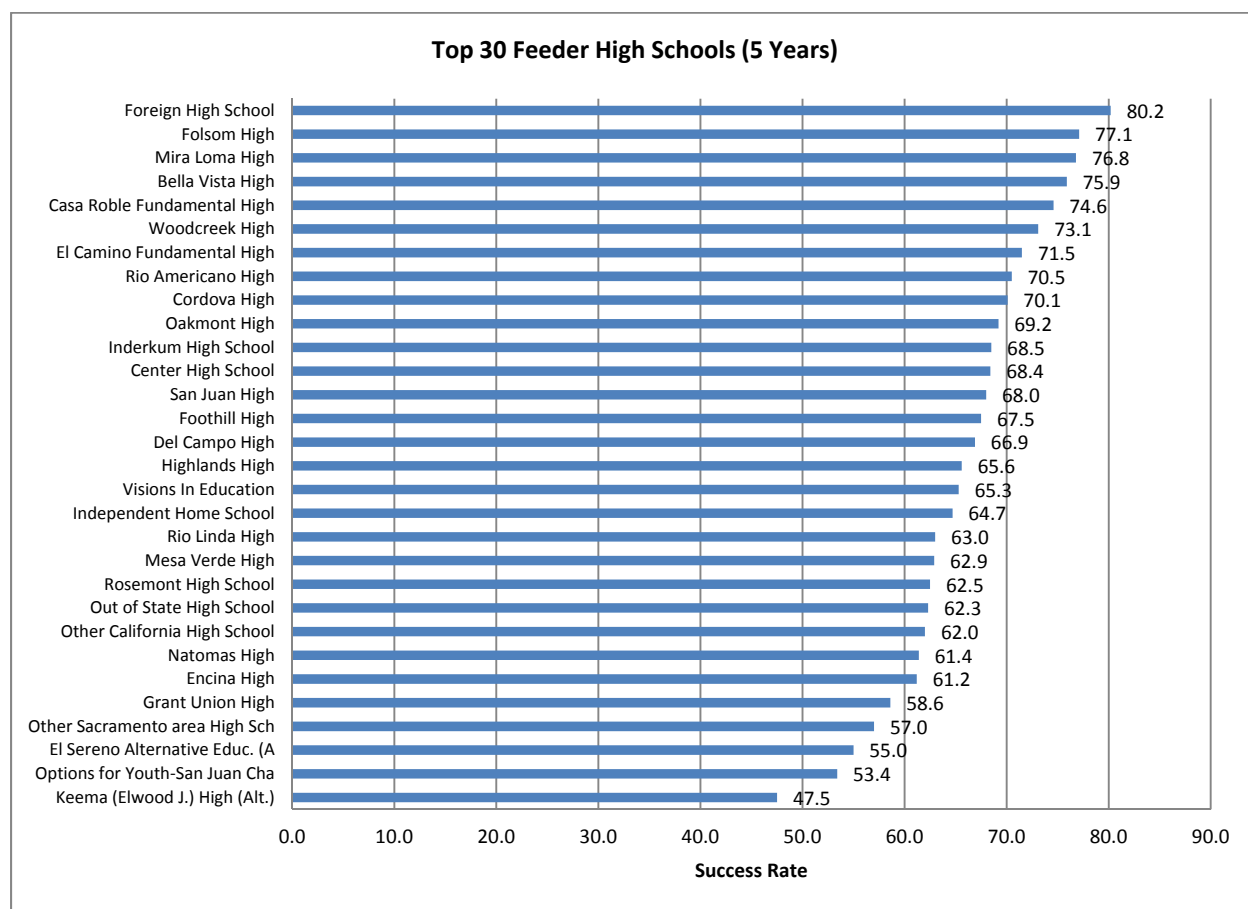
## High School Completion Level: Success Rates and Grades



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

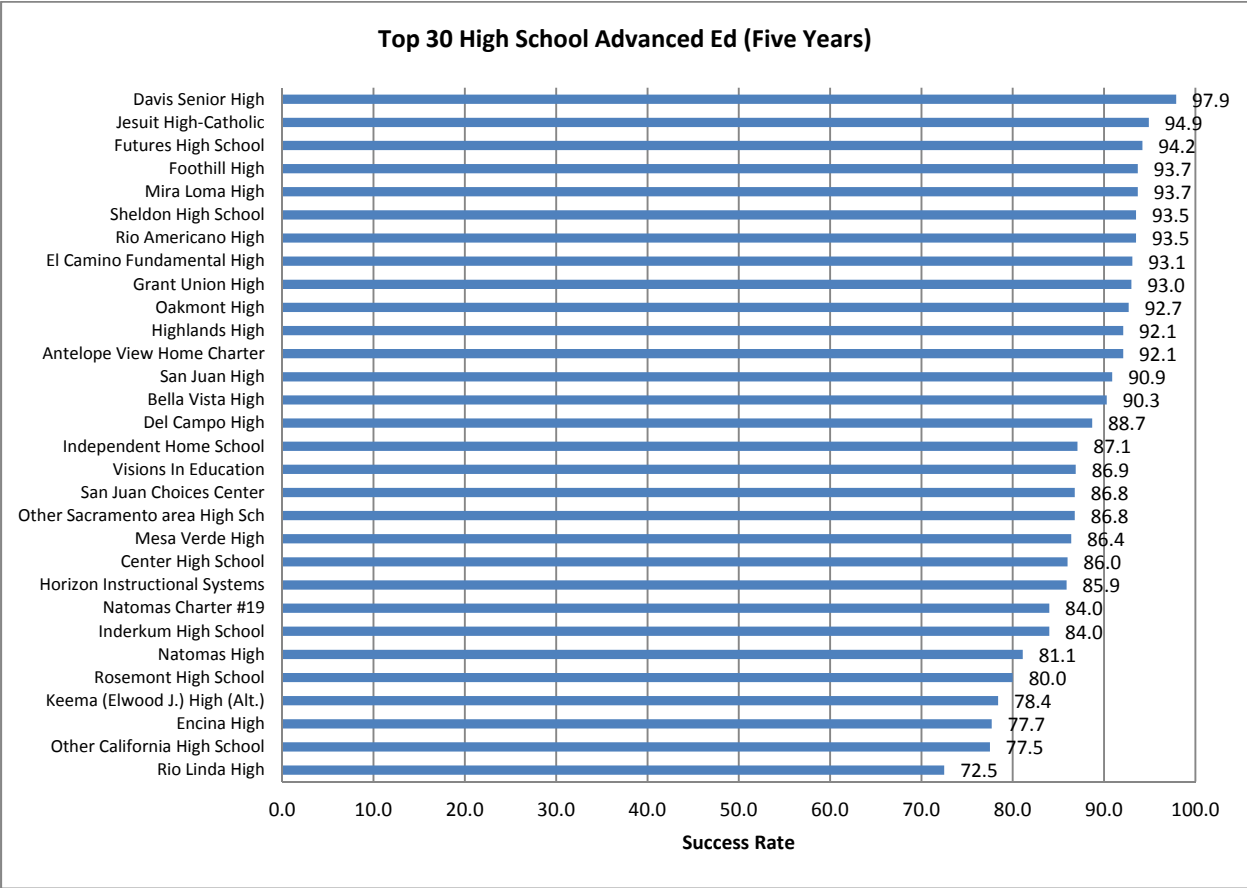


| High School                  | Success Rate | Enrollments |
|------------------------------|--------------|-------------|
| Foreign High School          | 80.2%        | 662         |
| Folsom High                  | 77.1%        | 472         |
| Mira Loma High               | 76.8%        | 2,453       |
| Bella Vista High             | 75.9%        | 1,584       |
| Casa Roble Fundamental High  | 74.6%        | 822         |
| Woodcreek High               | 73.1%        | 618         |
| El Camino Fundamental High   | 71.5%        | 2,607       |
| Rio Americano High           | 70.5%        | 2,061       |
| Cordova High                 | 70.1%        | 1,455       |
| Oakmont High                 | 69.2%        | 998         |
| Inderkum High School         | 68.5%        | 2,168       |
| Center High School           | 68.4%        | 1,799       |
| San Juan High                | 68.0%        | 996         |
| Foothill High                | 67.5%        | 1,709       |
| Del Campo High               | 66.9%        | 2,456       |
| Highlands High               | 65.6%        | 1,022       |
| Visions In Education         | 65.3%        | 2,462       |
| Independent Home School      | 64.7%        | 956         |
| Rio Linda High               | 63.0%        | 2,153       |
| Mesa Verde High              | 62.9%        | 958         |
| Rosemont High School         | 62.5%        | 840         |
| Out of State High School     | 62.3%        | 848         |
| Other California High School | 62.0%        | 4,596       |
| Natomas High                 | 61.4%        | 1,183       |

| High School                   | Success Rate | Enrollments |
|-------------------------------|--------------|-------------|
| Encina High                   | 61.2%        | 724         |
| Grant Union High              | 58.6%        | 1,439       |
| Other Sacramento area HS      | 57.0%        | 1,622       |
| El Sereno Alternative Educ. ( | 55.0%        | 424         |
| Options for Youth-San Juan    | 53.4%        | 564         |
| Keema (Elwood J.) High (Alt.) | 47.5%        | 569         |

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 |
|-------------------------------|--------------|-------------|
| Davis Senior High             | 97.9%        | 48          |
| Jesuit High-Catholic          | 94.9%        | 59          |
| Futures High School           | 94.2%        | 173         |
| Mira Loma High                | 93.7%        | 431         |
| Foothill High                 | 93.7%        | 237         |
| Rio Americano High            | 93.5%        | 418         |
| Sheldon High School           | 93.5%        | 170         |
| El Camino Fundamental High    | 93.1%        | 173         |
| Grant Union High              | 93.0%        | 114         |
| Oakmont High                  | 92.7%        | 55          |
| Antelope View Home Charter    | 92.1%        | 151         |
| Highlands High                | 92.1%        | 151         |
| San Juan High                 | 90.9%        | 99          |
| Bella Vista High              | 90.3%        | 144         |
| Del Campo High                | 88.7%        | 141         |
| Independent Home School       | 87.1%        | 279         |
| Visions In Education          | 86.9%        | 792         |
| Other Sacramento area HS      | 86.8%        | 555         |
| San Juan Choices Center       | 86.8%        | 91          |
| Mesa Verde High               | 86.4%        | 66          |
| Center High School            | 86.0%        | 307         |
| Horizon Instructional Systems | 85.9%        | 149         |

| High School                   | Success Rate | Enrollments |
|-------------------------------|--------------|-------------|
| Inderkum High School          | 84.0%        | 350         |
| Natomas Charter #19           | 84.0%        | 150         |
| Natomas High                  | 81.1%        | 380         |
| Rosemont High School          | 80.0%        | 55          |
| Keema (Elwood J.) High (Alt.) | 78.4%        | 97          |
| Encina High                   | 77.7%        | 319         |
| Other California High School  | 77.5%        | 457         |
| Rio Linda High                | 72.5%        | 102         |

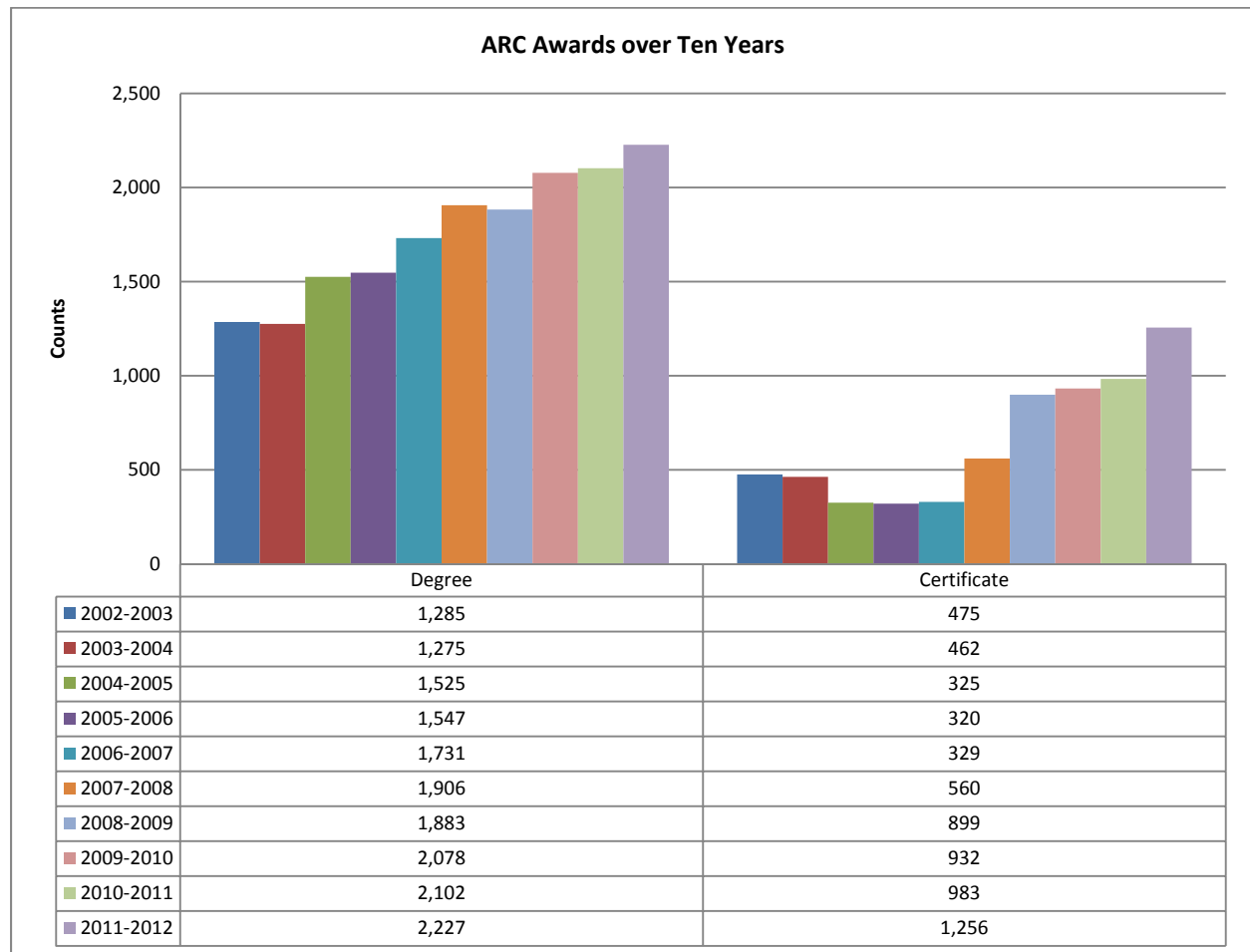
The ranked success rates for the top 30 high schools for Advance Ed are shown above. The table shows the number of students and success rates that correspond to the bar chart.

