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## ABSTRACT

This document addresses the key effectiveness indicators for American River College between 1997-2002. The figures are presented in table and graph format and some figures shown present detailed enrollment numbers for fall, spring, and summer while in other figures terms are collapsed into one full academic year. Dramatic enrollment gains were made during 1998 with the addition of the Sacramento Regional Public Safety Training Center (SRPSTC). Some of the key findings of the report are the following: (1) there was an increase of 27.3% in full time students, an increase of 29.8% in middle time, and part time students increased 57.4%; (2) the combined day and evening average class enrollment has increased by 6.2%; (3) overall success rates remain in the 67 to 70% range; (4) the 2001-2002 academic year is the first time male students have slightly outperformed female students in the past decade; (5) most ethnic groups have shown increases in success rates over the past five years with the exception of Asian students; and (6) morning enrollment show the greatest gains in success rates from five years ago. Contains numerous graphs and tables that compare indicators across the five year period. (MZ)

# Key Effectiveness Indicators (KEI Report)

American River College  
Five-Year Profile  
1997-2002

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American River College  
September 2002

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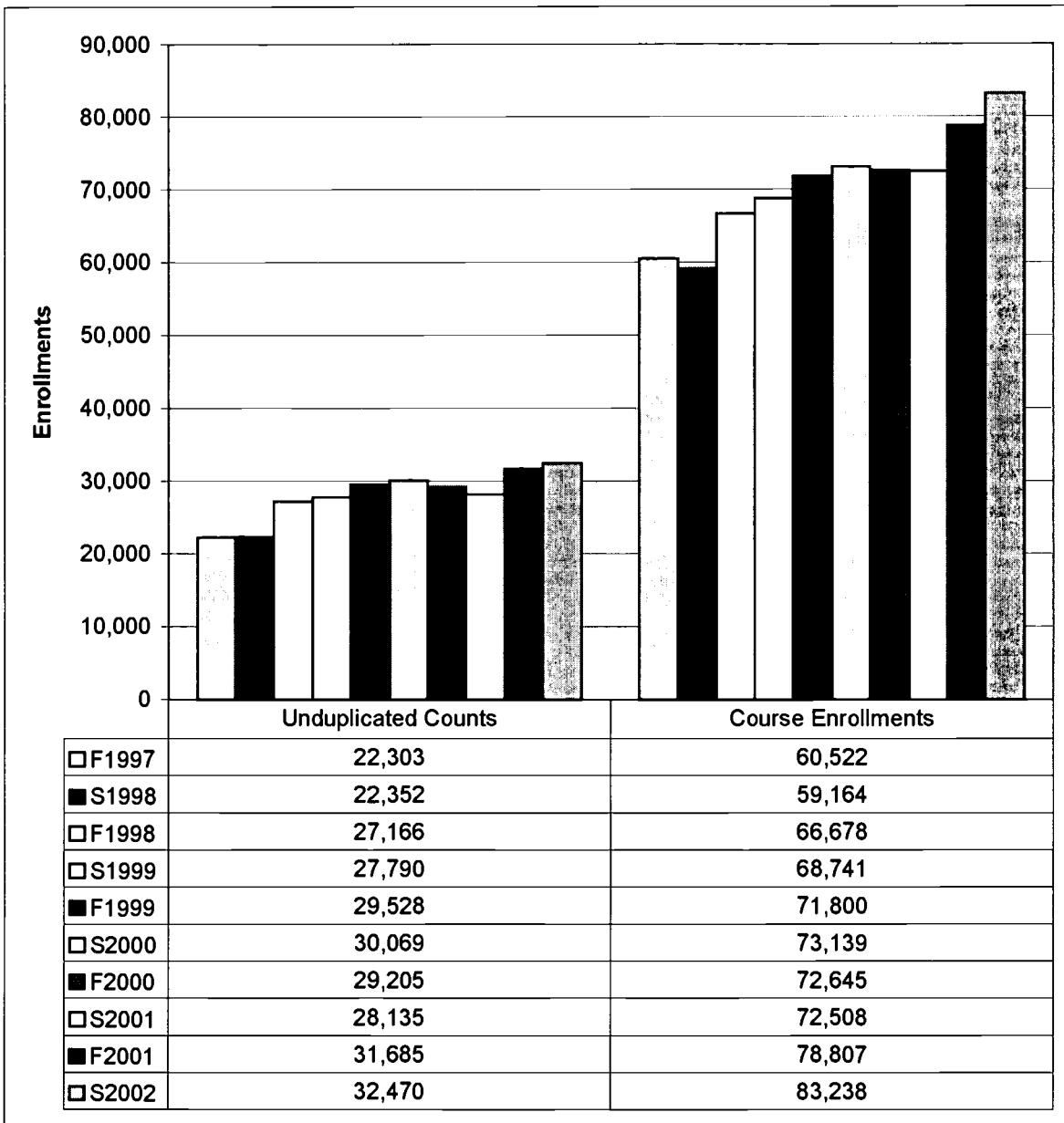
## Enrollment Patterns

The pages that follow present important enrollment data covering the past five years at American River College. While simple *head counts* of ARC's students tell one story, duplicated counts relate to the loads that students carry. Thus two headings for tables or figures are used: Unduplicated Enrollments simply count every student once regardless of their course loads. Course Enrollments factor in the student enrollments in all courses and are therefore duplicated counts. For example, if a student enrolls in 4 classes, the unduplicated count would be 1 while the duplicated course enrollments would be 4. Five-year trends on course enrollments will then show if students are taking heavier or lighter course loads.

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.

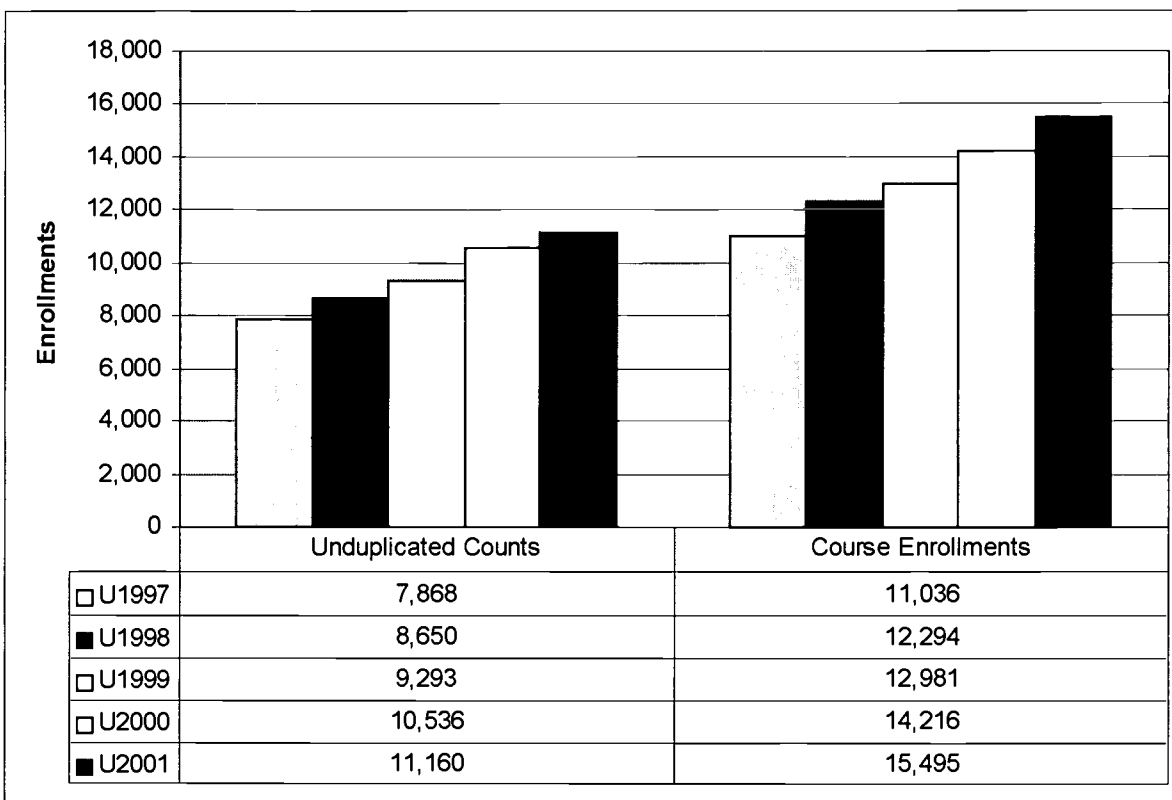
Dramatic enrollment gains were made during 1998 with the addition of the Sacramento Regional Public Safety Training Center (SRPSTC, an acronym English speakers cannot pronounce). In past Key Effectiveness Indicator reports, enrollments in this special program were removed from most enrollment evaluations in order to capture the mainstream look of the college. Within this current report, SRPSTC data have been included to better capture the entire student population that ARC serves.

## Fall/Spring Course Enrollments by Term



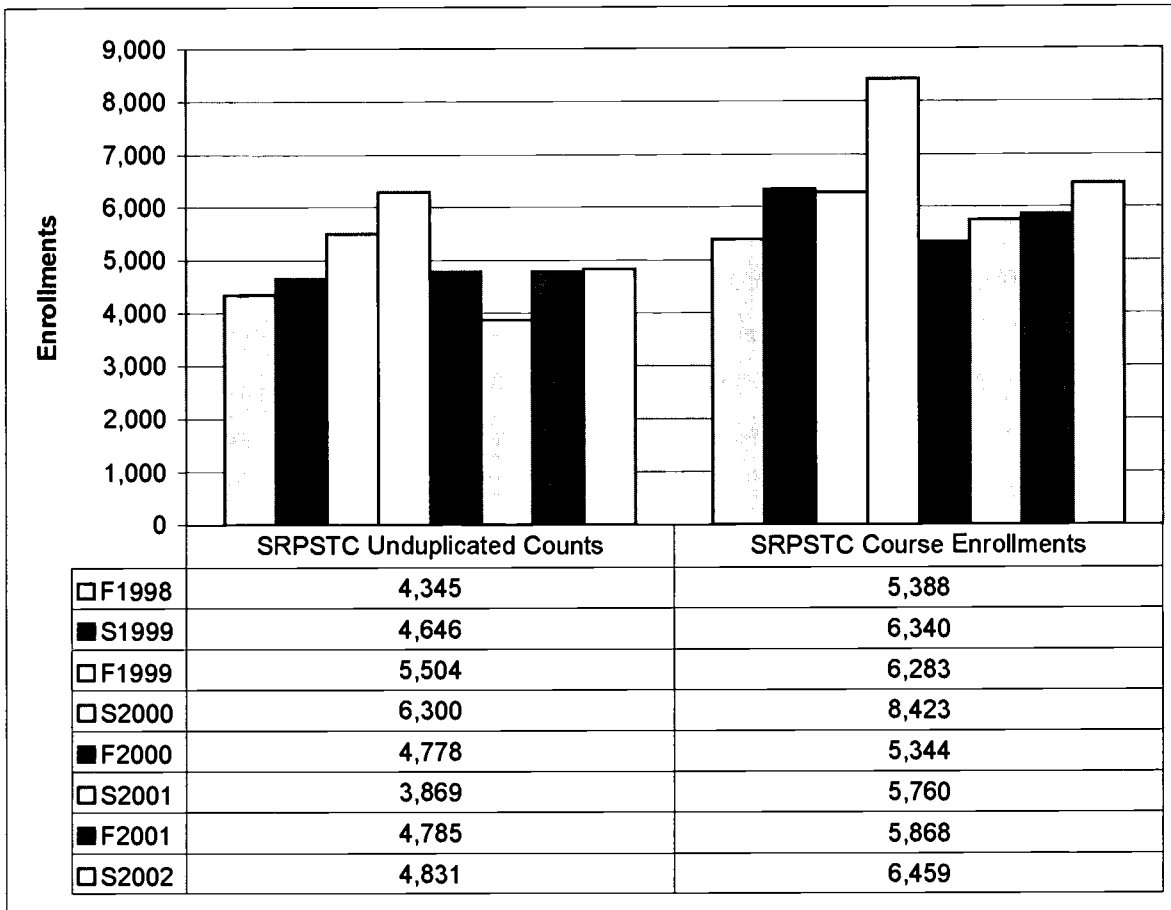
Both unduplicated enrollments (student counts) and course enrollments (duplicated counts) are shown for fall and spring terms over the past five years. In the last 5 academic years, ARC unduplicated enrollments have increased by 43.4%. Similarly, course enrollments have grown for the same period by 38%. The main inference to be drawn from the bar charts shown above is that ARC is enjoying a high enrollment phase helped along by the inclusion of the Sacramento Regional Public Safety Training Center program (SRPSTC).