## **ARC Awards and Transfers**

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, certificates, and transfers.



## 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 12.3 percent, the increase in the total number of degrees awarded during the last five years has been 16.8 percent. The number of certificates awarded in 2011-2012 increased by 124.3 percent since 2007-2008.

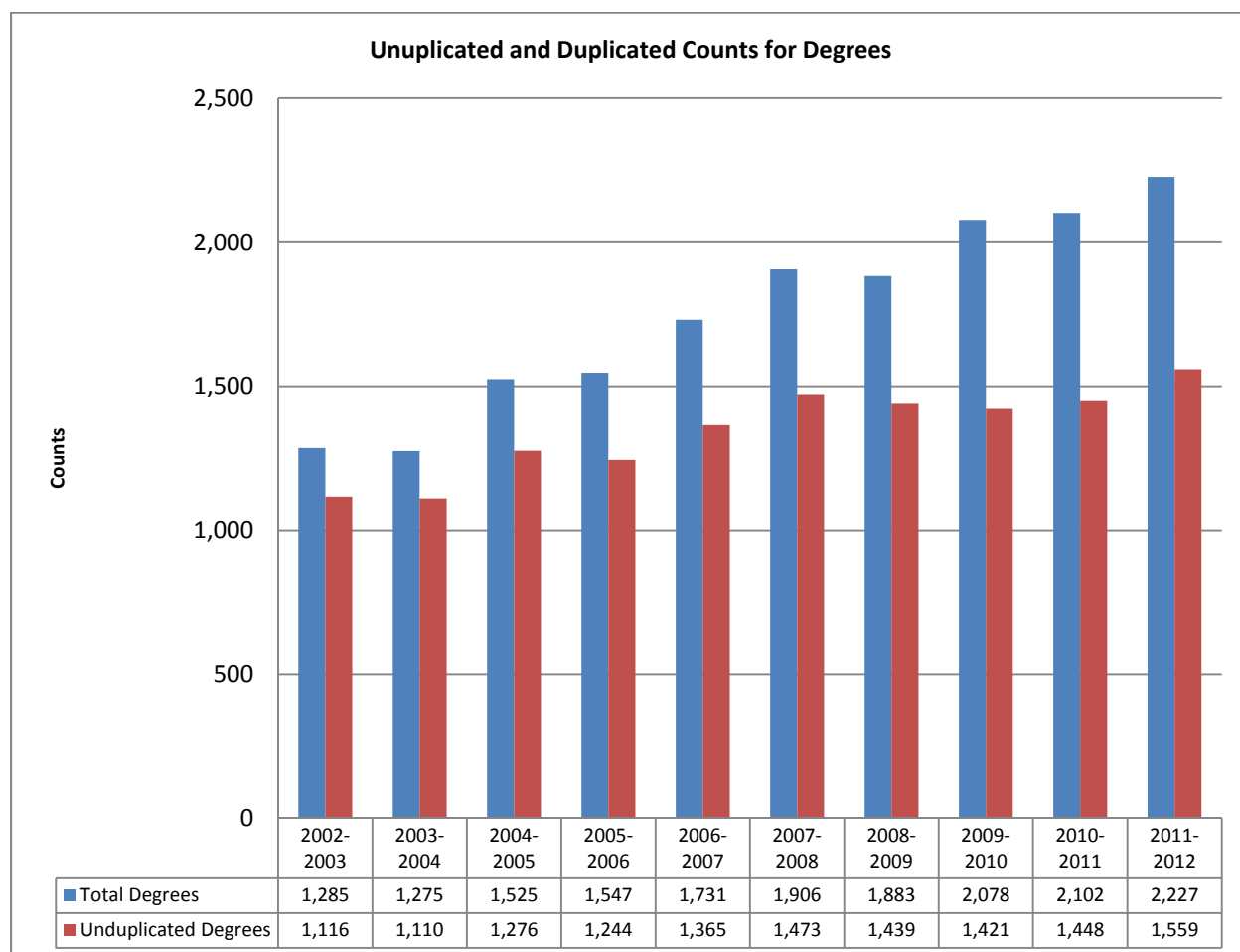
### Degrees and Certificates Awarded by Area Over 10 Years

| Area AA/AS Degrees                 | 2002<br>2003 | 2003<br>2004 | 2004<br>2005 | 2005<br>2006 | 2016<br>2007 | 2007<br>2008 | 2008<br>2009 | 2009<br>2010 | 2010<br>2011 | 2011<br>2012 | 10 Yr<br>Total | Pct Chg |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|---------|
| Apprenticeship                     | 4            | 1            | 1            | 0            | 1            | 2            | 3            | 12           | 7            | 0            | 31             | 0.2%    |
| Behavioral & Social Science        | 98           | 127          | 175          | 175          | 196          | 221          | 256          | 414          | 518          | 668          | 2,848          | 16.2%   |
| Business & Computer Science        | 197          | 155          | 134          | 131          | 129          | 144          | 164          | 175          | 177          | 232          | 1,638          | 9.3%    |
| English                            | 16           | 10           | 13           | 10           | 18           | 12           | 6            | 13           | 20           | 26           | 144            | 0.8%    |
| Fine & Applied Arts                | 40           | 45           | 54           | 67           | 75           | 80           | 78           | 97           | 94           | 114          | 744            | 4.2%    |
| Health & Education                 | 120          | 114          | 190          | 199          | 177          | 193          | 198          | 196          | 195          | 159          | 1,741          | 9.9%    |
| Humanities                         | 11           | 2            | 13           | 21           | 19           | 14           | 22           | 36           | 64           | 64           | 266            | 1.5%    |
| Interdisciplinary - Gen Ed         | 76           | 135          | 145          | 145          | 142          | 171          | 155          | 133          | 112          | 91           | 1,305          | 7.4%    |
| Interdisciplinary - Liberal Arts   | 492          | 501          | 570          | 544          | 639          | 712          | 659          | 606          | 495          | 350          | 5,568          | 31.7%   |
| Kinesiology and Athletics          | 3            | 1            | 0            | 1            | 1            | 0            | 0            | 0            | 1            | 5            | 12             | 0.1%    |
| Mathematics                        | 5            | 7            | 5            | 6            | 20           | 10           | 12           | 12           | 19           | 20           | 116            | 0.7%    |
| Sac Reg Pub Safety Training Center | 5            | 6            | 7            | 19           | 23           | 15           | 14           | 21           | 18           | 21           | 149            | 0.8%    |
| Science & Engineering              | 146          | 130          | 169          | 196          | 246          | 281          | 257          | 307          | 315          | 406          | 2,453          | 14.0%   |
| Technical Education                | 72           | 41           | 49           | 33           | 45           | 51           | 59           | 56           | 67           | 71           | 544            | 3.1%    |
| Year Total                         | 1,285        | 1,275        | 1,525        | 1,547        | 1,731        | 1,906        | 1,883        | 2,078        | 2,102        | 2,227        | 17,559         | 100.0%  |

| Area Certificates                  | 2002<br>2003 | 2003<br>2004 | 2004<br>2005 | 2005<br>2006 | 2016<br>2007 | 2007<br>2008 | 2008<br>2009 | 2009<br>2010 | 2010<br>2011 | 2011<br>2012 | 10 Yr<br>Total | Pct Chg |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|---------|
| Apprenticeship                     | 61           | 36           | 27           | 11           | 4            | 235          | 307          | 222          | 333          | 157          | 1,393          | 21.3%   |
| Behavioral & Social Science        | 39           | 68           | 41           | 55           | 54           | 41           | 57           | 79           | 91           | 112          | 637            | 9.7%    |
| Business & Computer Science        | 125          | 117          | 58           | 66           | 45           | 50           | 136          | 125          | 122          | 133          | 977            | 14.9%   |
| English                            | 0            | 1            | 1            | 2            | 2            | 3            | 1            | 3            | 1            | 0            | 14             | 0.2%    |
| Fine & Applied Arts                | 35           | 28           | 33           | 36           | 43           | 48           | 55           | 62           | 71           | 122          | 533            | 8.1%    |
| Health & Education                 | 135          | 110          | 105          | 79           | 60           | 57           | 141          | 236          | 130          | 147          | 1,200          | 18.3%   |
| Humanities                         | 14           | 7            | 5            | 8            | 9            | 13           | 9            | 5            | 6            | 7            | 83             | 1.3%    |
| Interdisciplinary - Gen Ed         | 0            | 0            | 0            | 0            | 0            | 0            | 1            | 8            | 8            | 58           | 75             | 1.1%    |
| Kinesiology and Athletics          | 0            | 0            | 0            | 0            | 0            | 0            | 4            | 8            | 7            | 8            | 27             | 0.4%    |
| Sac Reg Pub Safety Training Center | 7            | 5            | 2            | 4            | 8            | 9            | 10           | 7            | 34           | 33           | 119            | 1.8%    |
| Science & Engineering              | 14           | 13           | 19           | 16           | 13           | 27           | 24           | 16           | 17           | 32           | 191            | 2.9%    |
| Technical Education                | 45           | 77           | 34           | 43           | 91           | 77           | 154          | 161          | 163          | 447          | 1,292          | 19.8%   |
| Year Total                         | 475          | 462          | 325          | 320          | 329          | 560          | 899          | 932          | 983          | 1,256        | 6,541          | 100.0%  |

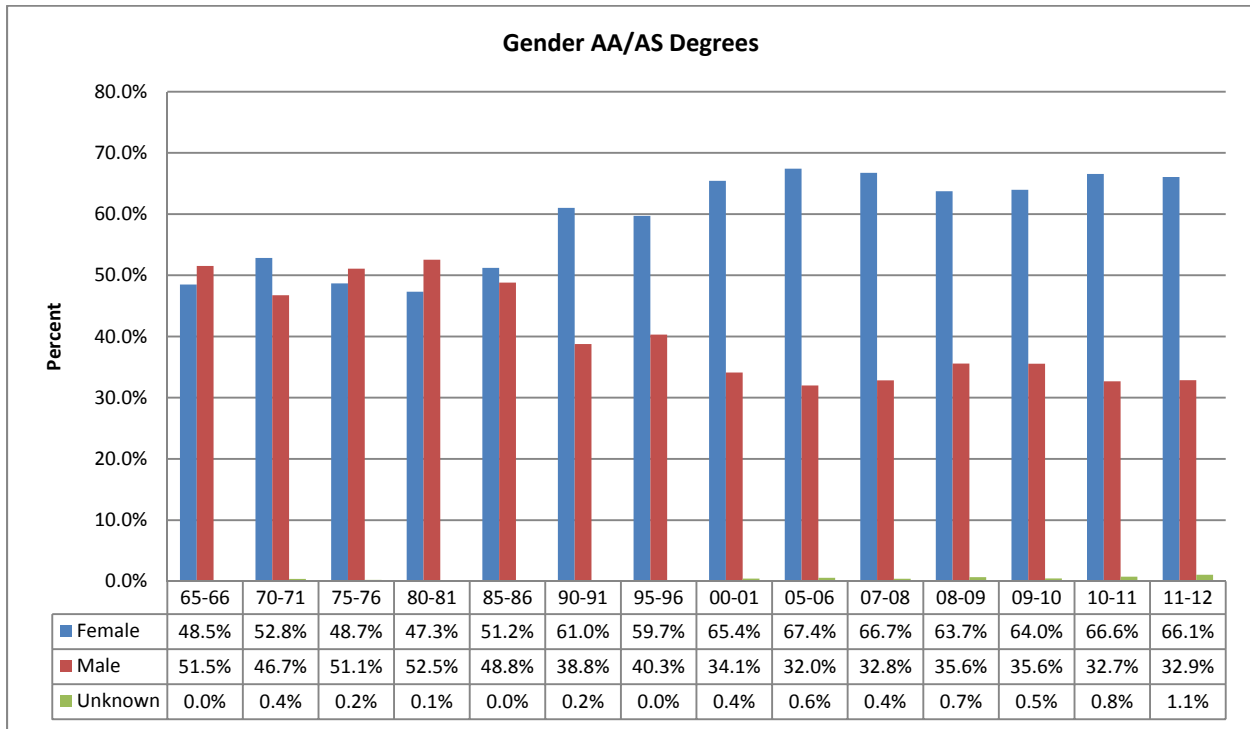
The tables above show the duplicated number of degrees and certificates awarded by each Area over the past 10 years. The total percent column describes the relative percent of awards across Areas for the 10 year period.