## Summer Enrollments by Term



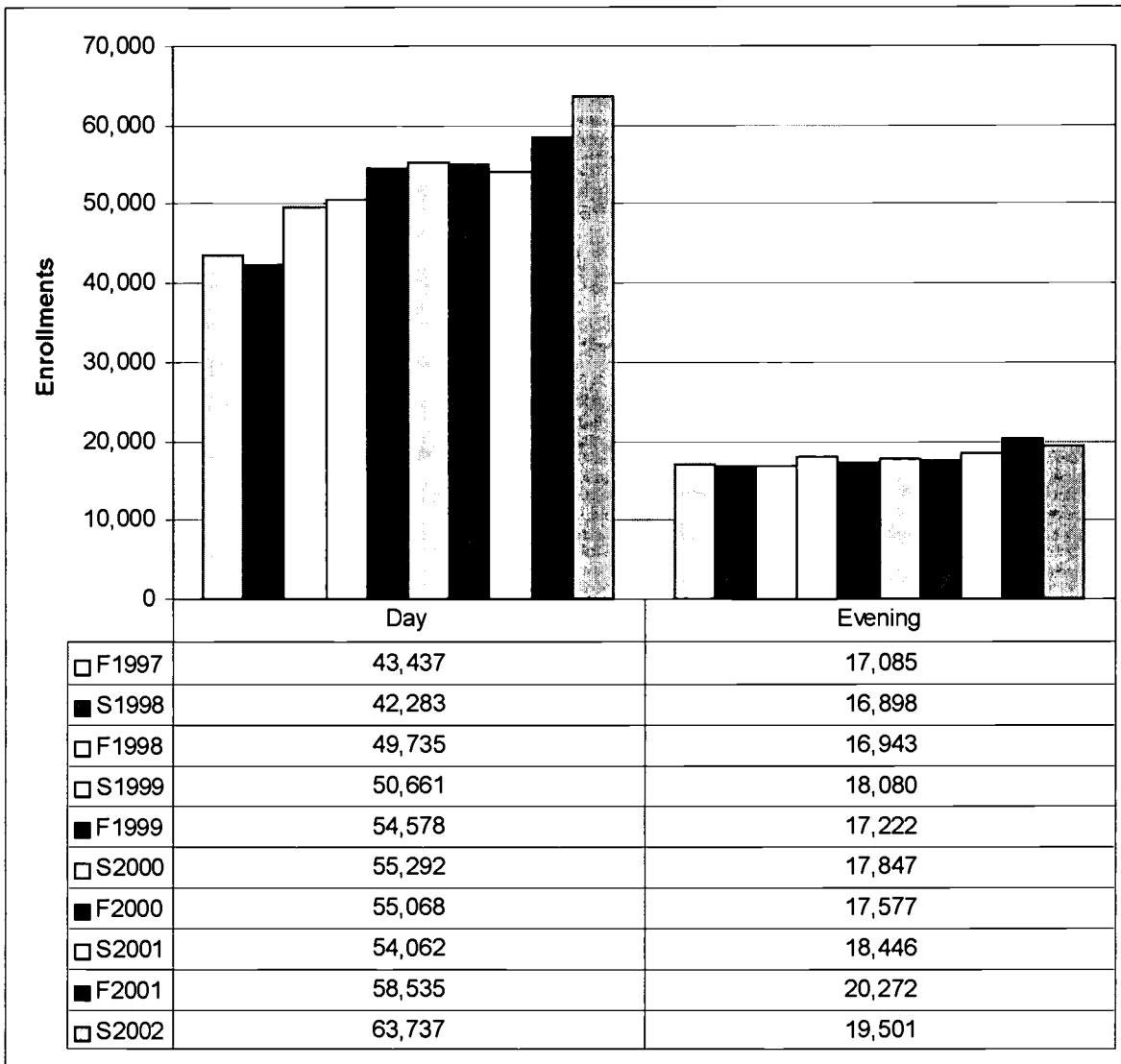
Summer sessions, which include 3, 6, and 8-week courses, show an even more dramatic increase over five years than seen for fall and spring terms. Over the past five years, summer session unduplicated enrollments have grown 42% while course enrollment has increased 40%. The bar chart gives the appearance of stairs marching up to ever-higher levels.

## Sacramento Regional Public Safety Training Center Enrollments by Term



The Sacramento Regional Public Safety Training Center experienced rapid growth until reaching a peak during spring 2000, then dropped 39% by spring 2001 largely due to issues associated with reorganization efforts. Judging from more recent numbers, reorganization efforts are succeeding as evidenced by 25% growth in unduplicated enrollments for spring 2002 from spring 2001. Spring 2002 course enrollments have also shown a 21% growth since spring 2000. It must be pointed out that an important part of the reorganization efforts was to increase the unit value for many courses offered in the program and the net increase of this growth cannot be shown simply through enrollment numbers.

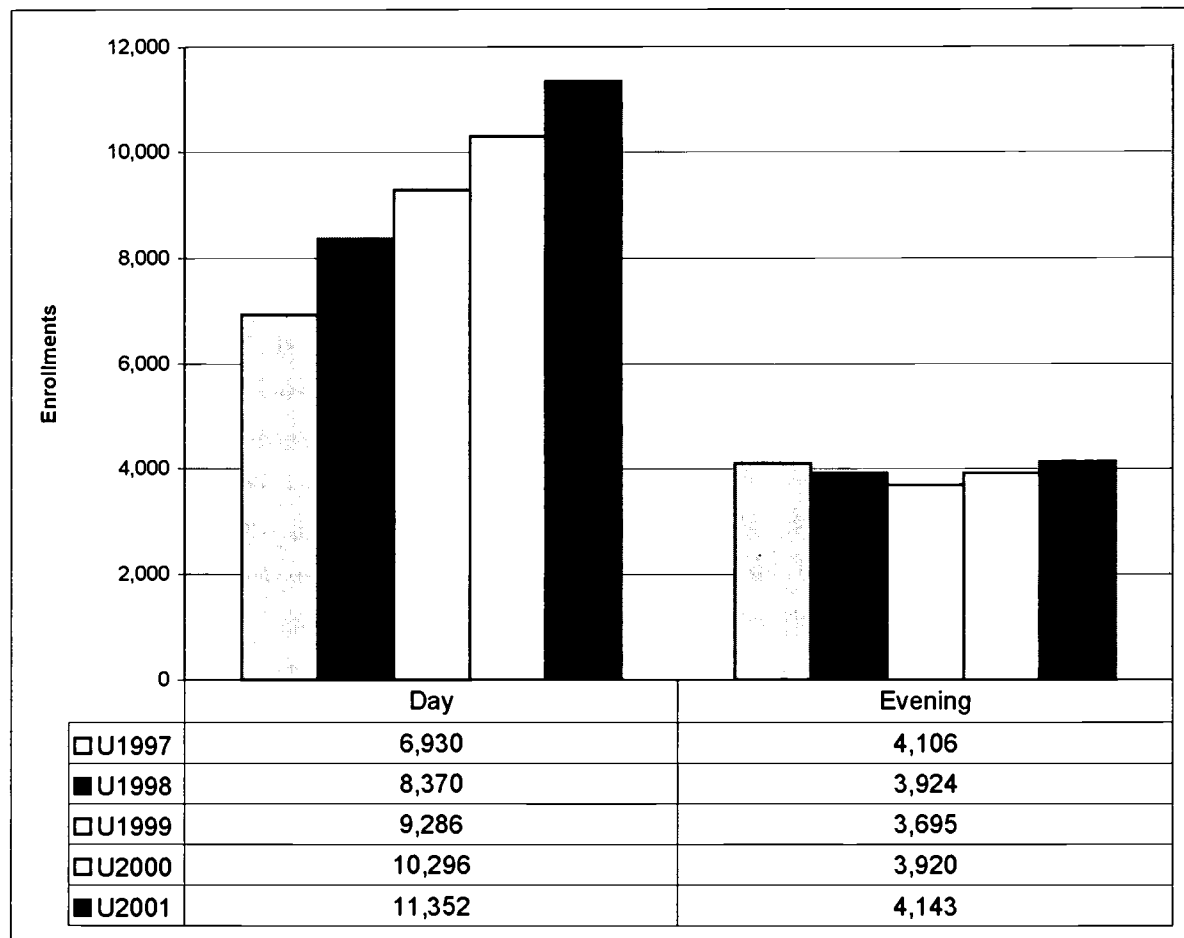
### ***Fall/Spring Day and Evening Course Enrollments by Term***



Day course enrollments (courses offered prior to 4:30 pm) have shown dramatic increases over the past five years. During the period from fall 1997 to spring 2002 ARC experienced a growth of 20,300 course enrollments or nearly a 47% gain. Evening course enrollments also grew but at a slower rate (14.1%).

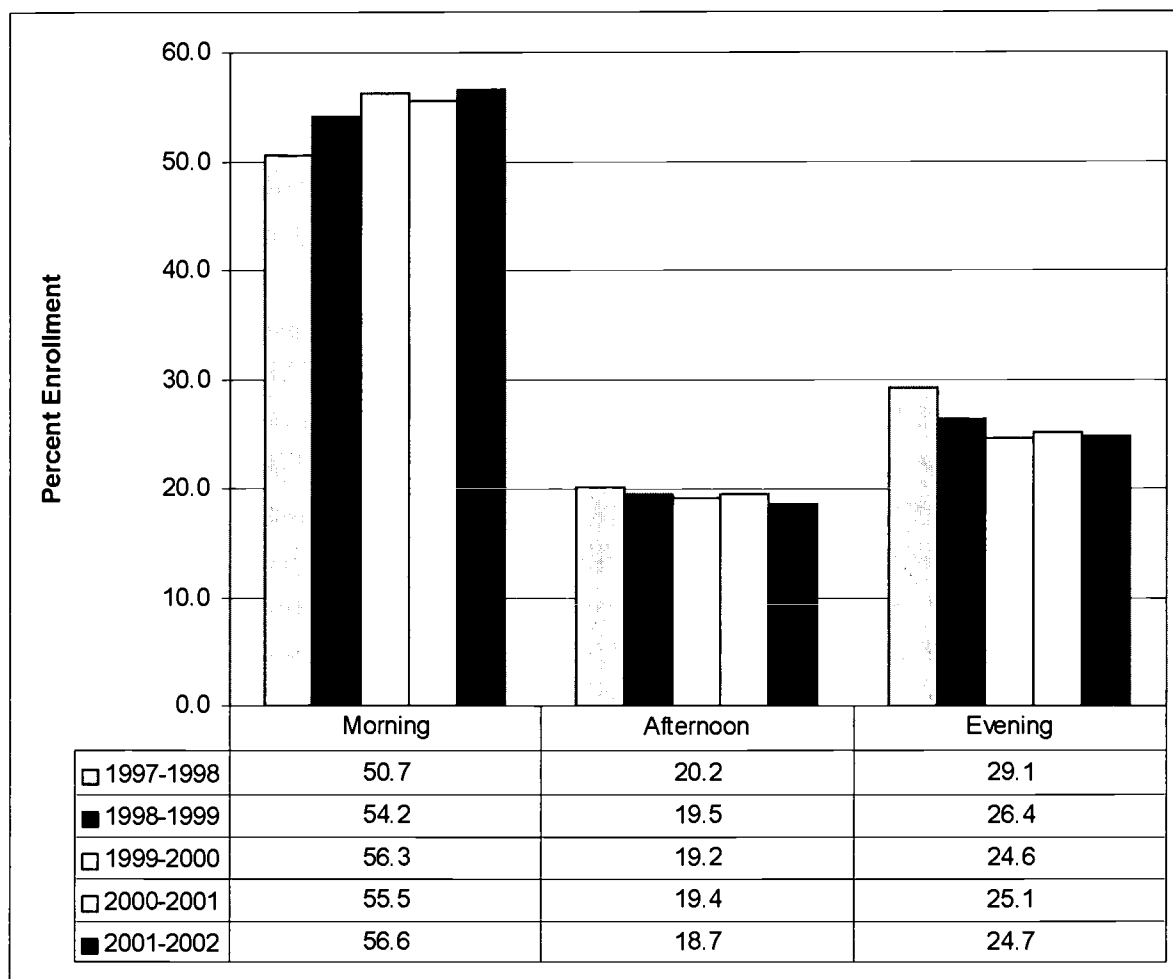


### ***Summer Day and Evening Course Enrollments by Term***



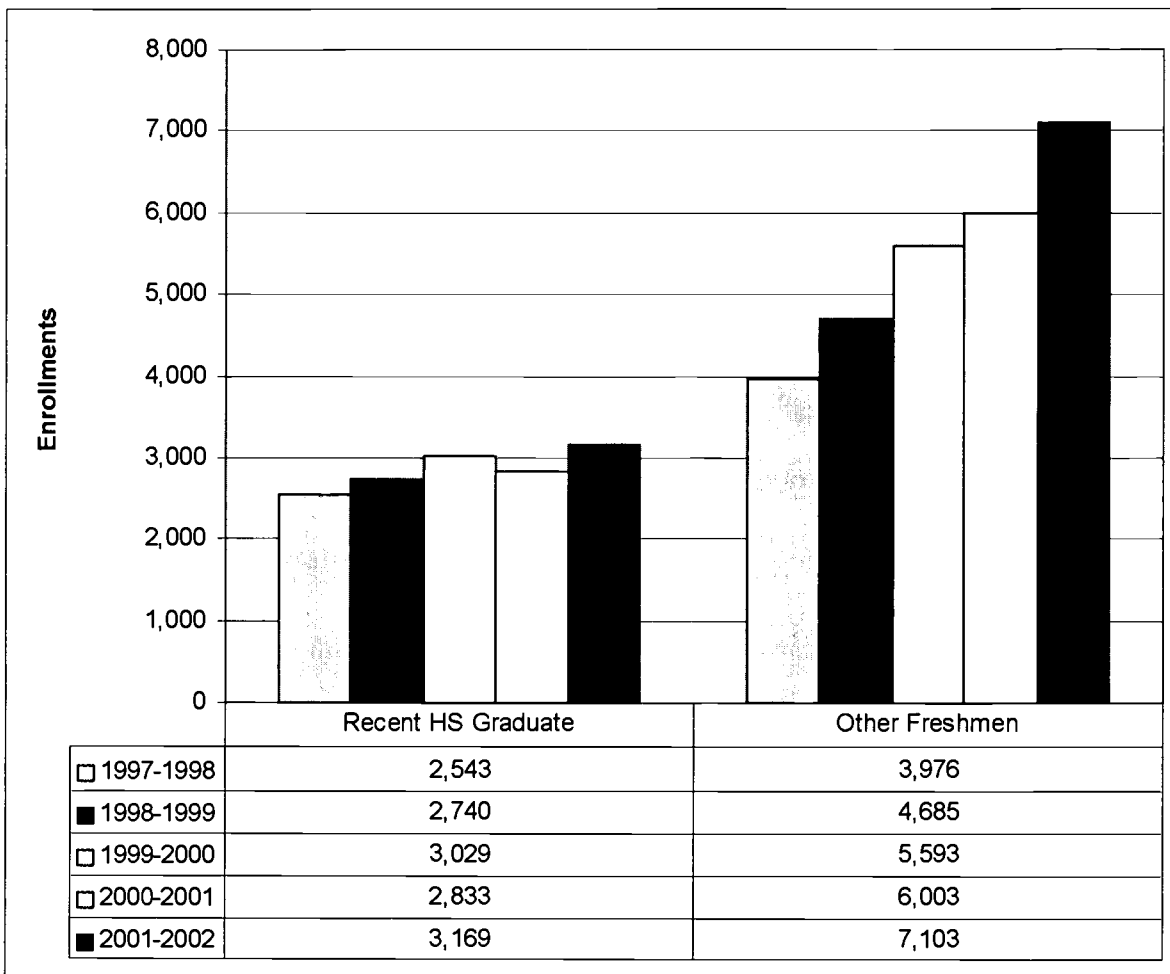
Summer day-student duplicated enrollments (courses offered prior to 4:30 pm) continue an impressive upward trend, representing in year 2001, 164% of what the course enrollments were in 1997 - a net growth of 64%. Though not as dramatic, the evening course enrollments show nearly 13% growth over 1999 summer enrollments.

**Proportional Representation for Afternoon and Evening Course Enrollment by Academic Year (course enrollments)**



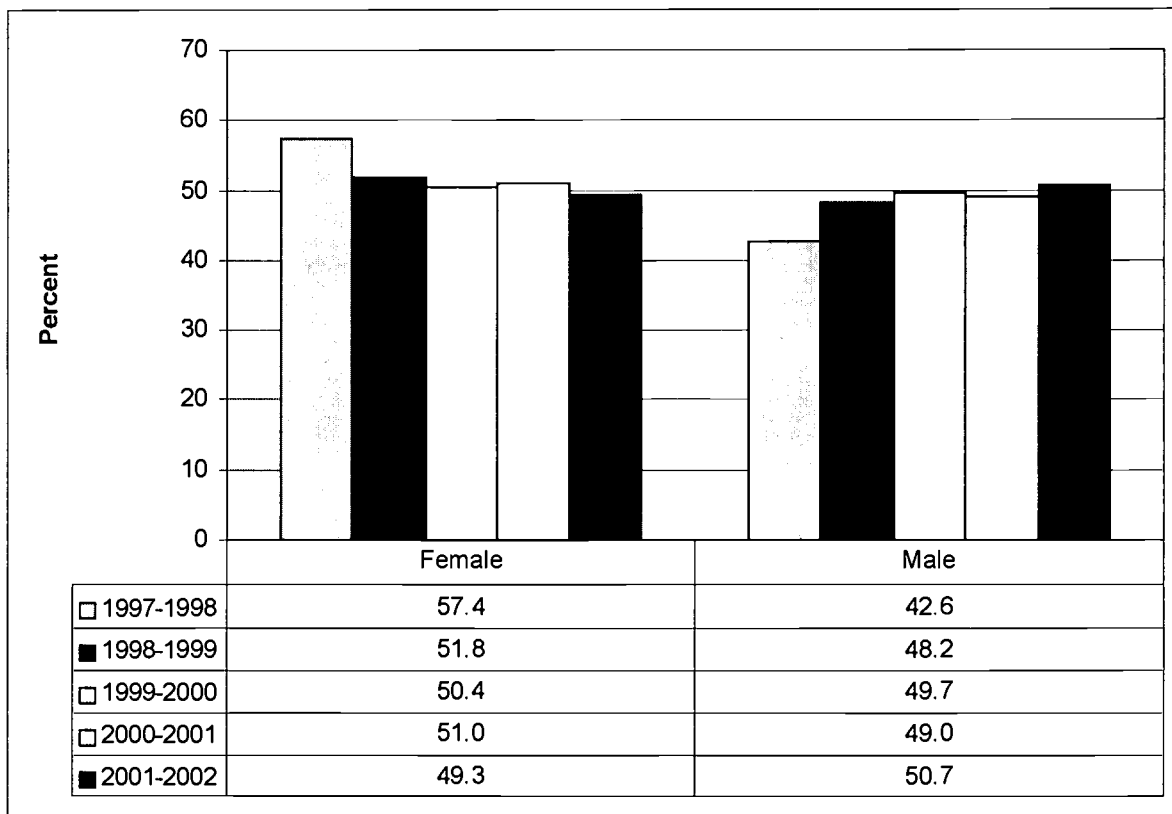
If ARC were to request additional buildings for classrooms, the likely question to be asked by authorizing personnel would be, "Have you reached physical capacity with your present facilities?" The answer would have to be "Only at certain times of the day." Consider the full academic year 2001-2002. Although not shown, there were 100,480 course enrollments during the morning hours (56.6%), 33,144 course enrollments in the afternoon (18.7%), and 43,916 course enrollments during the evening (24.7%). Each yearly percentage total is 100. Another way of looking at this issue is to point out that afternoon enrollments are only 36% of day enrollments. Though the graph gives the appearance of low afternoon utilization, it may be that some courses that start before 12:00 am (labs) may extend well into the afternoon. Evening enrollments are about 30% of the day figures. Obviously, to accommodate an expanding student body, more sections will have to be added in the afternoons and evenings as morning classroom space is exhausted. Yet given the current budget limitations, it is questionable how much additional growth in terms of class offerings can be implemented regardless the time of the day.

## Unduplicated Enrollments for Freshmen Groups by Academic Year



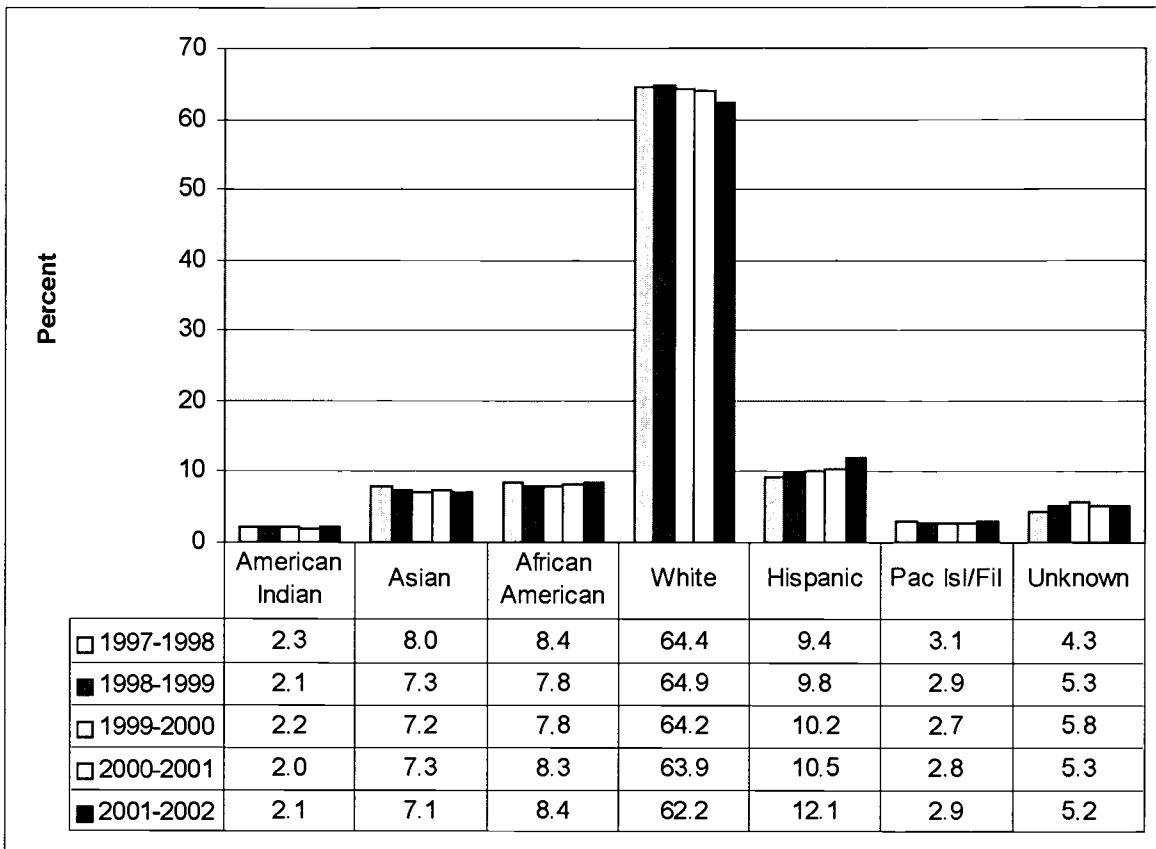
For the purposes of this report, the cohort of *Recent High School Graduates* is defined as: First-time freshman status, a high school graduate, an age of under 20 years old, and no record of any college units earned prior to entry at ARC. Conversely, the cohort called “other freshmen” still has the first-time freshman status but fails to meet any one or more of the other conditions specified for the recent high school graduate. So the cohort “other freshmen” is a residual after removing all recent high school graduates. As the bar chart shows, this is still a sizeable group. In five years, the recent high school graduate category has shown a net gain of 626 students or a growth factor of 24.6%. The other freshmen group shows a net gain of 3,127 students that represents a growth factor of 78.6%. Since most sizable growth for other freshmen has emerged in the past academic year, this may represent students returning to school during the economic downturn. Traditionally, the recent high school graduate represents the majority of students at ARC who complete degrees and transfer requirements and any increase in this population generally translates to an increase in both categories down the line. Given the current economic downturn, it will be interesting to see if the other freshmen group will also show a proportional increase in degrees and transfer as well.