## Unduplicated Counts for Student Degrees



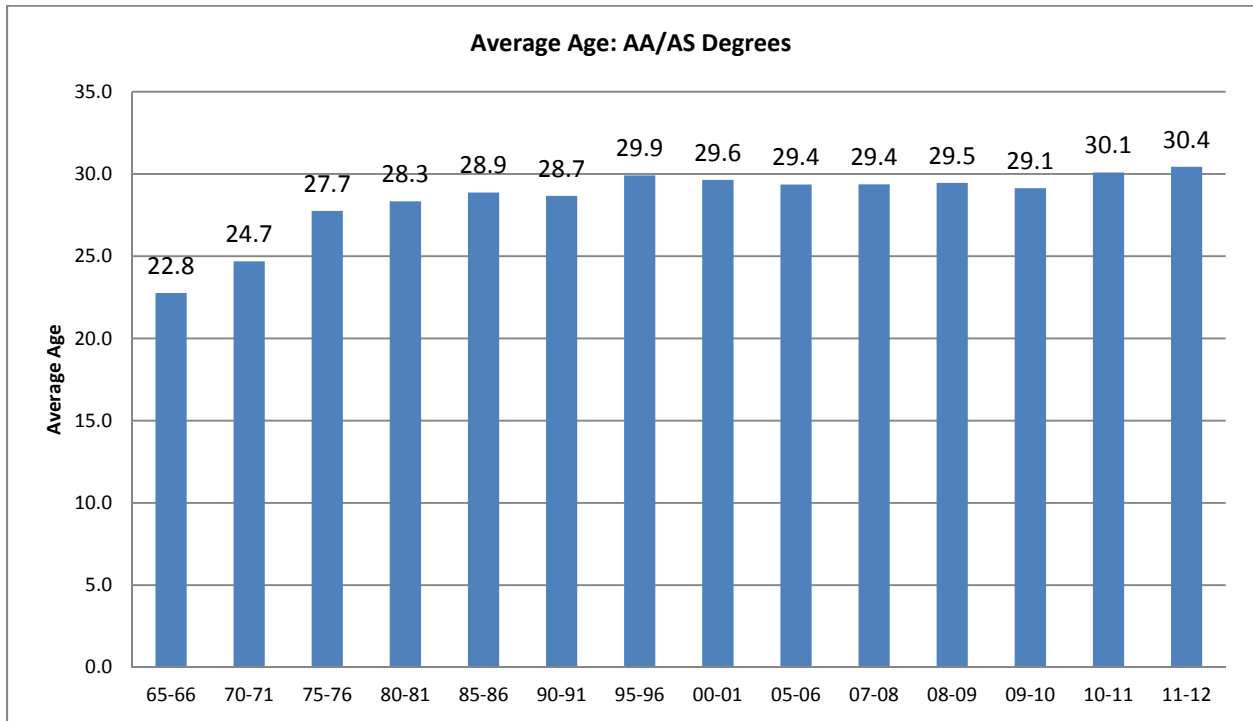
Over the past ten years, the unduplicated number of students who received an AA/AS degree has increased from 1,285 to 2,227, a 73.3 percent increase. Though it has been the practice at ARC to award multiple degrees when appropriate, it is important to note that the unduplicated student counts are used 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



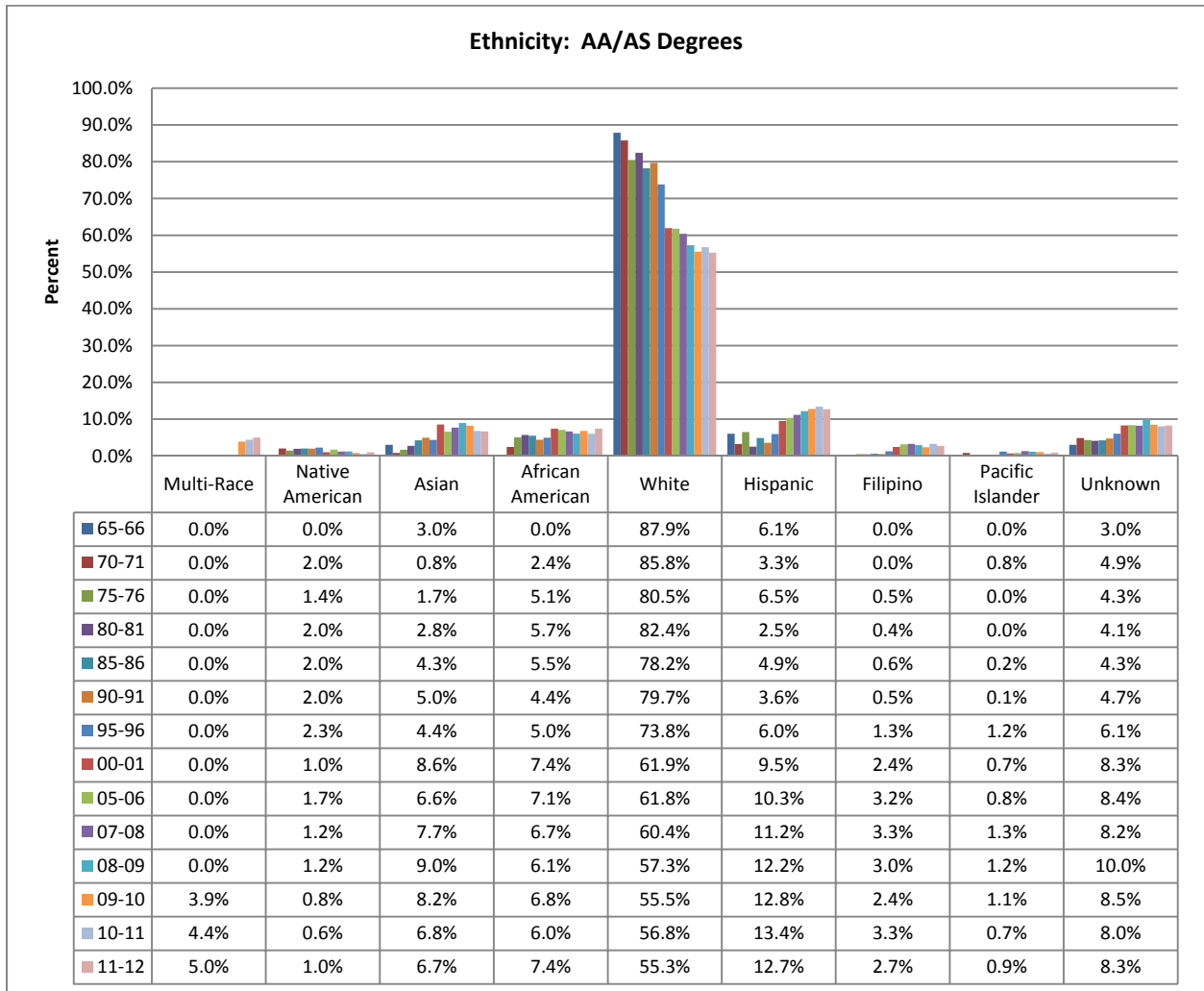
The data shown for AA/AS degrees awarded at ARC describes a trend that began in the 1980s when female students received a higher proportion of degrees than male students. During the 2011-2012 academic year, 66.6 percent of the degrees awarded at ARC, were to female students. In 1990-1991 academic year, females represented 56% of the student population and this percent has only shifted slightly where in 2011-2012, 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



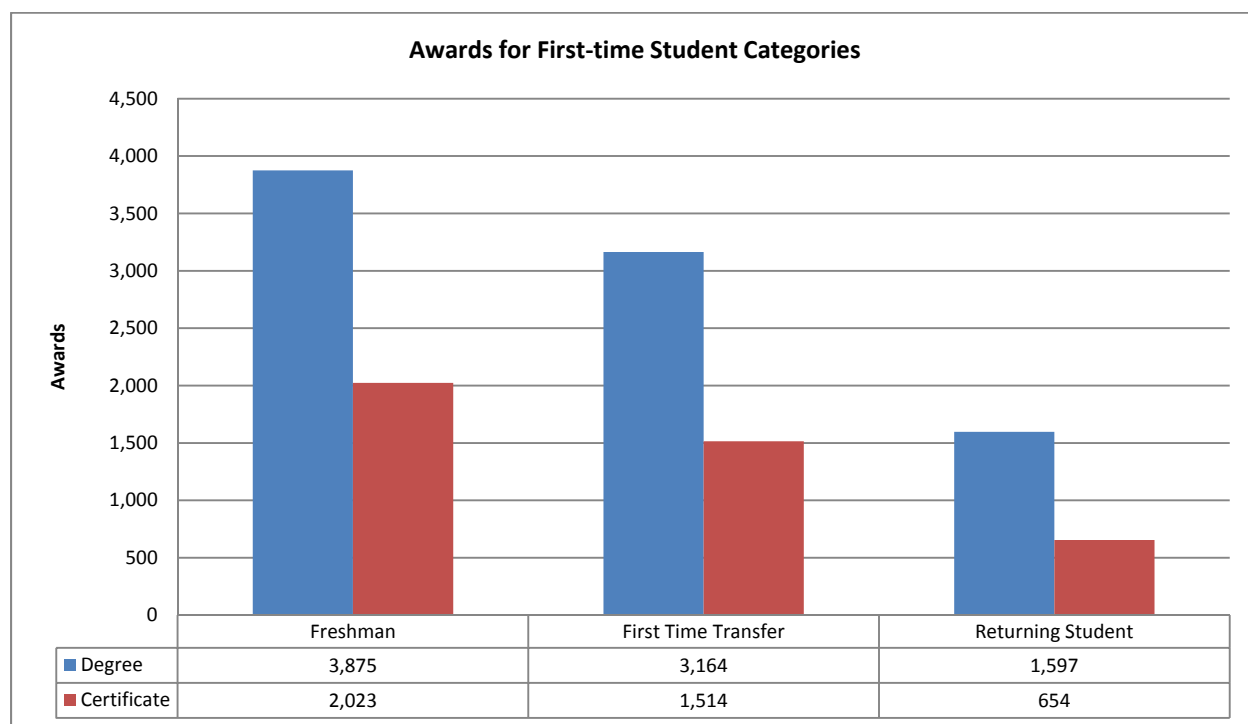
The chart shown above describes the average age for students receiving AA/AS degrees since 1965-1966. That the proportion of degrees awarded to older students shifted in 1975-1976 and has remained relatively consistent to the present time.

## AA/AS Degrees by Ethnicity



Significant shifts in the proportion of AA/AS degrees received by the ethnic groups shown above have occurred since 1965-1966, reflecting the increased program completion by diverse student populations at ARC.

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

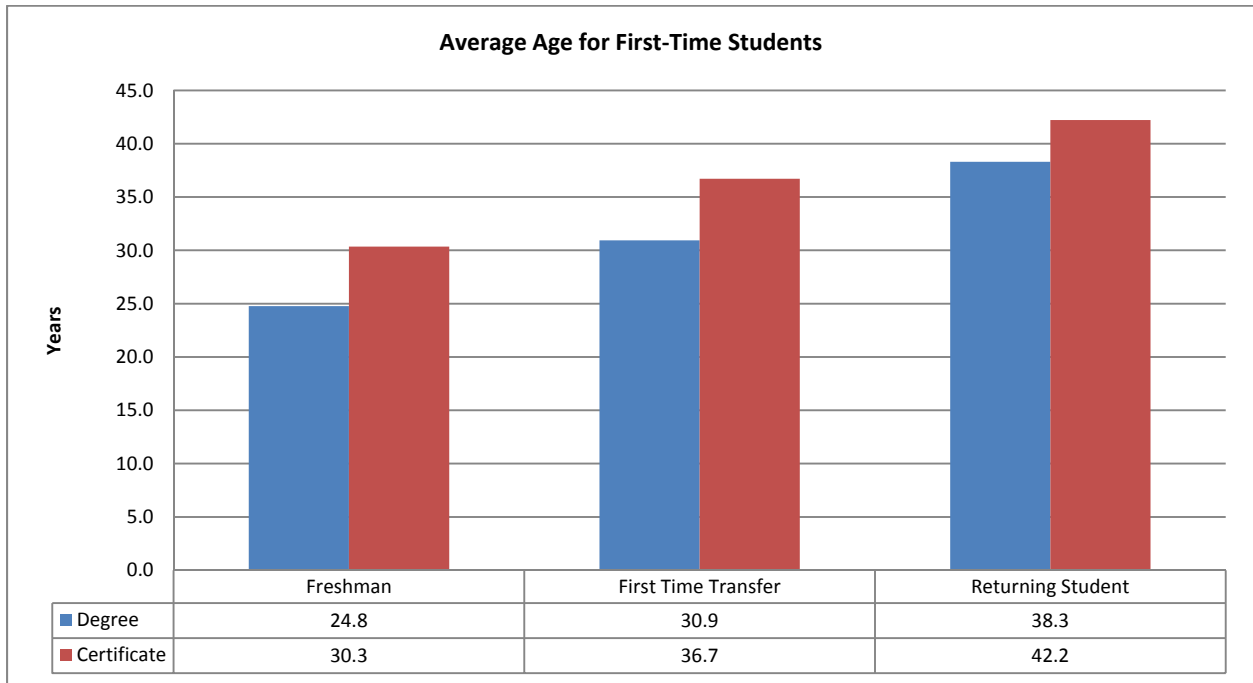


Another example describing the non-traditional students that ARC serves is seen in the enrollment categories of first-time students who receive degrees. As shown in the table below, Returning students (reentry) received 18.5 percent of the total degrees awarded in the past five academic years, and can be compared with the first-time freshmen who received 44.9 percent, and first-time transfer at 36.6 percent. The returning and first-time transfer students together accounted for 55.1 percent of all degrees awarded and 51.7 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) and show very similar placement recommendations (e.g., preparedness levels). Further comparisons of the first-time students at ARC are shown next.

| First-time Categories | Degree | Certificate |
|-----------------------|--------|-------------|
| Freshman              | 44.9%  | 48.3%       |
| First Time Transfer   | 36.6%  | 36.1%       |
| Returning Student     | 18.5%  | 15.6%       |

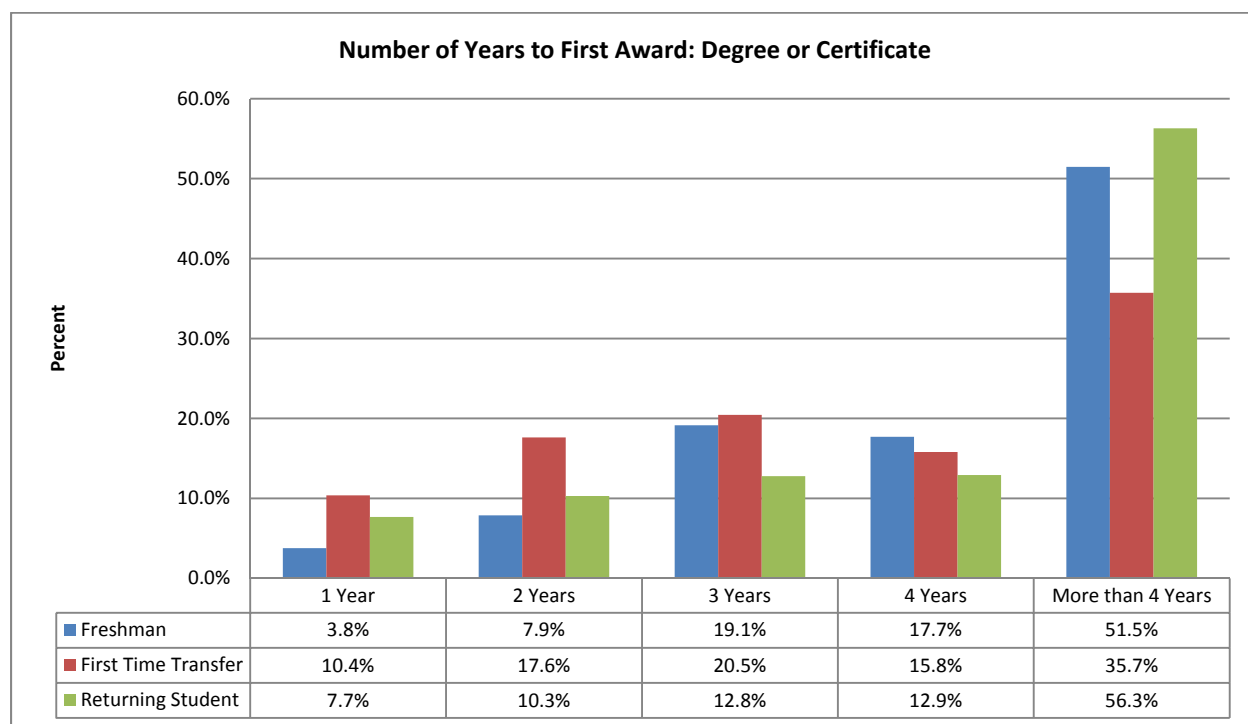
## Average Age at Time of Award for First-time Students



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 24.8 years old, and contrasts with first-time transfers students at 30.9 years and returning students at 38.3 years. Across the three categories, the average age for students receiving certificates range from 30.3 to 43.2 years old.

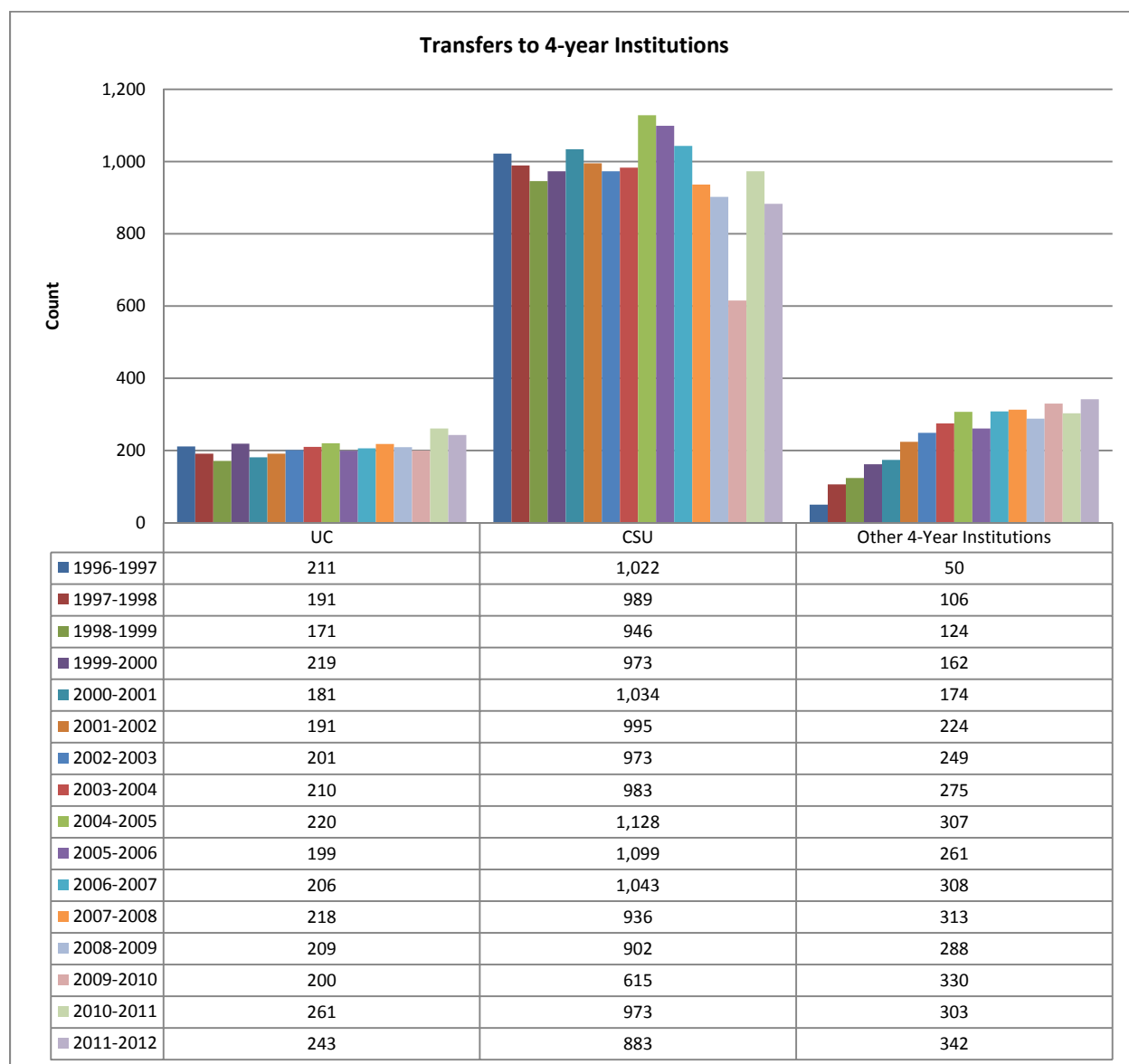


### Number of Years to first ARC Award for First-time Students



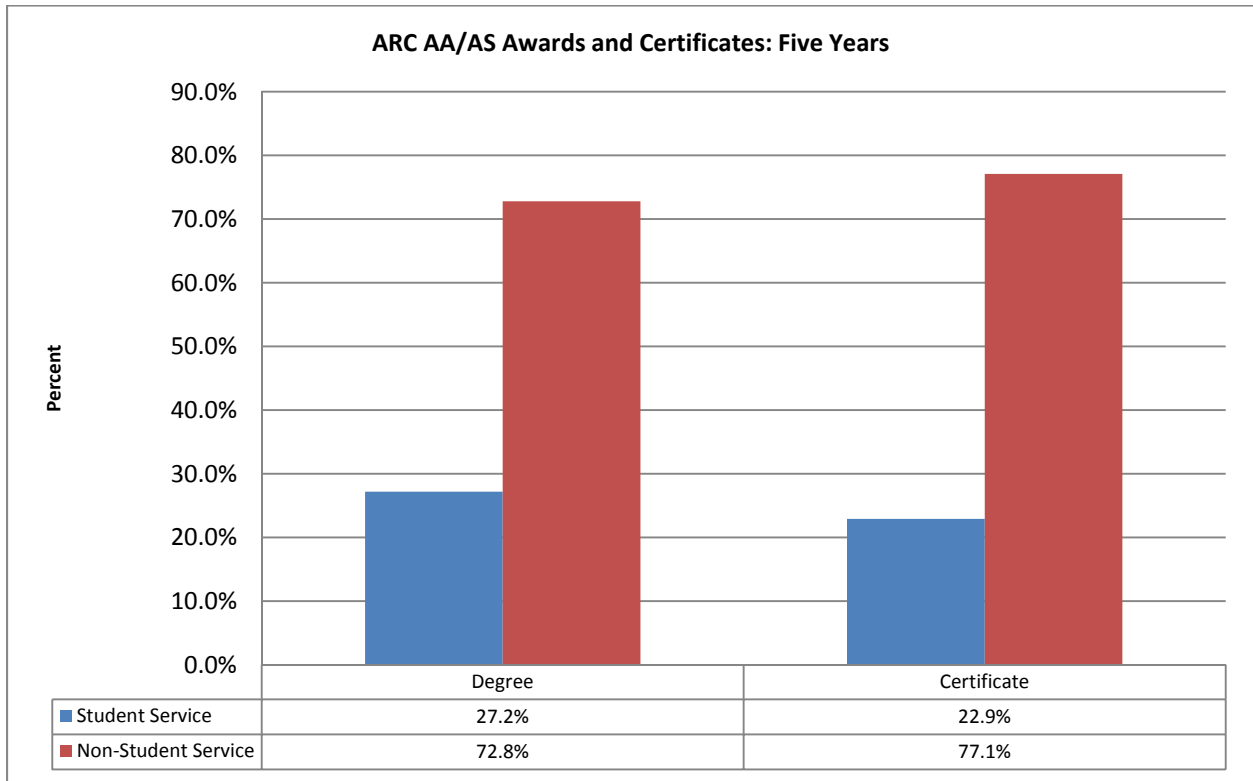
Data for first time students receiving a degree between the 2007-2008 academic year to present (2011-2012) was evaluated to determine the number of years students completed before receiving their first ARC award (AA/AS or Certificate). A significant proportion of students from all three groups take 4 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



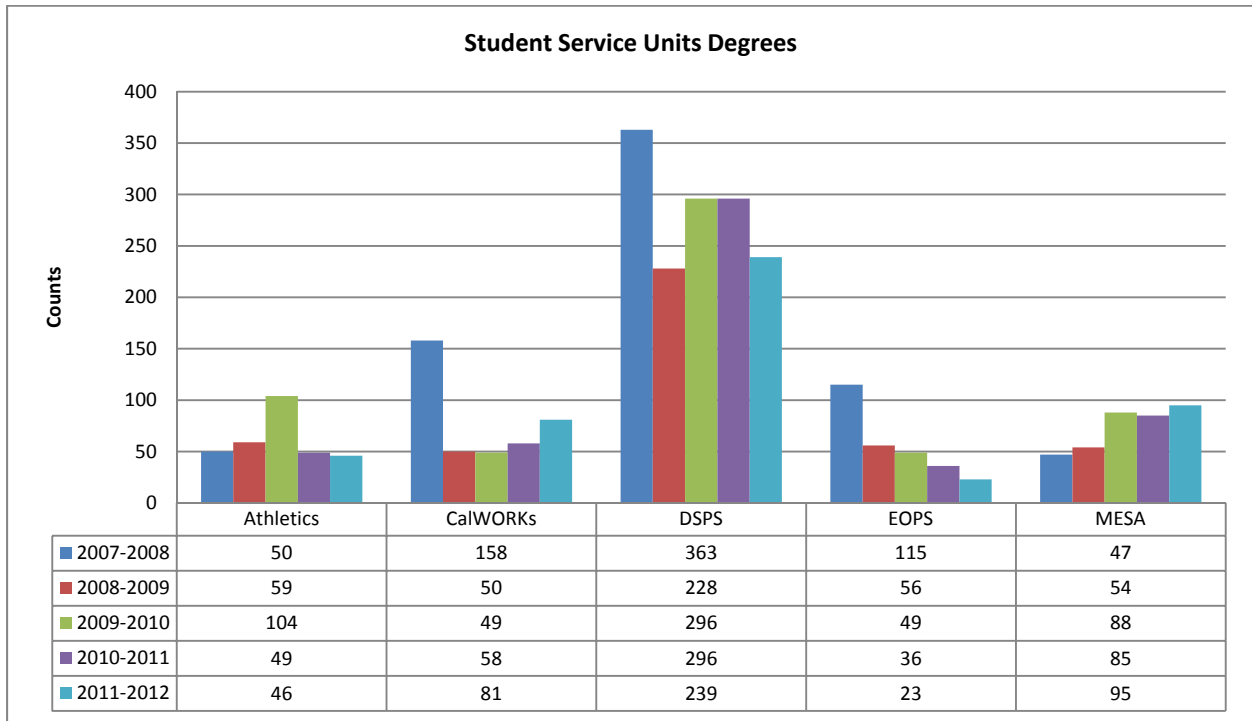
The California Postsecondary Education Commission (CPEC) had provided data on transfers for community colleges to University of California system (UC) and the California State University systems (CSU) until 2010-2011 when the office closed due to economic cutbacks. The Other 4 Year Institutions category represents available data derived from the National Clearing House which tracks transfer from ARC to in state private, and out of state four year institutions. Currently, the California State Chancellor's Data Mart is the data resource for UC, CSU and the Other 4-Year Institutions categories. At this time, the most recent data posted for the Other 4-Year Institutions has been the 2009-2010 year.