**Proportional Representation for Gender by Academic Year (unduplicated count)**



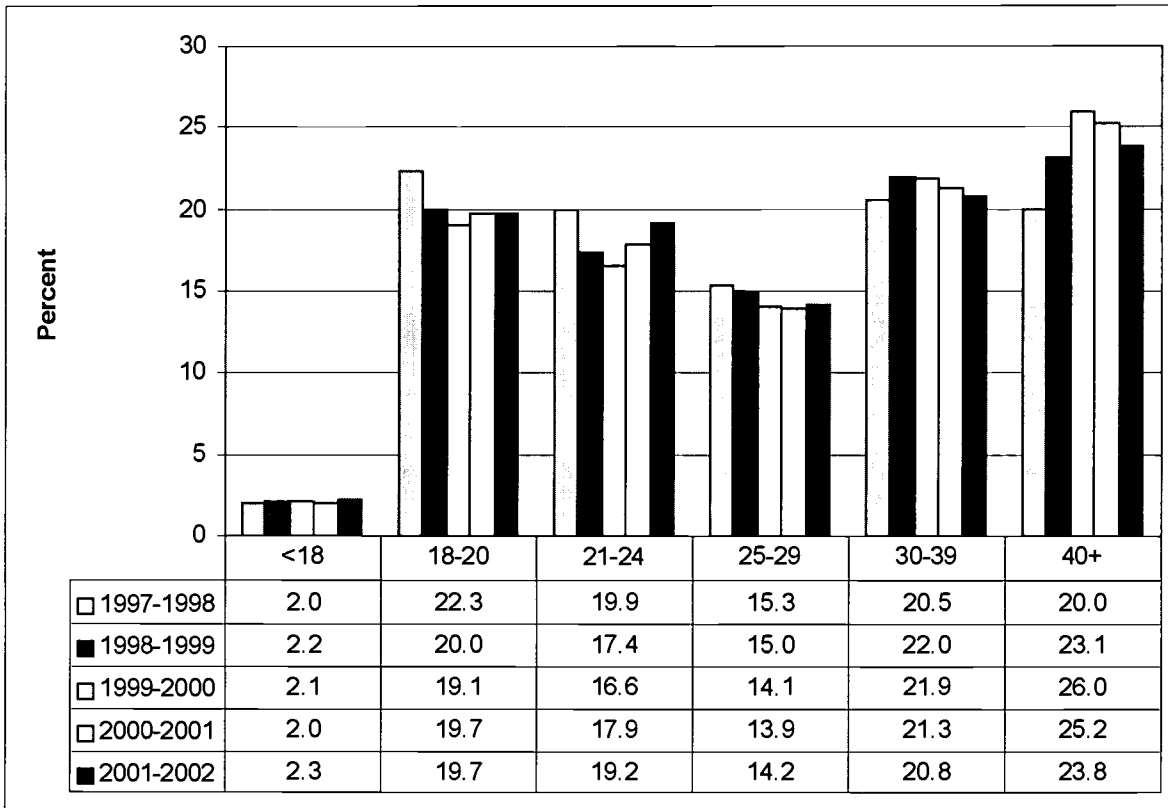
For the first time in the past decade, male unduplicated enrollments have surpassed female enrollments at ARC. When you consider that during 1997-1998 female unduplicated enrollments were 14.8% greater than males, the current shift appears to be rather dramatic. Though female unduplicated enrollments have grown by 23.2% in the past five years, male enrollments have soared by 70.7%. It must be noted however, that the Sacramento Regional Public Safety Training Center (formerly the Criminal Justice program) was initiated in the 1998-1999 academic year and largely accounts for the increased proportions of male students. This program has served an average of 11,316 students each academic year for the past 4 years, where approximately 76.0% of these students are male. Removing this group of students from the analysis would result in a ratio of 53.8 % females to 46.2% males at ARC, which is more in line with numbers for community colleges across the state.

**Proportional Representation for Ethnicity by Academic Year (unduplicated count)**



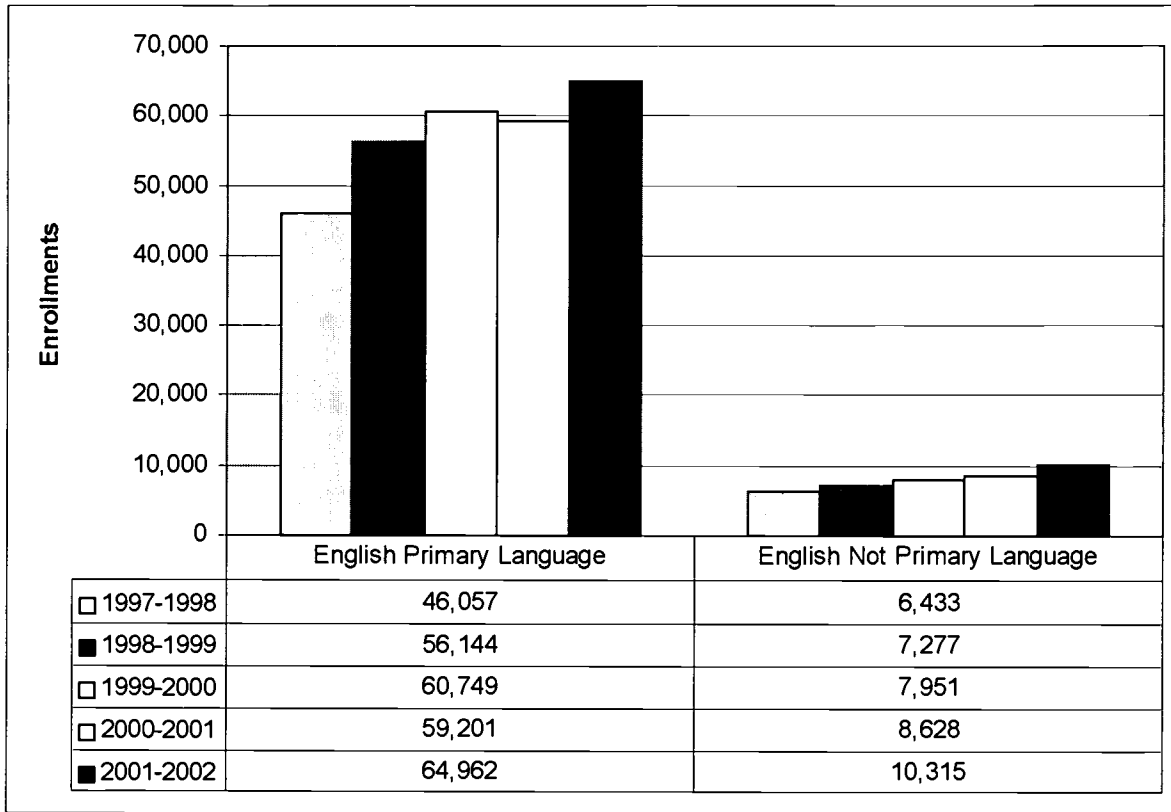
The bar chart above reflects the proportions of ethnic groups at ARC where all the groups' percent values sums to 100%. So when one ethnic group shows a percent increase, all other groups must then show some proportional decrease. Although the bars do represent the proportional percent of all students within an academic year, they do not describe the actual changes in enrollment for an individual group. Although Asian students shows a declining percent relative to the total, 8.0% to 7.1% in the past 5 years, this group actually experienced a 27.3% growth in unduplicated enrollments for the same period. The greatest growth in unduplicated enrollments among ethnic groups from the 1997-1998 to the 2001-2002 academic years is seen with Hispanics (84.1%) followed by African American (42.4%).

**Proportional Representation for Age Group by Academic Year (unduplicated counts)**



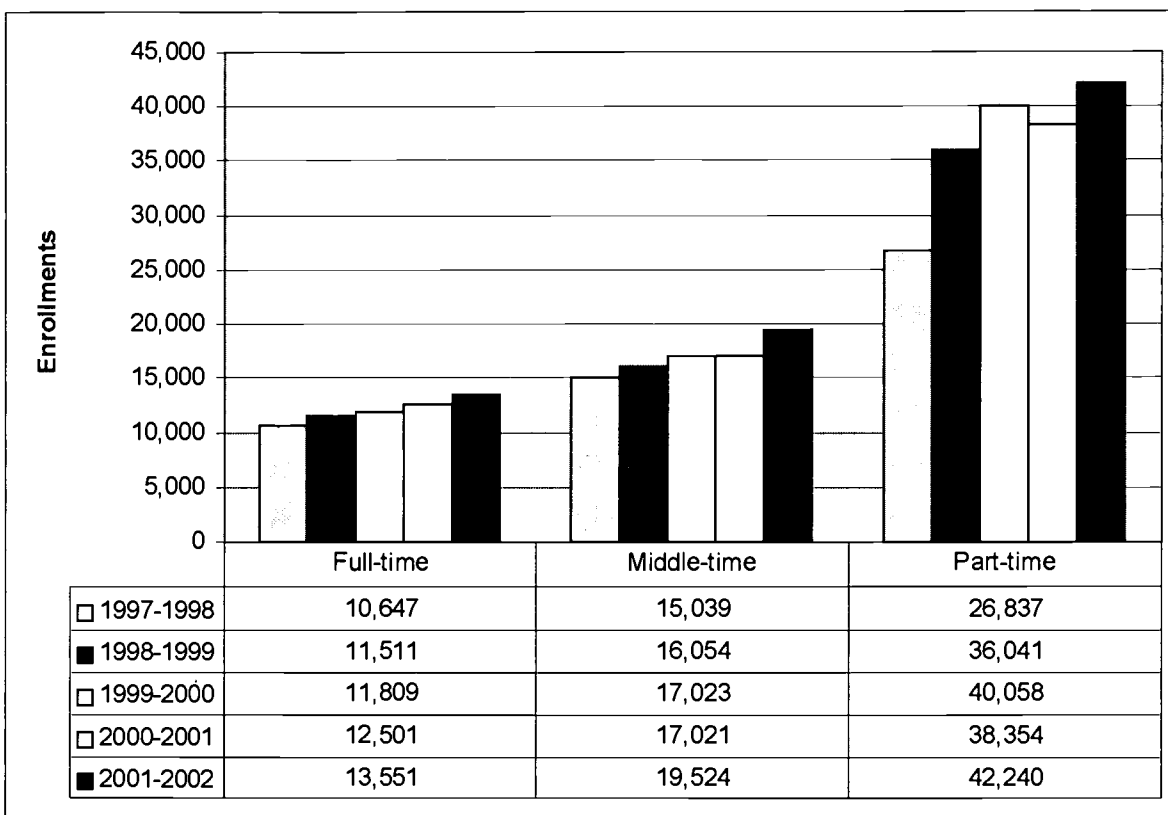
The bar chart above describes the proportion of each individual age group relative to all age groups shown. Though the 40+ group shows some decline relative to the other groups in the bar chart above, the overall unduplicated count growth of this group over the past five years is the most dramatic (71.3%), followed by the 30-39 group (45.4%). Together, these two groups represent 44.6% of the total student population. Approximately 80% of the Sacramento Regional Public Safety Training Center students fall in these two age groups and represent a large percentage of this growth. It must be noted though, that the younger students (< 18 & 18-20) who in the past have represented the largest proportion of students who will complete a degree and complete transfer requirements, show an unduplicated count growth for the past five years of 20.6%. Considering that the over all growth of the college for the same period was 43.4%, there may be some concern regarding our ability to attract a greater proportion of recent high school students. This relatively lower growth in recent high school students can also be seen in the section that describes *Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College*.