**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) with students not affiliated with 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 27.2 percent of the total AA/AS degrees awarded and 22.9 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.

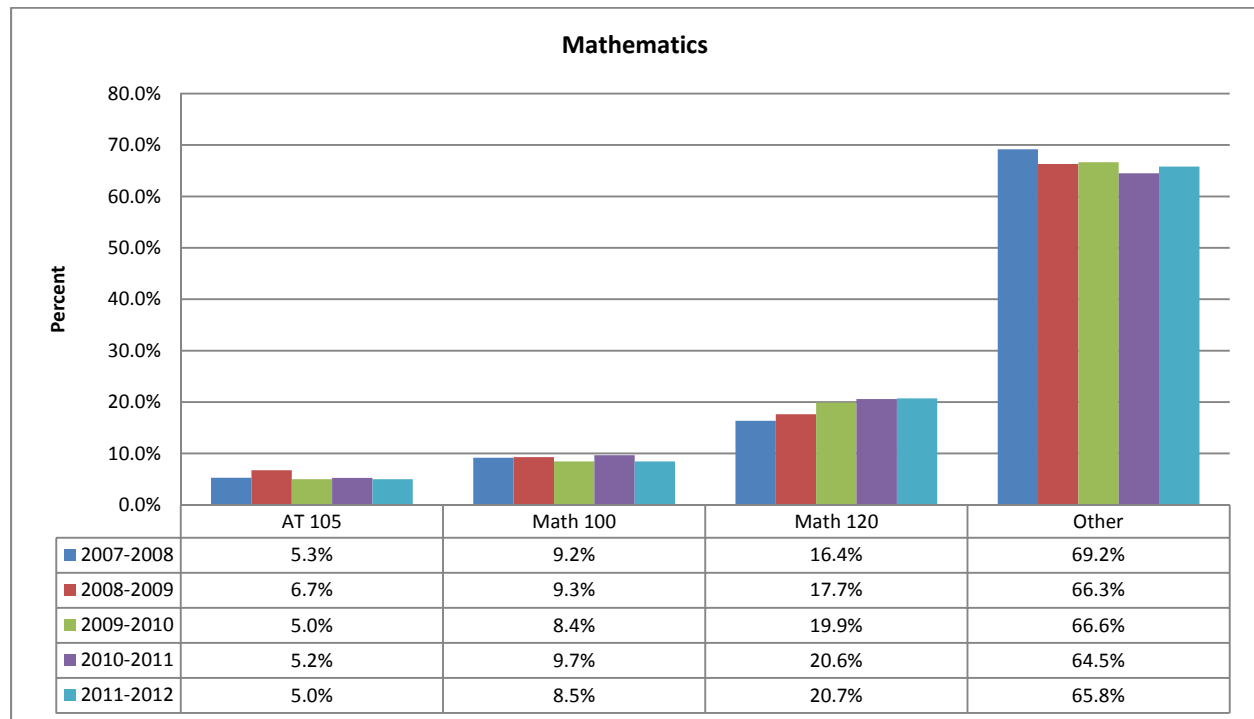
**Awards for Individual Student Support Services over Five Academic Years**



The chart above describes the count of AA/AS degrees earned by students who were associated with the student service units shown during 2007-2008 to 2011-2012. 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

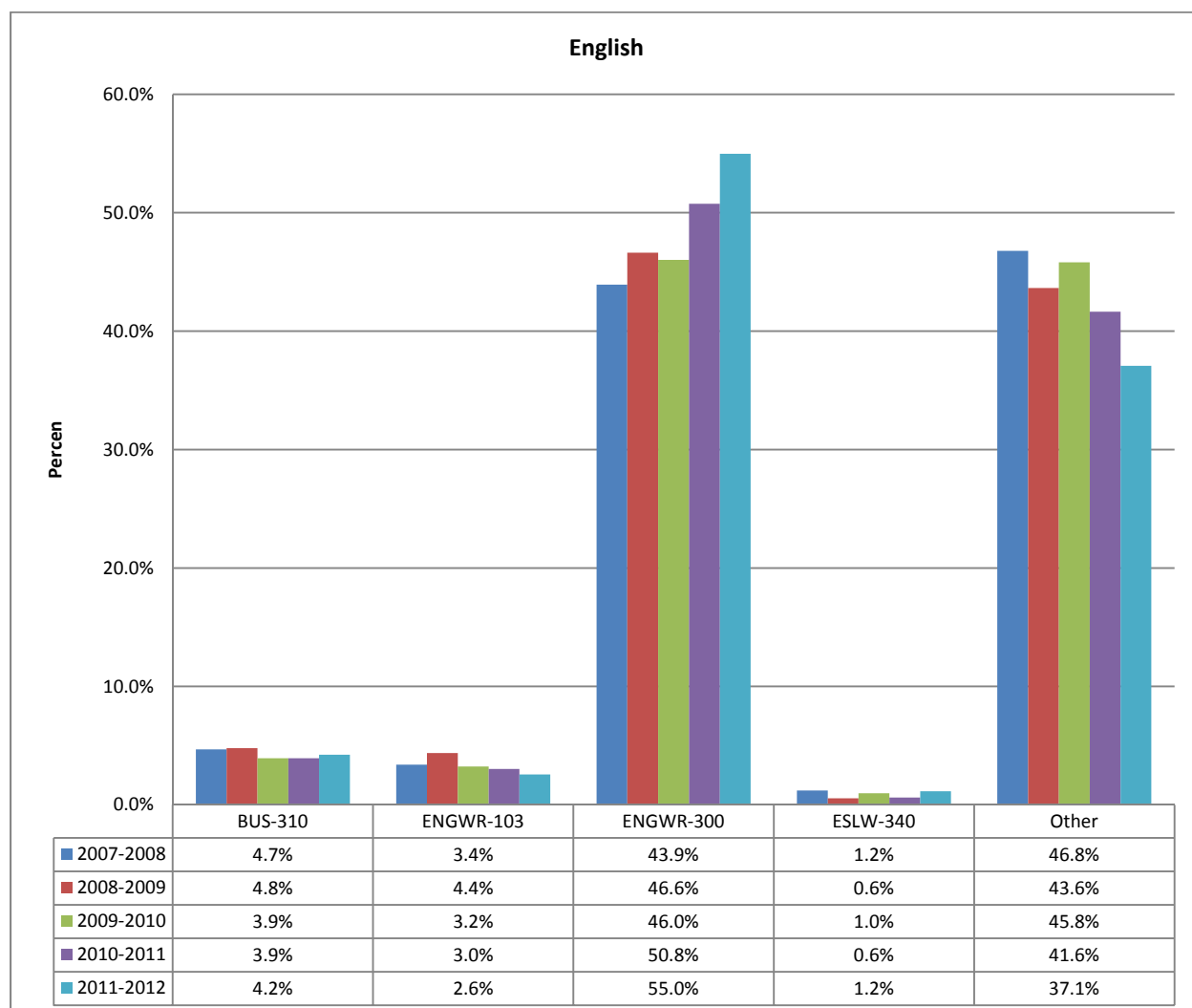


The chart above describes the highest level of Math taken for ARC students who received an AA/AS degree over the last five academic years. Each of the five academic years shown did contain students who received a degree but had no evidence of a Math course taken at ARC which would meet the Math requirement.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

#### **Impact of new graduation standards:**

In 2009-2010, the graduation competency for Mathematics changed from AT 105 (Mathematics for Automotive Technology) or Math 100 (Elementary Algebra) or higher, to Math 110/120 (Geometry/Intermediate Algebra) or higher. The degree data through 2011-2012 still indicates a sizeable proportion (13.5%) of students that used the older graduation competency standards indicating they still have catalog rights for the lower level Math courses. This should begin changing as students that began in 2009-2010 will have to complete a higher level Math course for graduation.

## 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:**

In 2009-2010, the graduation competency for English changed from ENGWR (Practical Communication) or ENGWR 300 (College Composition/480 honors) or BUS 310 (Business Communication) or ESLW 340 (Advanced Composition). The degree data through 2011-2012 still indicates a small proportion (2.6%) of students that were able to use ENGWR 103 to meet writing graduation competency indicating they still have catalog rights. This will change as students that began in 2009-2010 will not be able to use ENGWR 103 to meet graduation competency.

## 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 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 Student Cohorts

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 2011 the unduplicated number of first-time freshmen was 4,271, first-time transfers were 4,089, and reentry students 5,5730. Together, these groups accounted for 14,090 students or 44.6 percent of the total fall 2011 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 Student Groups Fall 2011 |                     |                   |
|--|---------------------|-------------------|
| Freshman   | First Time Transfer | Returning Student |
| 22.6   | 28.8                | 32.3              |

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

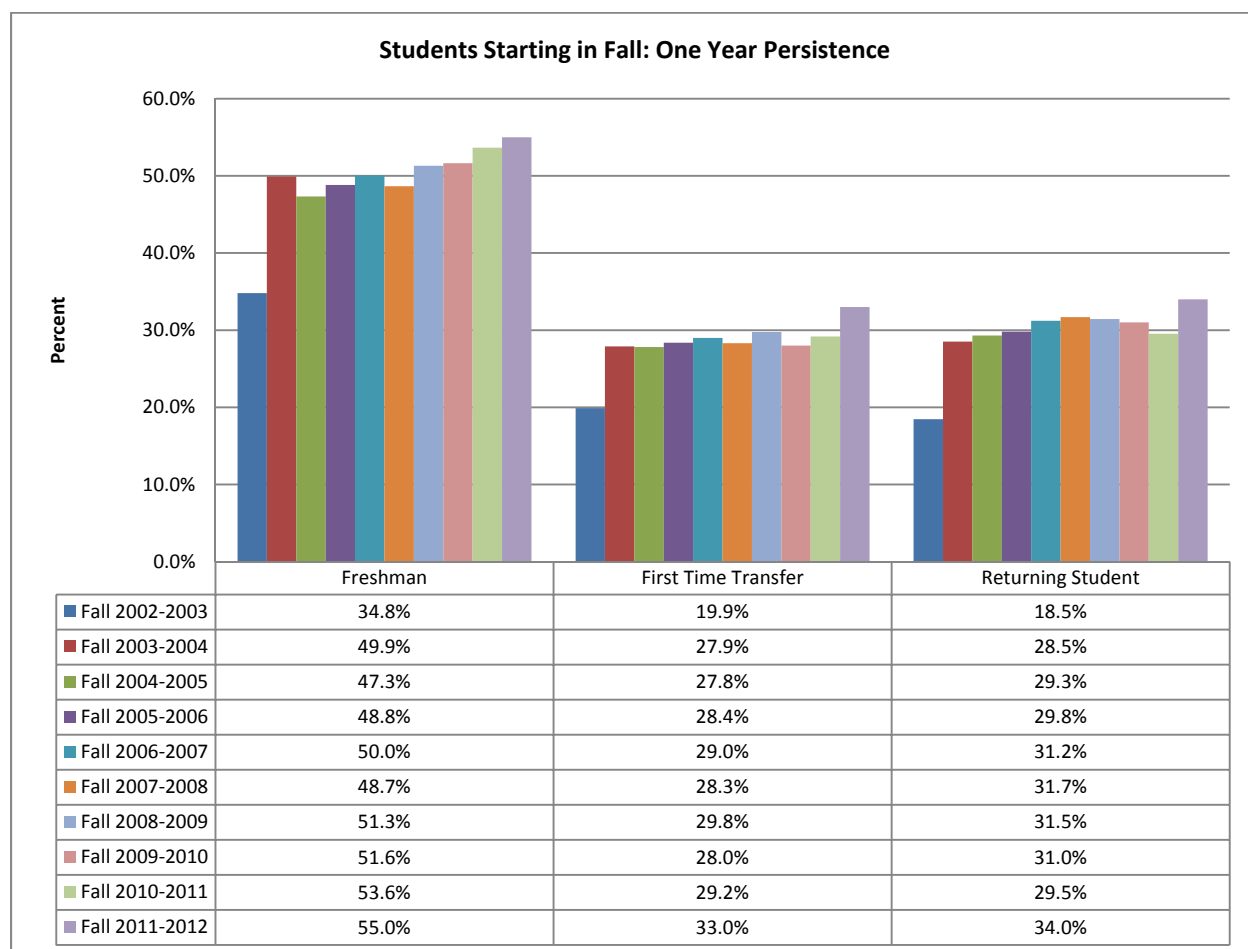
| Term        | Freshman | First Time Transfer | Returning Student | Total First-time | Total Continuing | Percent First-time | Percent Continuing |
|-------------|----------|---------------------|-------------------|------------------|------------------|--------------------|--------------------|
| Fall 2011   | 4,271    | 4,089               | 5,730             | 14,090           | 17,485           | 44.6%              | 55.4%              |
| Spring 2012 | 2,446    | 3,893               | 7,176             | 13,515           | 20,442           | 39.8%              | 60.2%              |

The above totals leave out students with the enroll status of Special Admit and Unknown/Unspecified. In Fall 2011 there were 139 Special Admit and 1 Unknown/Unspecified students. In Spring 2012 there were 130 Special Admit and 4 Unknown/Unspecified students.

### Academic Benchmarks

To refine and gather more information about student persistence, we have created several checkpoints called Benchmarks of Achievement. These benchmarks are: completed 6 units, 15 units, 30 units, 45 units, and 60 units. Also included are: having received a certificate, an associate degree, or reached transfer ready status (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 2008 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 two 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, especially for Freshman.

### First-time Students

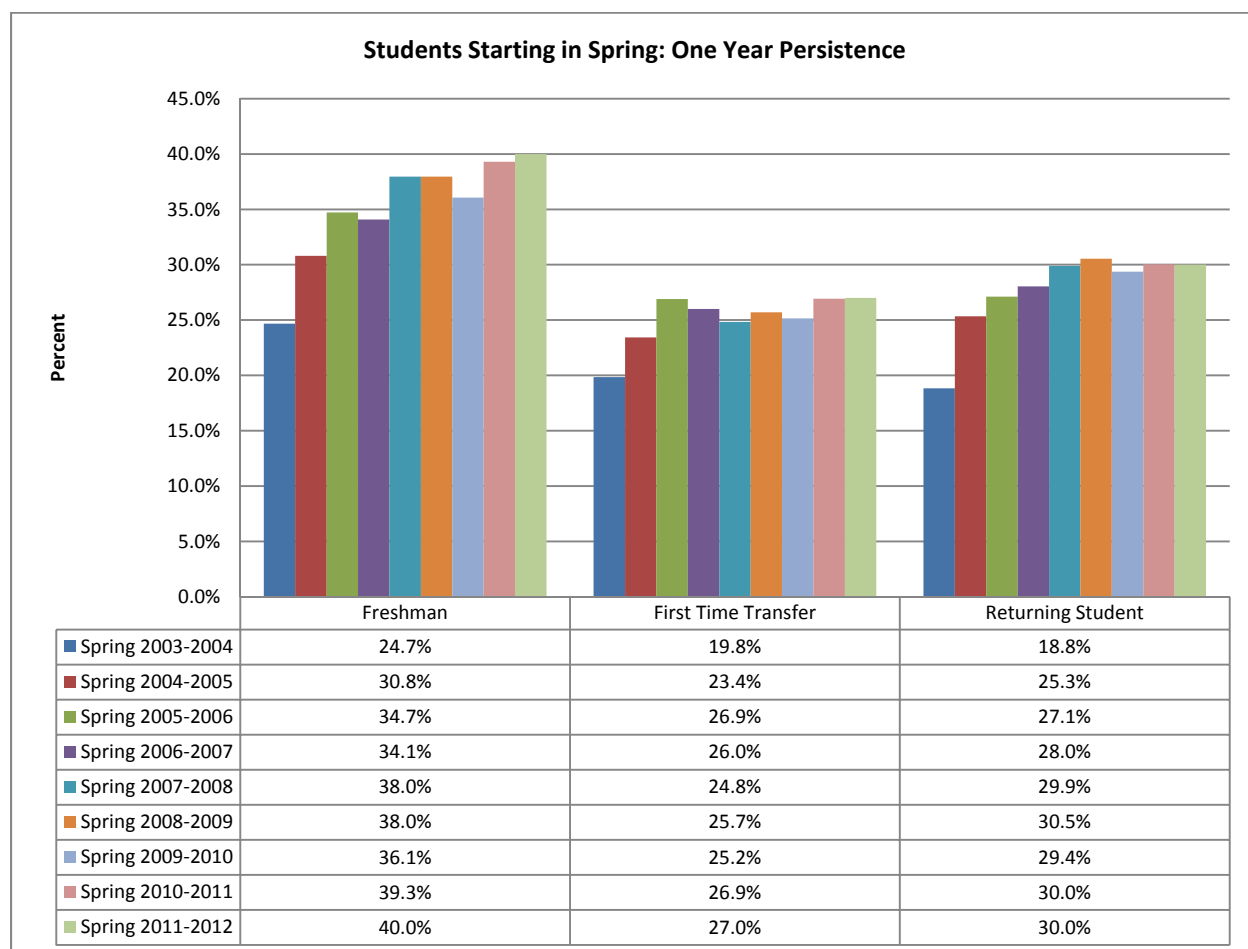
**Freshmen** are those students who have no previous record of enrolling at ARC.

**First-time Transfer** represents 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 14,090 first-time students enrolled in fall 2011 with the 13,515 first-time students that began in spring 2012.

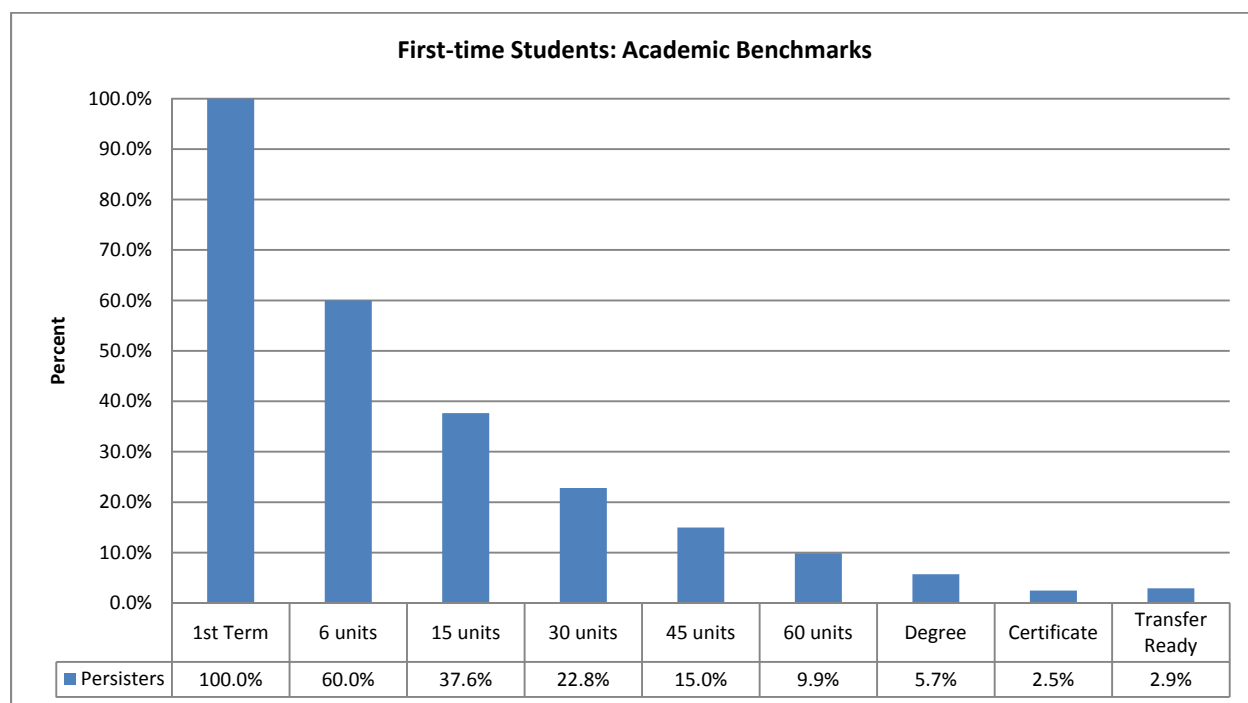
### First-time Students

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**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 complete 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 2008 (n=14,919). The bars indicate the percent of the original cohort of students who have completed each benchmark (Persisters). Of the 14,919 first-time students shown above that were given four years to complete the academic benchmarks, 1,472 finished 60 units (9.9%), 852 received an AA/AS degree (5.7%) and 369 received a certificate (2.5%). The 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 |
|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| 14,919   | 8,948   | 5,616    | 3,401    | 2,235    | 1,472    | 852    | 369         | 434            |

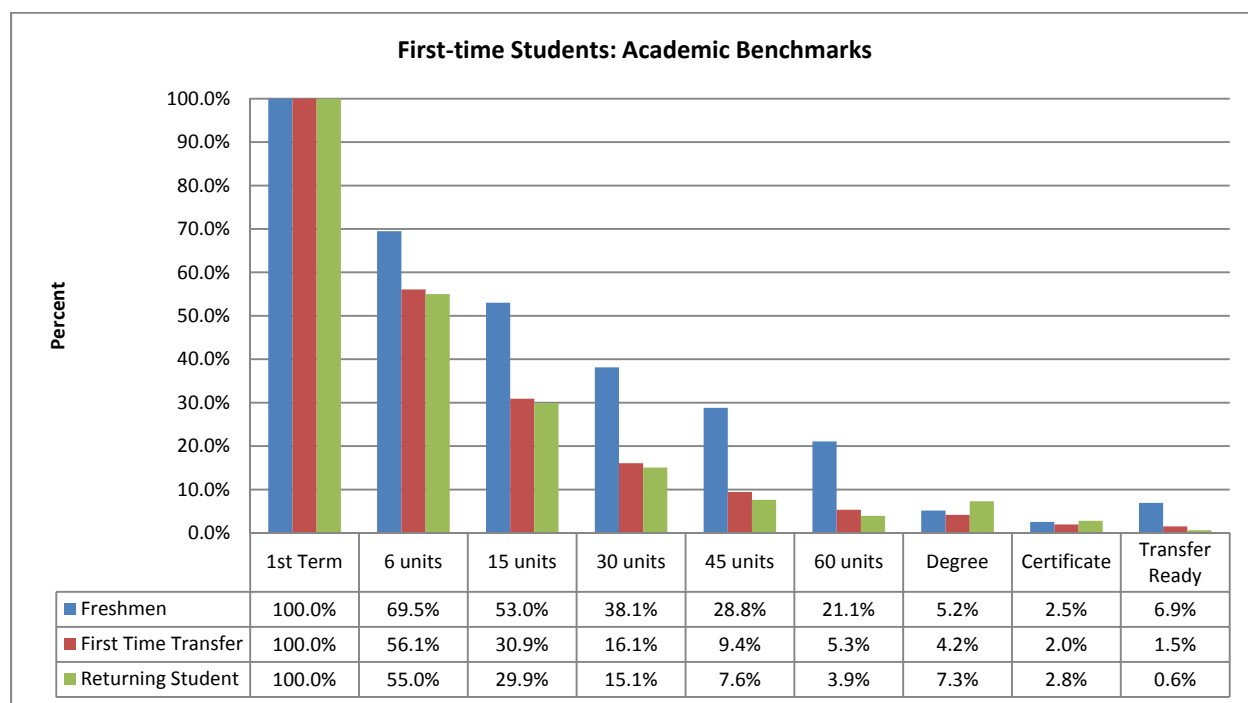
### First-time Students

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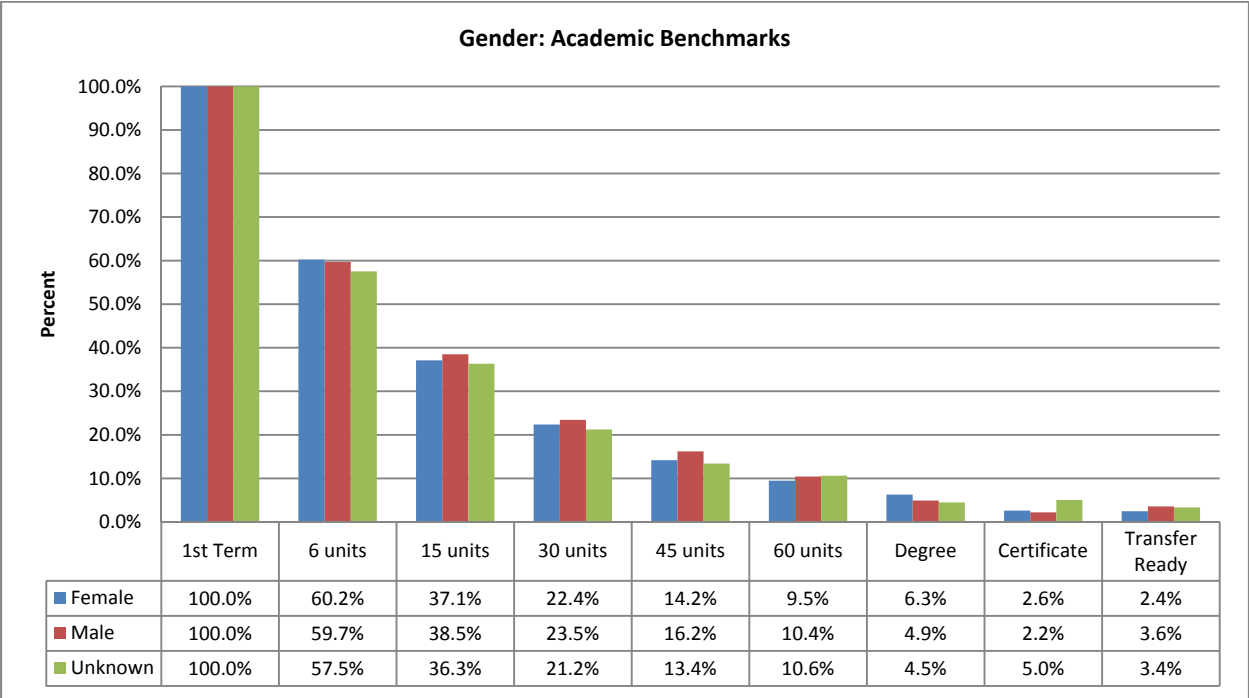
## First-time Student Categories: Academic Benchmarks