### Unduplicated Enrollments for ESL and non-ESL by Academic Year



During 1997-1998, there were 6,433 ESL students (all who claimed English was not their primary language) and who generated 18,205 course enrollments, an average of 2.83 courses. During the 2000-2001 academic year, there were 8,350 students who enrolled in 23,626 courses for an average of 2.77 courses. So while ESL academic loads remain relatively constant, over the past five years the increase in head count is 60.3% with a corresponding course enrollment increase of 56.9%. Previous research has shown that ESL students as a group consistently outperform non-ESL students in courses outside the ESL department. As such, they represent an important resource for ARC (see ESL section in the student performance section).

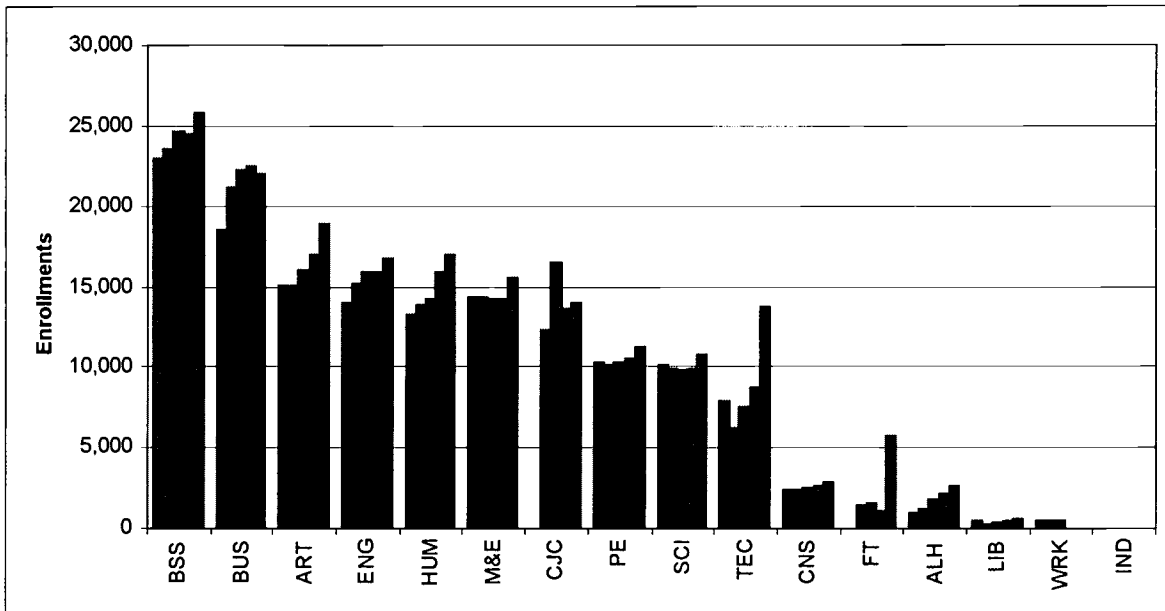
### Unduplicated Enrollments by Academic Load Status



Full-time is defined as 12+ units, middle-time as 6.0 – 11.5 and part-time as 0.5 – 5.5. Unduplicated enrollments classified by student load status show that over the 5-year period, there was an increase of 27.3% in full-time students, an increase of 29.8% in middle-time, and part-time students increased 57.4%.



## Course Enrollments for Area by Academic Year



Area	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
BSS – Behavioral/Social Science	22,951	23,566	24,653	24,552	25,761
BUS -Business	18,482	21,188	22,195	22,465	21,965
ART – Fine and Applied Arts	15,084	15,015	15,983	16,986	18,938
ENG - English	13,938	15,181	15,891	15,956	16,761
HUM - Humanities	13,245	13,892	14,223	15,846	16,948
M&E – Math Engineering & Design Tech	14,382	14,389	14,189	14,266	15,571
CJC – SRPSTC	0	12,368	16,465	13,606	14,015
PE – Physical Education	10,247	10,140	10,246	10,556	11,244
SCI – Science	10,213	9,922	9,786	9,896	10,739
TEC – Technical/Education	7,912	6,232	7,573	8,775	13,729
CNS – Human Career Development	2,342	2,344	2,539	2,674	2,879
FT – Fire Technology	0	1,455	1,503	1,088	5,780
ALH – Allied Health	970	1,185	1,739	2,170	2,627
LIB – Library	429	289	415	469	541
WRK – Work Study	482	498	483	28	0
IND – Interdisciplinary Studies	45	49	37	36	42

In the graph within each academic area are five vertical bars showing the changes in course enrollments over the past five years. These “academic area bars” are also ordered by size, which means that the Behavioral/Social Science (BSS) area heads the list with the greatest overall number of course enrollments. However, the biggest growth since 1997-1998 occurred in the Fire Technology area, an increase of 297.3%, followed by Allied Health (170.8%) and 73.5% for Technical/Education.

## Overall Number of Sections and Average Enrollments

0

	Academic Year	Number Sections	Average Enrollment
	1997-1998	3,749	24.7
	1998-1999	4,296	25.3
Day	1999-2000	4,517	26.4
	2000-2001	4,600	26.0
	2001-2002	5,289	25.3
	1997-1998	1,578	24.1
	1998-1999	1,584	24.6
Evening	1999-2000	1,601	24.2
	2000-2001	1,601	24.9
	2001-2002	1,710	25.7
	1997-1998	5,327	24.1
	1998-1999	5,880	24.6
All Courses	1999-2000	6,118	24.2
	2000-2001	6,201	24.9
	2001-2002	6,999	25.7

The number of sections and average enrollments provides a clear picture of instructional activity over the past five years. The steady enrollment growth experience by ARC is mirrored in the growth in the number of class offerings and also in the average class size. Over the past five academic years, the total number of sections offered in fall has increased 29.2%, summer, 7.7% and spring 23.9% with an overall increase for both day and evening of 23.9%. The combined day and evening average class enrollment has increased by 6.2% for the same period.

## **Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College**

*Rank Ordered on Five-Year Total*

High School	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Total
Del Campo	193	183	197	163	166	902
El Camino	169	153	224	168	145	859
Rio Americano	99	143	186	150	129	707
Mira Loma	146	102	160	103	143	654
Foothill	104	88	110	129	117	548
Cordova	86	96	101	98	112	493
Bella Vista	84	124	112	70	90	480
Rio Linda	74	78	74	84	106	416
Center	69	62	98	76	94	399
Highlands	75	78	88	75	75	391
San Juan	84	76	82	53	74	369
Casa Robles	68	66	73	64	75	346
Grant Union	62	71	56	41	78	308
Encina	50	73	69	51	52	295
Mesa Verde	47	55	57	38	49	246
Folsom	35	50	40	50	40	215
Oak Ridge	48	51	31	29	29	188
Davis	38	40	36	27	37	178
Woodcreek	0	2	33	69	73	177
Natomas	0	2	28	48	80	158
Woodland	21	26	25	35	45	152
Sacramento	35	28	31	28	22	144
Jesuit	35	44	24	21	16	140
Ponderosa	28	29	29	27	25	138
Johnson Main	23	22	36	24	21	126
Johnson West	34	19	16	30	17	116
Roseville	35	33	17	7	22	114
Christian Brothers	27	22	24	19	21	113
St Francis Girls	22	24	16	24	16	102
River City	20	18	18	23	16	95
<i>Totals</i>	<i>1,811</i>	<i>1,858</i>	<i>2,091</i>	<i>1,824</i>	<i>1,985</i>	<i>9,569</i>

The table above of ARC's 30 feeder high schools shows the raw counts of recent high school graduates who subsequently enrolled at ARC. Compared with 1999-2000, the totals for 2000-2001 indicate a net decrease of 267 students that translates into a 12.8% loss. Though the enrollment counts for 2001-2002 are still below the 1999-2000 period (5.1% loss) there are indications that ARC's own recruiting efforts may be offsetting the recent aggressive recruiting efforts by UC and CSU representatives. The net increase of enrollments for 2001-2002 recent high school graduates over the prior year was 8.8%. As has been reported previously, these students represent the largest proportion of students who will eventually transfer to a university.

## Student Performance

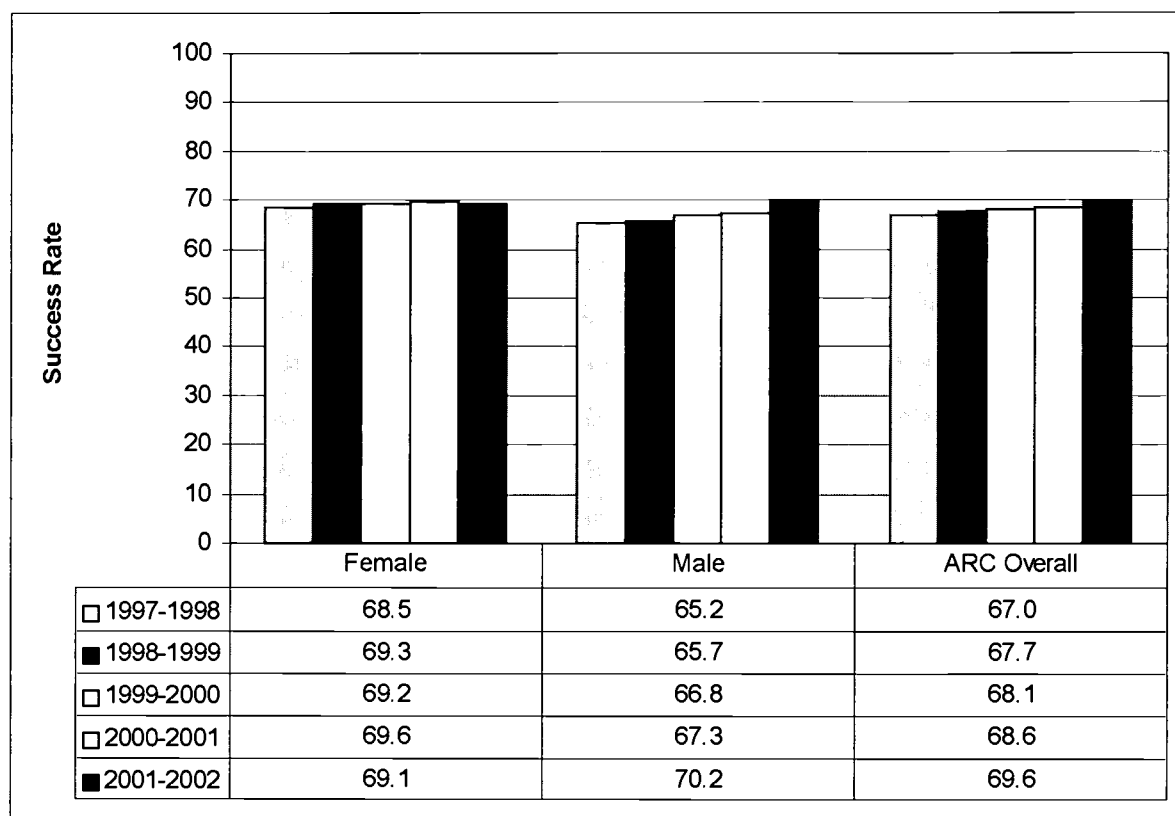
If all academic evaluation had to be reduced to two variables, one variable would certainly be course and institutional enrollments because they are the lifeblood of a community college. Diminished enrollments spell trouble in terms of state support and may also indicate something about the needs for and the quality of an institution and its programs. The other measure would be some index of student performance.

Traditionally GPA has been used, but that measure suffers from not capturing more recent grade notations like WT (withdrew from class with notation on transcript), and CR and NC (credit and no-credit). To overcome these limitations to GPA, an estimate of success rate was created which is simply the percentage of classes for which grades of A, B, C, or CR were earned relative to all grade notations on a student's transcript. Thus a 50% success rate means that half of a student's courses ended with grade notations of A, B, C, or CR. It also means that 50% of the grade notations were D, F, NC, I (incomplete) or WT. 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.

Institutions with high success rates for students, instructors, courses, programs, and for institutions are usually judged as providing high quality education unless an offset measure can show that students really are not learning as well as the success rate would indicate (i.e., the high success is simply grade inflation). Conversely, low success rates are viewed negatively unless it can be shown that the subject matter is inherently difficult, and those few who are successful can demonstrate quality learning. The word of advice when interpreting success rates is to look at all possible reasons behind unusually high or low success rates.