The chart above describes the progression for the three first-time student categories. The fall 2008 first-time students represented 14,919 students. First-time freshmen are represented by higher values through most of the academic benchmarks, until Degree category. The State Chancellor's Office estimates that about 50 percent of all transfers from the California Community College System transfer without obtaining an AA/AS degree. The data would also suggest that both first-time transfers and returning students may 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

| First-time Categories | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|-----------------------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| Freshmen              | 4,805    | 3,339   | 2,548    | 1,833    | 1,384    | 1,013    | 248    | 122         | 333            |
| First Time Transfer   | 4,330    | 2,428   | 1,338    | 696      | 409      | 231      | 181    | 85          | 65             |
| Returning Student     | 5,784    | 3,181   | 1,730    | 872      | 442      | 228      | 423    | 162         | 36             |

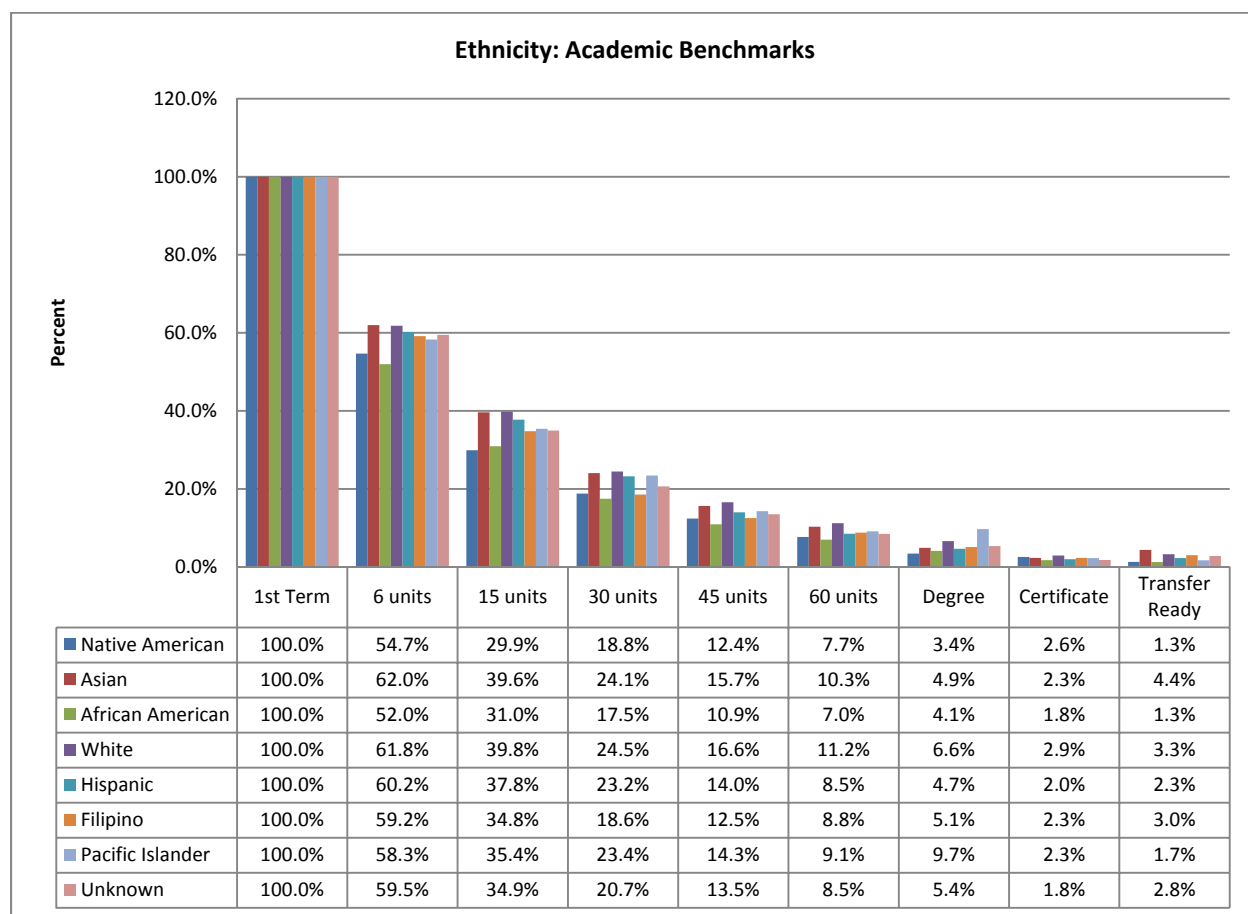
**Gender: Academic Benchmarks**



There are no significant differences noted for gender across the academic benchmarks for first-time students other than the higher 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.

| Gender  | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|---------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| Female  | 8,749    | 5,269   | 3,245    | 1,958    | 1,241    | 829      | 548    | 229         | 214            |
| Male    | 5,991    | 3,576   | 2,306    | 1,405    | 970      | 624      | 296    | 131         | 214            |
| Unknown | 179      | 103     | 65       | 38       | 24       | 19       | 8      | 9           | 6              |

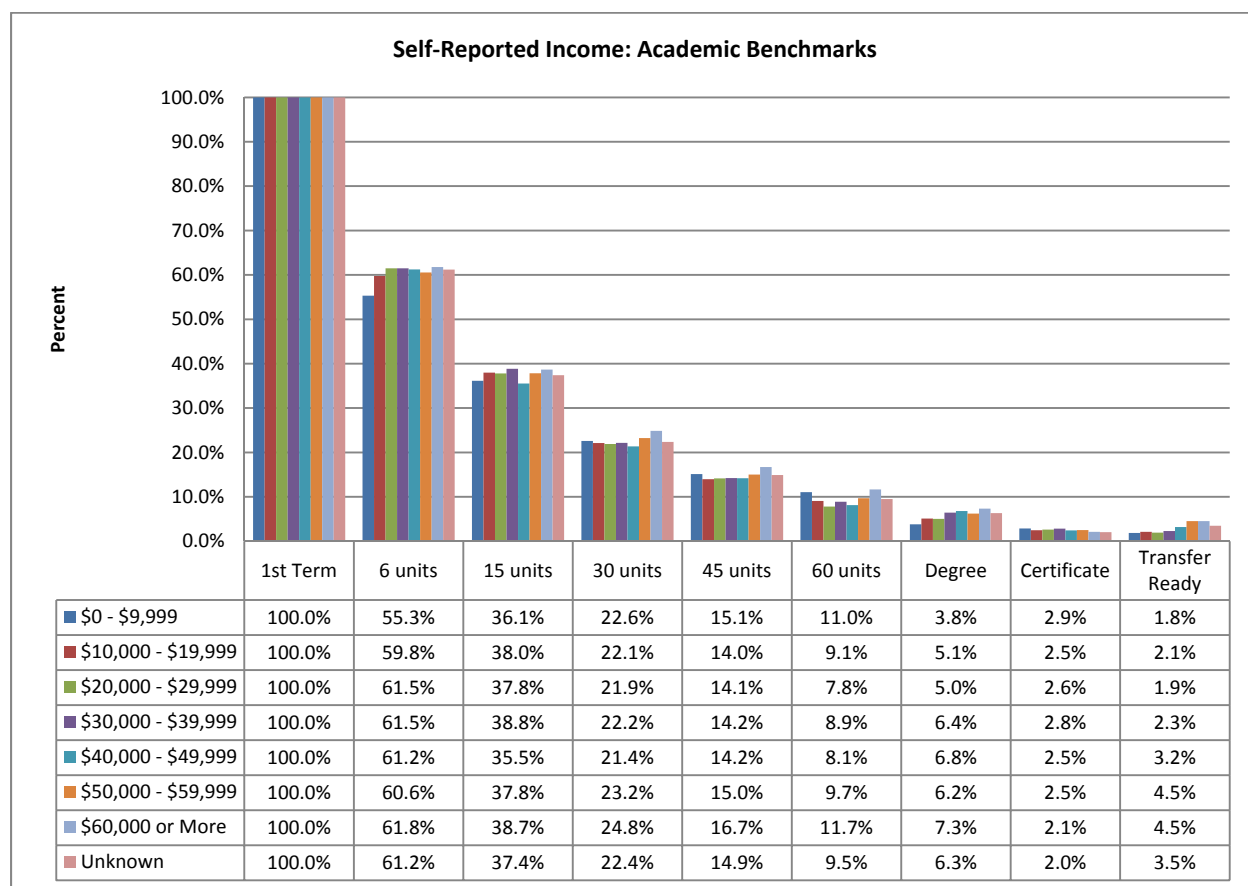
## Ethnicity: Academic Benchmarks



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.

| Ethnicity        | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|------------------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| Native American  | 234      | 128     | 70       | 44       | 29       | 18       | 8      | 6           | 3              |
| Asian            | 1,501    | 930     | 595      | 361      | 235      | 155      | 74     | 35          | 66             |
| African American | 1,812    | 942     | 561      | 317      | 198      | 127      | 75     | 32          | 23             |
| White            | 7,406    | 4,578   | 2,947    | 1,812    | 1,230    | 832      | 490    | 218         | 242            |
| Hispanic         | 2,015    | 1,213   | 761      | 468      | 282      | 172      | 94     | 40          | 46             |
| Filipino         | 431      | 255     | 150      | 80       | 54       | 38       | 22     | 10          | 13             |
| Pacific Islander | 175      | 102     | 62       | 41       | 25       | 16       | 17     | 4           | 3              |
| Unknown          | 1,345    | 800     | 470      | 278      | 182      | 114      | 72     | 24          | 38             |

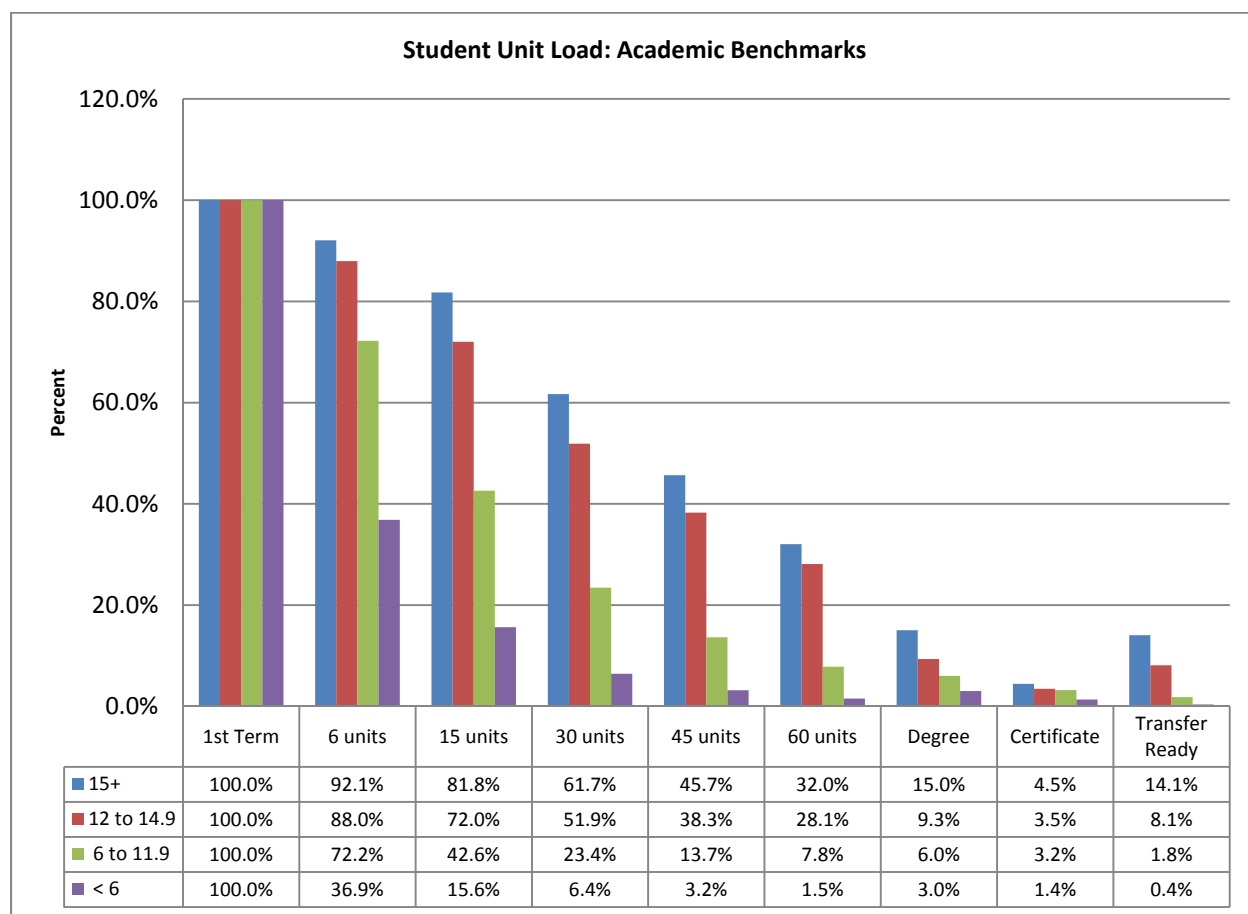
## Self-Reported Income: Academic Benchmarks



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.