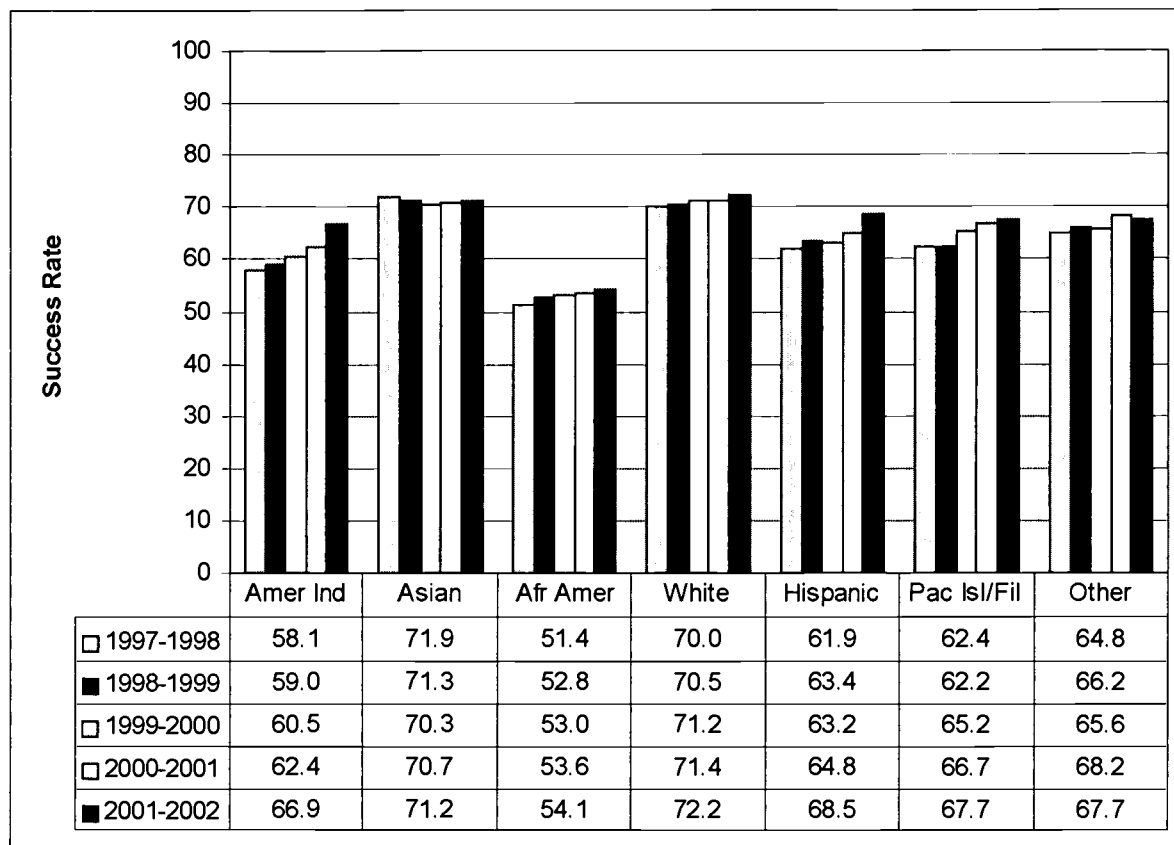
As indicated in earlier sections, the program called the Sacramento Regional Public Safety Training Center has dramatically increased the overall enrollment at ARC. And because students in that program are evaluated only upon a credit/noncredit grade basis, their inclusion with institutional data seriously skew success rate results (toward the high end). Therefore, the SRPSTC program will be examined separately and not be included with other institutional totals.

### Success Rates by Gender and ARC Overall by Academic Year



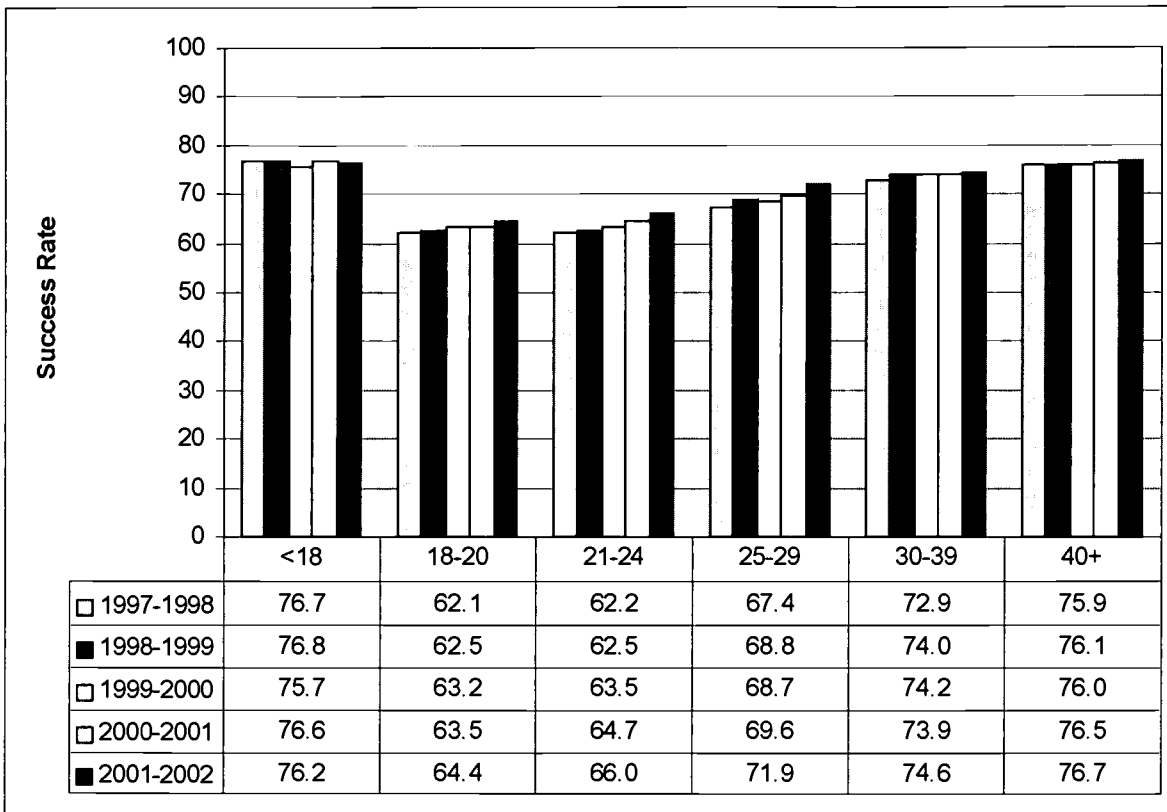
Overall success rates remain in the 67 to 70% range with a small recent increase from five years ago. The 2001-2002 academic year marks the first time male students have slightly outperformed female students in the past decade. Some of this increase may be attributed to the recent growth in apprenticeship programs, which are largely populated by males.

## Success Rates for Ethnic Groupings by Academic Year



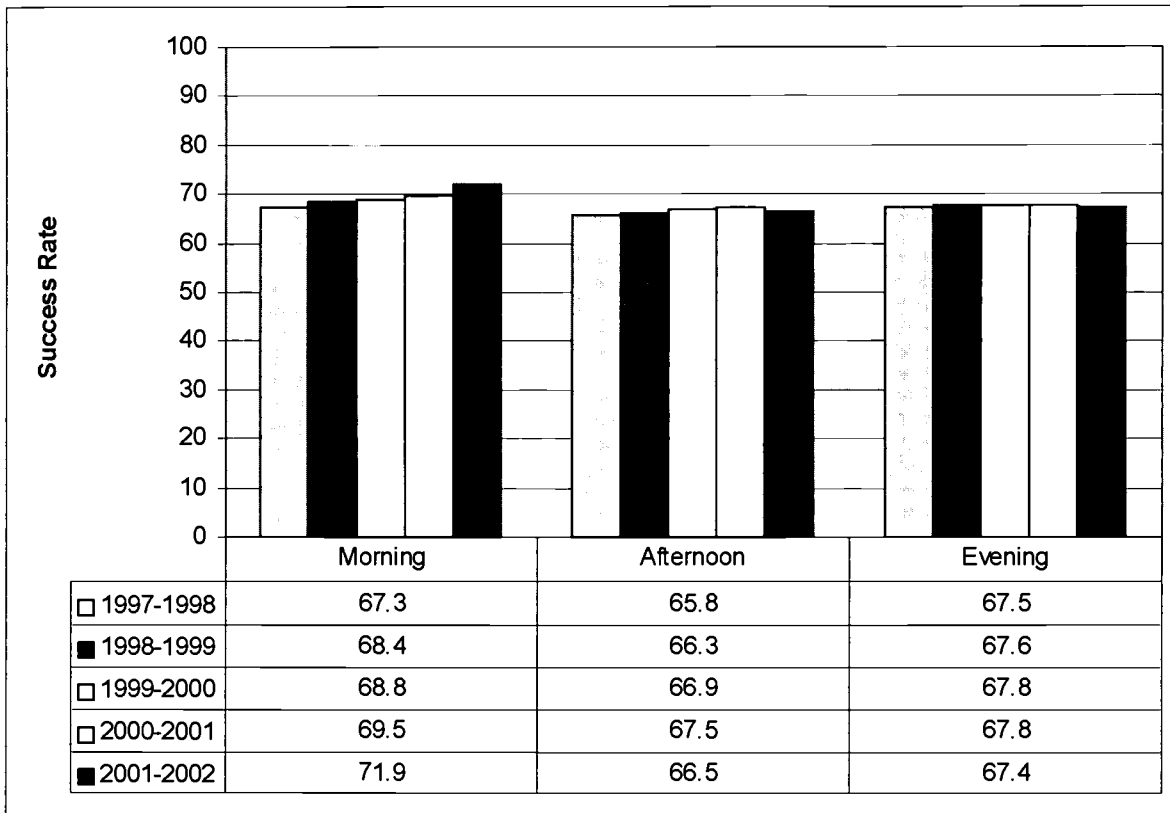
Most ethnic groups have shown increases in success rates over the past five years – the one exception being Asian students (-.7%). However, Asian students along with white students, still have the highest success rates on campus. The largest five-year percentage gains are: American Indian = +8.8%; Hispanic = +6.6%; Pacific Islander & Filipino = +5.3% and African American = +2.7%.

### Success Rates for Age Groups by Academic Year



As can be observed from the graph, “older” usually indicates higher success with one exception, the youngest group (< 18), made up of predominately accelerated high school students. All age groups show gains over the past five years with the exception of the < 18 group (-.5%).

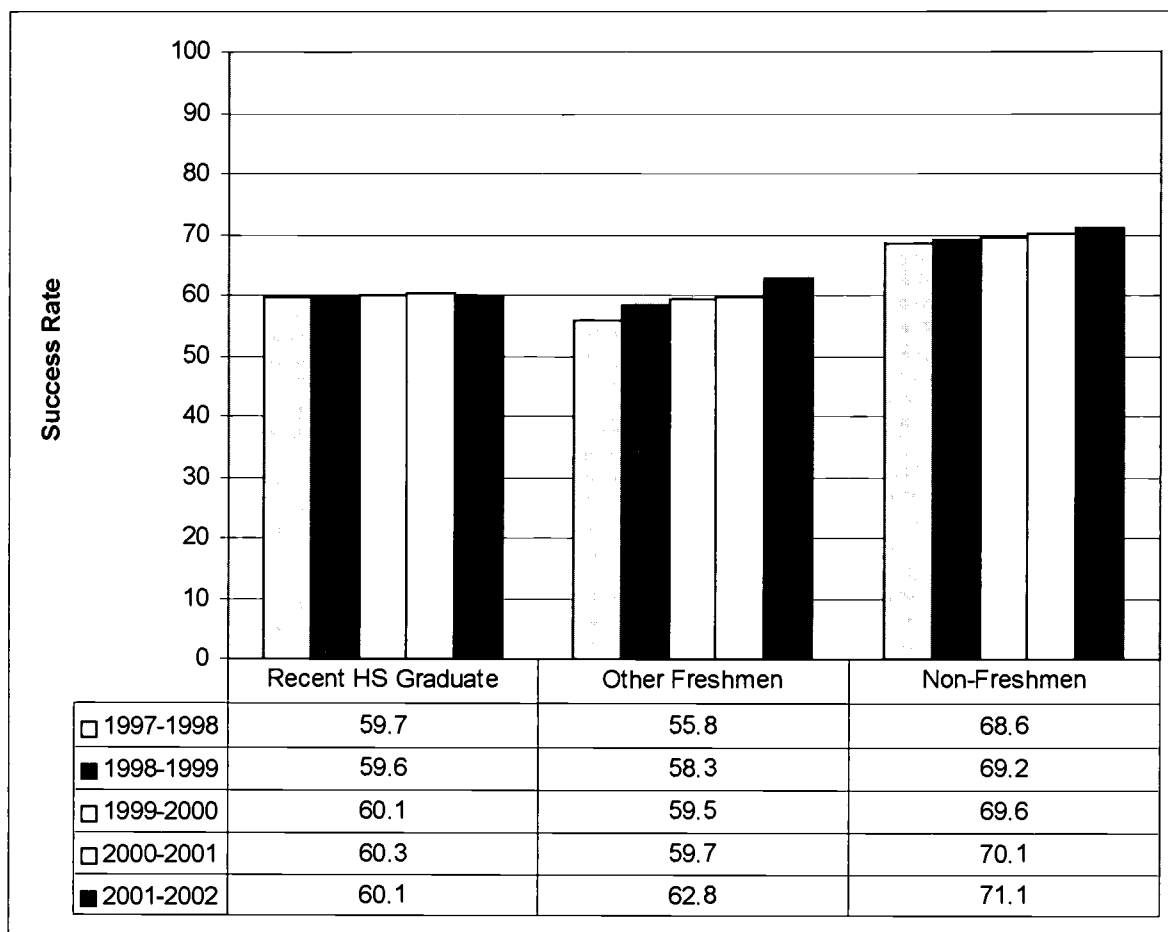
### Success Rates for Day, Afternoon & Evening Enrollments by Academic Year



Morning enrollments show the greatest gains in success rates from five years ago (+4.6%), where both afternoon and evening success rates have remained relatively stable.

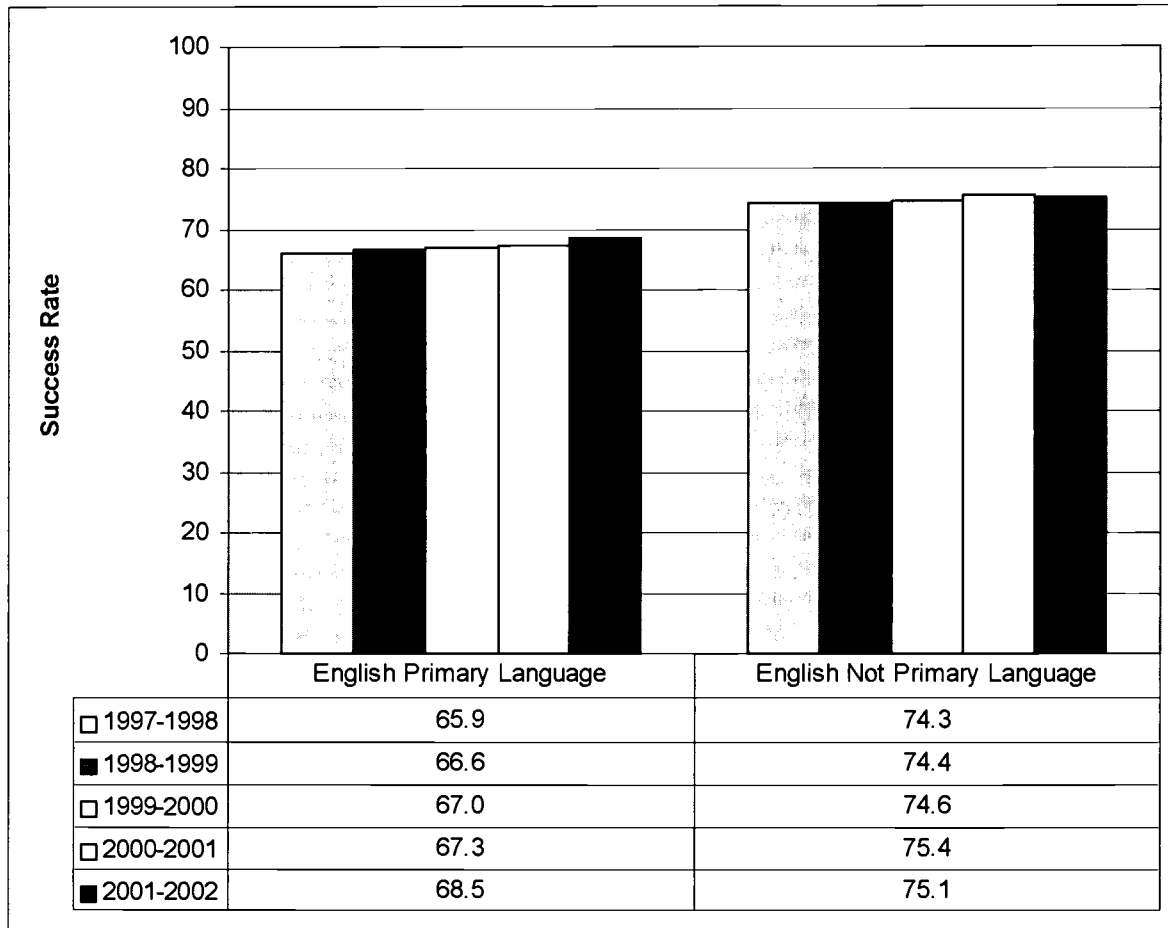


**Success Rates for Recent High School Graduate Freshmen, Other Freshmen, and Non-Freshmen by Academic Year**



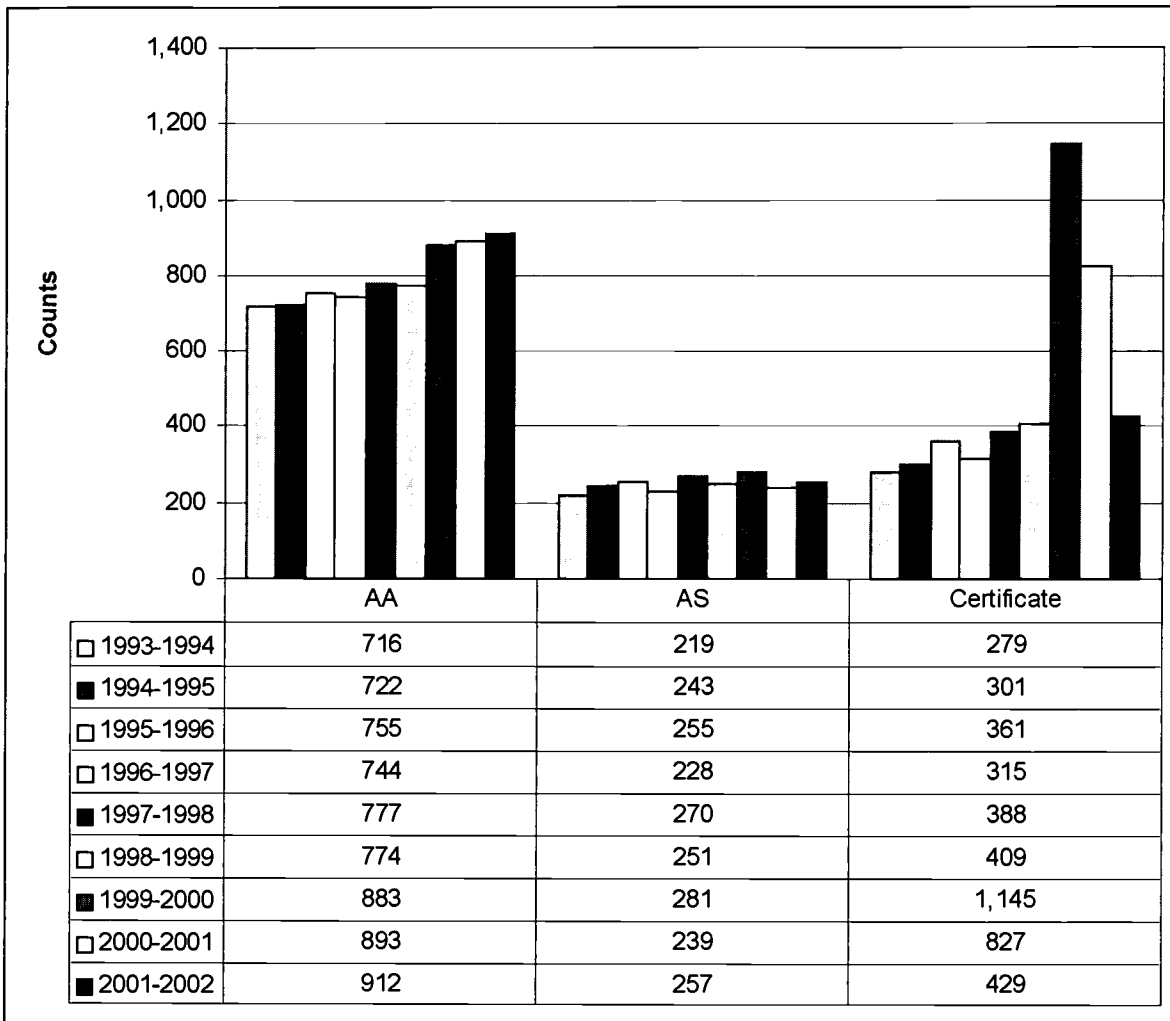
Recent high school graduates (first-time freshmen, high school graduate, and under 20 years of age) tend to slightly outperform other freshmen. However, neither one of these groups reach the success rates of non-freshmen (e.g., 2<sup>nd</sup> semester freshmen, sophomores) that have recently reached 71.1%. Success gains over the five years are: Recent HS graduate = +.4%; other freshmen = +7.0%; and non-freshmen = +2.5%. Noteworthy is the fact that both freshmen groups constitute an at-risk group given their success, persistence, and probation rates.