| Income              | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|---------------------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| \$0 - \$9,999       | 2,925    | 1,618   | 1,057    | 661      | 442      | 323      | 111    | 84          | 54             |
| \$10,000 - \$19,999 | 2,256    | 1,348   | 857      | 499      | 315      | 205      | 115    | 56          | 48             |
| \$20,000 - \$29,999 | 1,753    | 1,078   | 663      | 384      | 248      | 137      | 88     | 46          | 34             |
| \$30,000 - \$39,999 | 1,475    | 907     | 573      | 327      | 210      | 131      | 95     | 42          | 34             |
| \$40,000 - \$49,999 | 529      | 324     | 188      | 113      | 75       | 43       | 36     | 13          | 17             |
| \$50,000 - \$59,999 | 753      | 456     | 285      | 175      | 113      | 73       | 47     | 19          | 34             |
| \$60,000 or More    | 2,934    | 1,813   | 1,135    | 729      | 490      | 342      | 215    | 62          | 133            |
| Unknown             | 2,294    | 1,404   | 858      | 513      | 342      | 218      | 145    | 47          | 80             |

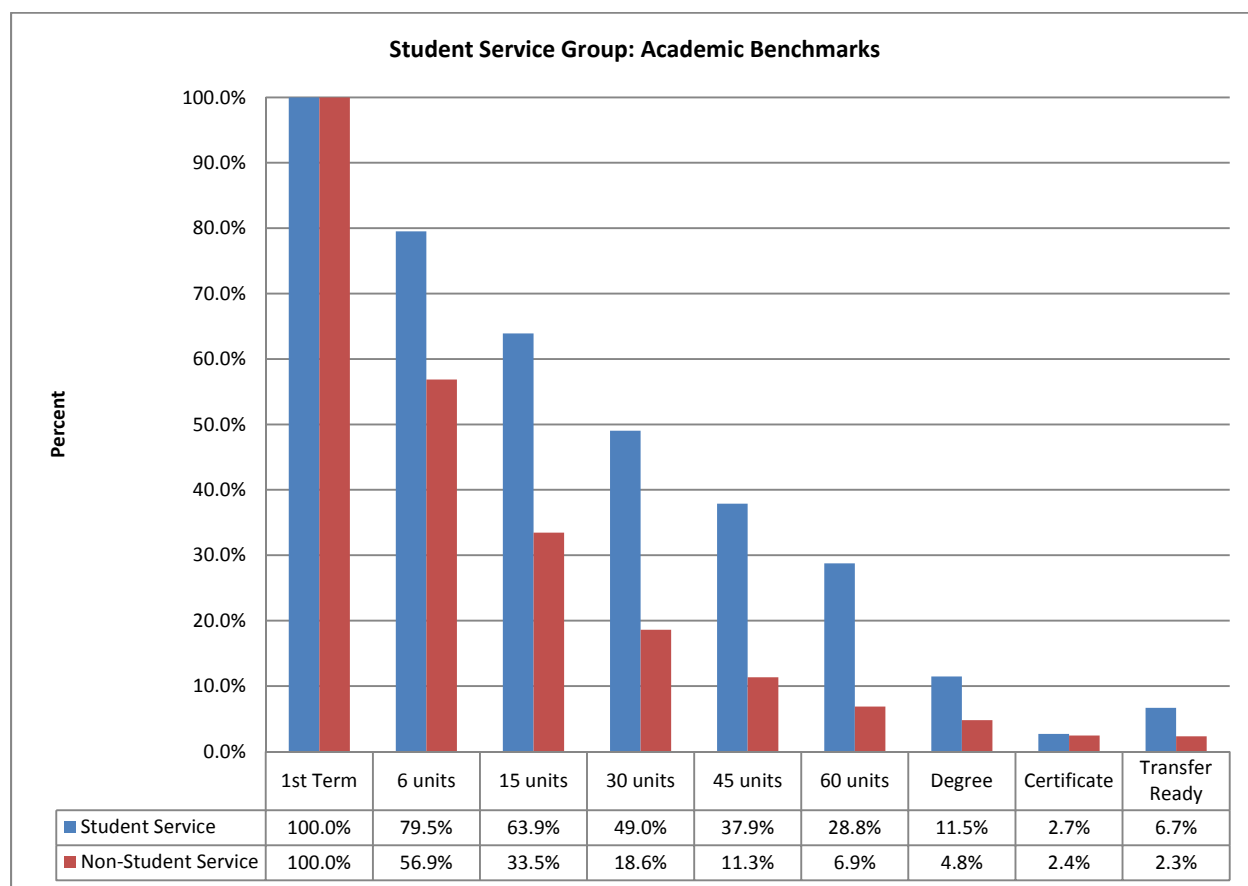
## Course Load: Academic Benchmarks



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 |
|-----------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| 15+       | 718      | 661     | 587      | 443      | 328      | 230      | 108    | 32          | 101            |
| 12 - 14.9 | 2,749    | 2,418   | 1,980    | 1,427    | 1,052    | 773      | 257    | 95          | 223            |
| 6 - 11.9  | 4,641    | 3,352   | 1,977    | 1,088    | 634      | 363      | 280    | 150         | 85             |
| <6        | 6,798    | 2,506   | 1,063    | 438      | 217      | 104      | 205    | 92          | 25             |

## Student Service Units: Academic Benchmarks

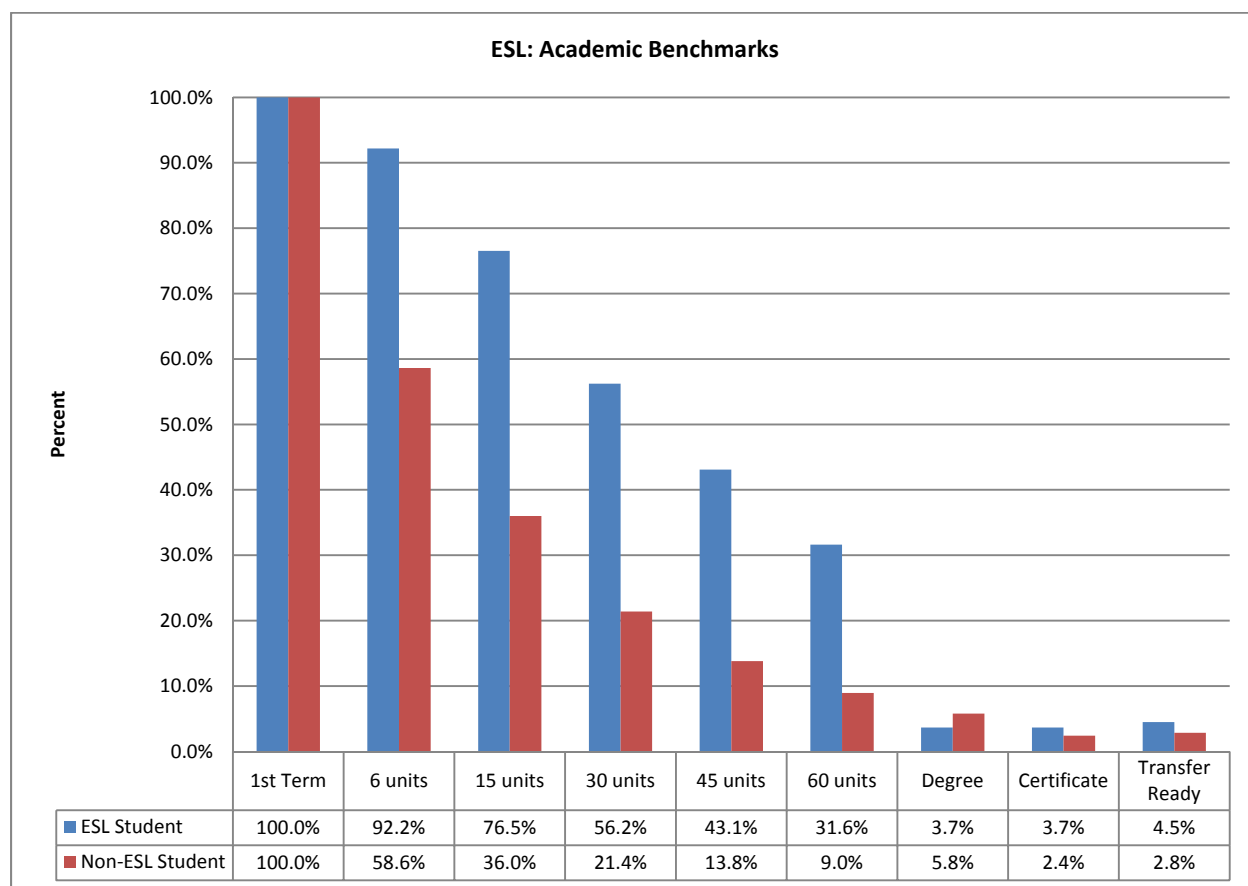


First-time students who participated in one or more selected student service groups (EOPS, DSPS, MESA, CalWORKs, or Athletics), persist and complete the academic benchmarks at a higher level than students not associated with these support services. This has held true since 1994. Student counts for each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

| Group               | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|---------------------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| Student Service     | 2,051    | 1,631   | 1,311    | 1,006    | 777      | 590      | 235    | 55          | 137            |
| Non-Student Service | 12,868   | 7,317   | 4,305    | 2,395    | 1,458    | 882      | 617    | 314         | 297            |



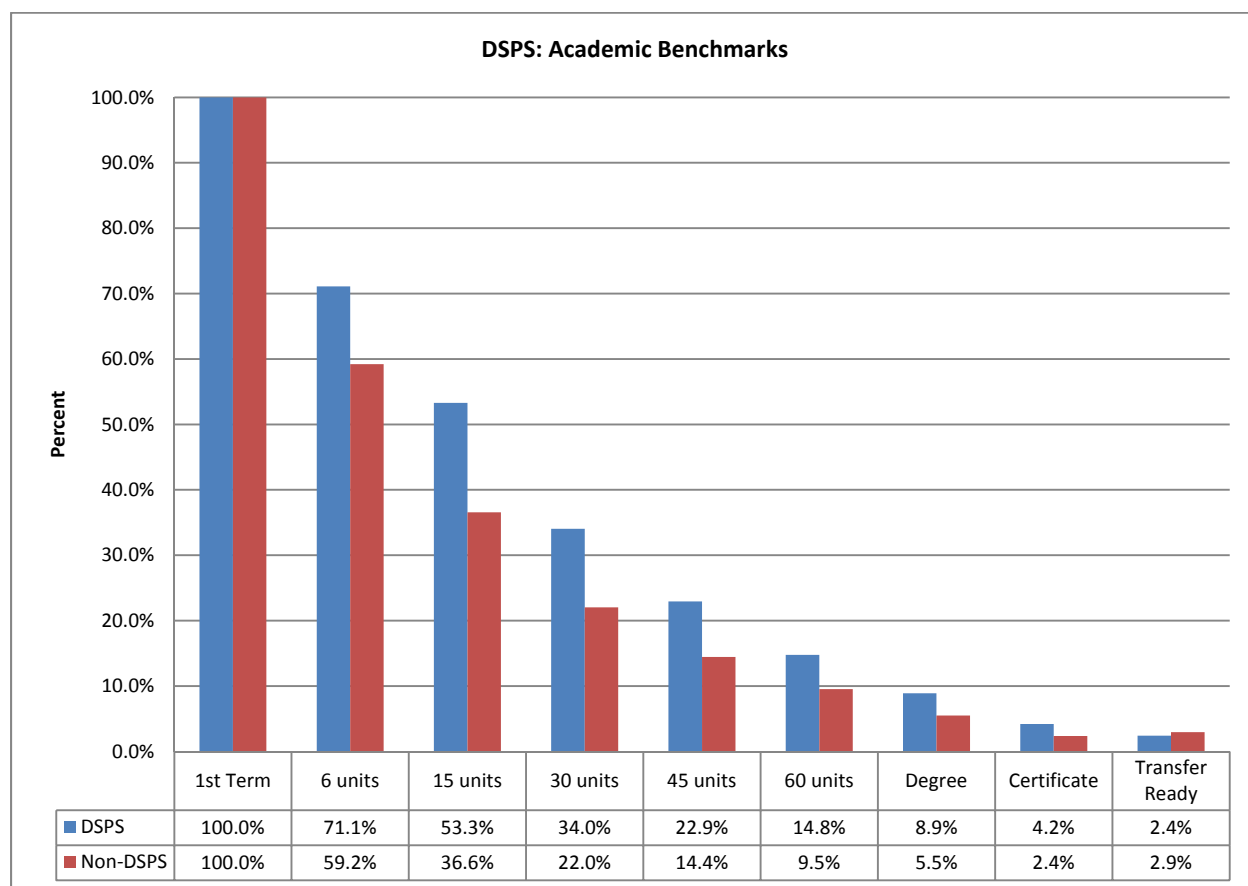
## English as a Second Language (ESL): Academic Benchmarks



First-time students, 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.

| Group           | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|-----------------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| ESL Student     | 601      | 554     | 460      | 338      | 259      | 190      | 22     | 22          | 27             |
| Non-ESL Student | 14,318   | 8,394   | 5,156    | 3,063    | 1,976    | 1,282    | 830    | 347         | 407            |

## 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.

| Group    | 1st Term | 6 units | 15 units | 30 units | 45 units | 60 units | Degree | Certificate | Transfer Ready |
|----------|----------|---------|----------|----------|----------|----------|--------|-------------|----------------|
| DSPS     | 955      | 679     | 509      | 325      | 219      | 141      | 85     | 40          | 23             |
| Non-DSPS | 13,964   | 8,269   | 5,107    | 3,076    | 2,016    | 1,331    | 767    | 329         | 411            |