**Success Rates for Non-ESL and ESL Students in General Courses (Non-ESL) by Academic Year**



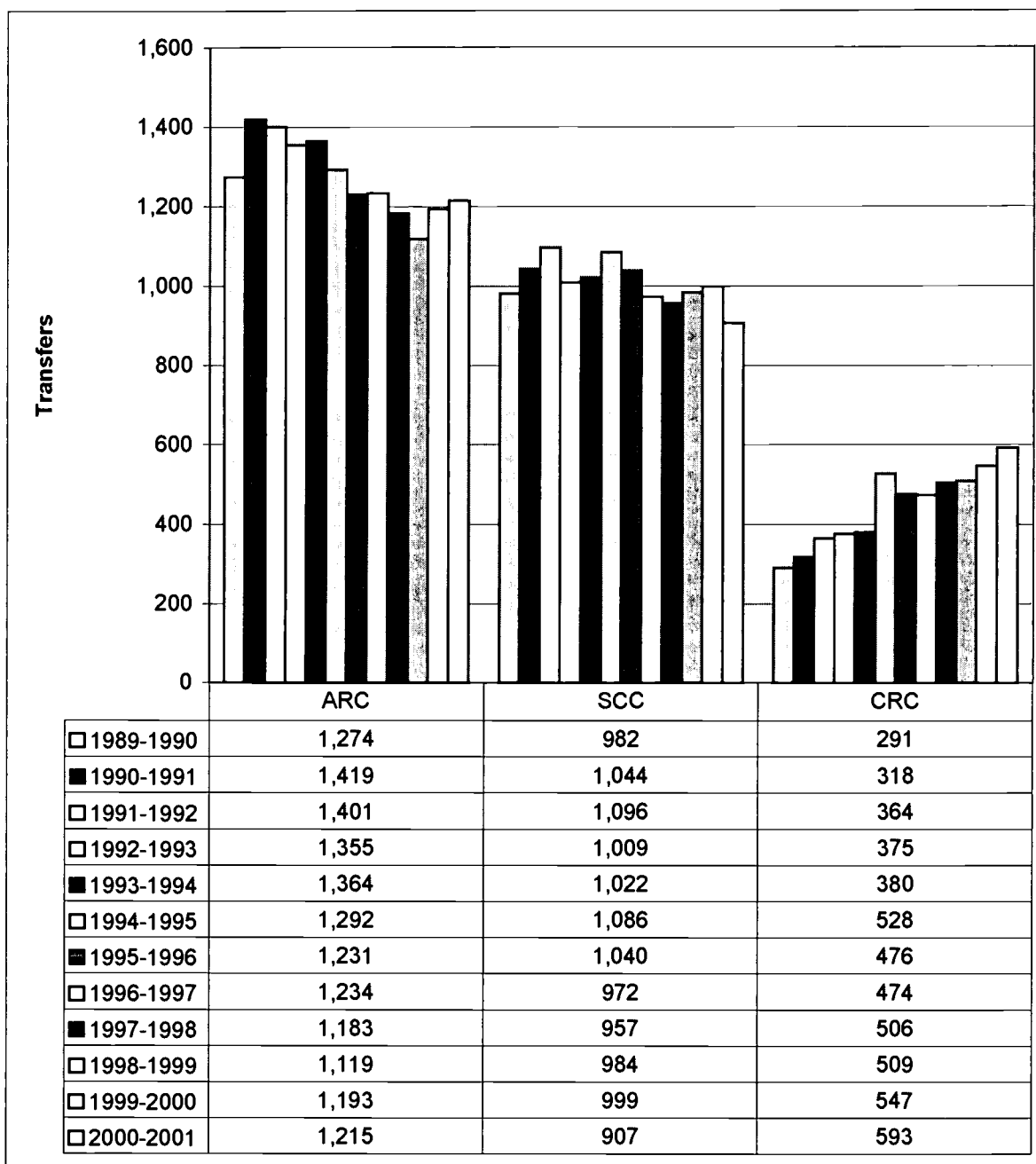
Over the last five years, ESL students have outperformed the non-ESL students by an average of 7.7 percentage points (success rate) in courses outside the ESL Department. Detailed grade analysis shows that ESL students earn proportionately higher grades and exercise fewer course drops than students whose primary language is English. Both groups increased their success rates slightly over the past five years.

## Degrees and Certificates for ARC by Nine Academic Years



The number of associate degrees awarded each year continues to increase. The total degrees for 2001-2002 academic year represents a 20% increase over the 1993-94 level. Associate in Arts degrees are awarded over Associate in Science in a ratio of about 3 to 1. The dramatic increase in certificates starting in the 1999-2000 academic year can be attributed to a PFE project dedicated to identifying and informing students of their eligibility for certificates.

## CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges

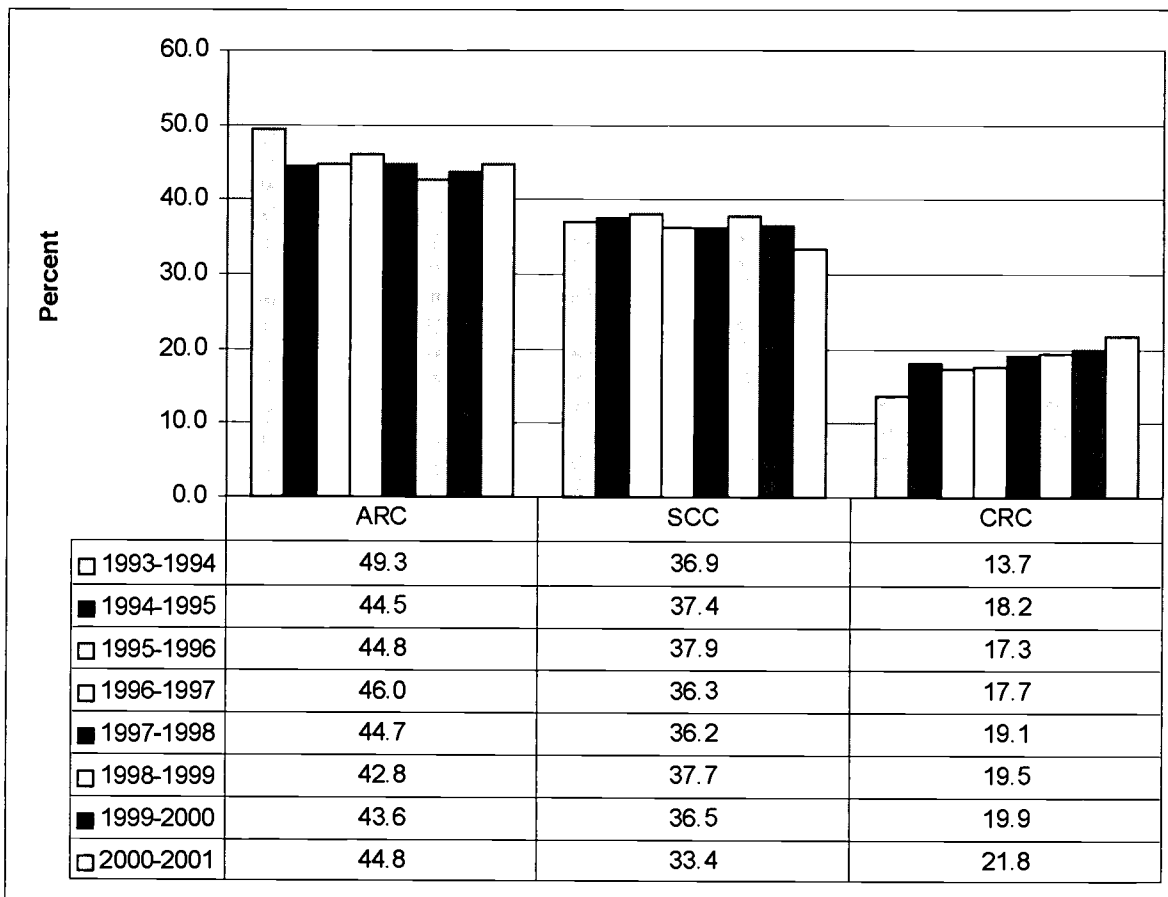


Note: No transfer data for 2002-2002 is available from CPEC for CSU and UC.

Raw transfer counts are difficult to interpret in that they do not represent any particular cohort (e.g., new freshmen). Thus one cannot determine a percent that eventually transfer. Furthermore, any changes in transfer count can also be related to previous changes in community college enrollments, changes in student goals, or changes in admission policies at the universities. We must also rely upon an external

sources (CPEC and the universities) for providing accurate data which has been suspect in the past. There are no data from out-of-state transfers in this table. Given these restrictions, one can only say that ARC's counts have gone downward from the all-time high during 1990-1991. This phenomena has also been shown to be highly correlated with earlier drops in ARC enrollments by recent high school graduates. Largely because of ARC's size, transfer counts are lower at Sacramento City College and Consumnes River College. That relationship is shown next.

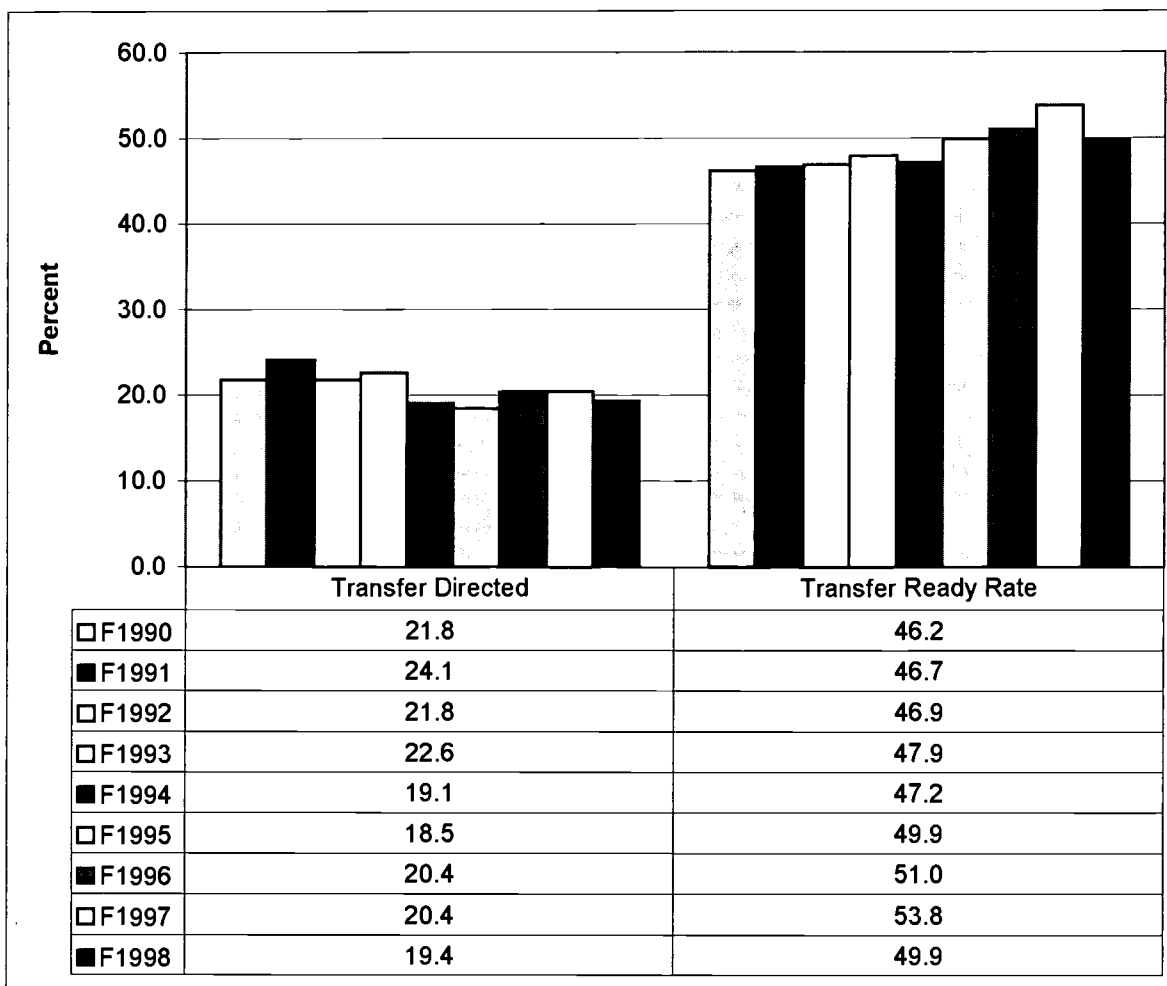
***Proportion of Total Transfers to CSU/UC within Los Rios District (CPEC Data)***



Note: No transfer data for 2002-2002 is available from CPEC for CSU and UC.

ARC proportional share of transfers has increased in the past two years. Until the most current transfer data (2001-2002) becomes available from CPEC, we will not know whether this trend at ARC will continue.

## Transfer Directed and Transfer Ready Rates for Nine Freshmen Cohorts



The **transfer directed** are those new first-time freshmen students (recent high school graduates plus other new freshmen), who have no prior college units, and who enroll in any transfer level English course and any transfer level mathematics or statistics course within four years from first enrolling at ARC. The vertical bars on the left of the above graph represent nine freshmen cohorts each tracked over four years. Note that the transfer directed rates typically center around 21%.

The **transfer ready** cohorts are those transfer directed students who also complete 56+ transfer units at ARC, have a 2.00+ GPA on those transfer units, and complete a transfer level English course and a transfer level math or statistics course with at least a "C" or "CR" grade - all within four years from the time of initial enrollment. The **transfer ready rate** is the percentage of transfer directed who complete the transfer ready requirements ( $TR/TD \times 100$ ). The vertical bars on the right side of the above graph show the various transfer ready rates for the nine cohorts. Though overall, the past nine years has shown a steady percentage increase in potential transfers, the data for fall 1998 indicates a drop off for the transfer ready rate from the fall 1997 cohort. Due to organizational changes in CPEC, transfer data for the 4-year colleges is unavailable for 2001-2002 year, which could verify a drop in actual transfers suggested by the fall 1998 cohort transfer ready rate.



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