



## ARC Strategic Planning Metrics Report: 2017 to 2022

This report provides a summary of findings for ARC's Strategic Planning Metrics<sup>1</sup>. Metrics and metric goals were established for ARC Strategic Goals #1 (Students First) and #2 (Clear & Effective Paths). [Metric technical definitions can be found here.](#)

### Executive Summary

- American River College failed to achieve most of the 20 metric goals aligned with its 2017-2022 Strategic Plan. Moreover, amidst the backdrop of the COVID-19 pandemic, over half of the metrics fell below their 2017 starting or baseline pre-pandemic values. In total, only 3 of 20 metric goals (15%) were achieved: 1 of 8 for *Students First*, (*Transfer-Level English and Math completion in 1 Year*), and 2 of 12 for *Clear and Effective Paths*, (*Average Units at Degree & Exiting Career Education Students Employed*).
- Similarly, ARC failed to achieve the additional goal of reducing equity gaps by 40% for students from ARC's historically disproportionately impacted populations for most of the applicable metrics. In total, only 5 of 24 applicable equity-gap reduction metric goals (21%) were achieved: 1 of 10 (10%) for African American students [*Median Years to a Certificate (4 years to 3.5 years)*], 1 of 10 (10%) for Latinx students [*Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*], and 3 of 4 (75%) for Native American students [*Success Rate (2<sup>nd</sup> term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)*].
- On a positive note, comparing outcomes in 2017-2018 vs 2021-2022, students from each of ARC's historically disproportionately impacted populations showed improvements on a greater number of metrics than was observed for all students (*on average*). Specifically, all students (*on average*) showed improvement on only 8 of 20 metrics (40% or less than half). By contrast, African American students showed improvement on 8 of 15 applicable metrics (53%), Latinx students showed improvement on 10 of 20 applicable metrics (50%), and Native American students showed improvement on all 6 of 6 applicable metrics (100%). (*Applicable metrics are those where the count of students per year per group was equal or greater than 10.*) In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.
- Notable areas for concern included the sharp declines observed for *Success Rate in the 1<sup>st</sup> term* (decreased by almost 10 percentage points), *Retention to the 2<sup>nd</sup> term* (decreased by 11 percentage points), and *Total Certificates awarded* (decreased by 41%). As additional context, metrics that are based on counts rather than rates (such as *Total Certificates Awarded*), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

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<sup>1</sup> A metric is merely a standard for measuring or evaluating something. Examples include those aimed at quantifying an organization's student performance, its diversity, or disproportionate impact [Click here to read more about metrics.](#)

## Background

The 20 metrics<sup>2</sup> described in this report were designed to assess the extent to which ARC’s 2017-2022 strategic planning and institutional redesign efforts have benefited students and improved student achievement outcomes, both overall, and specifically for students from ARC’s historically disproportionately impacted populations ([a broad summary of the college’s efforts to improve student achievement and equity outcomes can be found here](#)).

Most of these metrics (16 of 20) are *cohort-based* and reflect either the number or percent of students in a *new, 1<sup>st</sup> time to college Fall cohort* that achieve a given milestone (e.g., are retained until the next semester or year, earn 30+ units, earn a degree, etc.) by a specified period (e.g., in their 1<sup>st</sup> term, 1<sup>st</sup> year, in 3 years, etc.)<sup>3</sup>. The exception to these cohort-based metrics are the *volume-based* metrics that count annual totals: total counts of certificates awarded, total counts of degrees awarded, total counts of ADT degrees awarded, and transfers to CSU each year<sup>4</sup>.

Most metric goals were set to improve outcomes by 5 percentage points (1 percentage point improvement per year over the 5-year term of the strategic plan). For some metric goals, the desired outcome was a decrease over the 5-year term (e.g., decrease the median years to an award, or decrease average units at degree to 79 units). The goals for total counts of certificates or degrees awarded (20% increase), or transfers to CSU each year (35% increase) were set to align with the California Community Colleges Chancellor’s Office [Vision for Success](#) Goals.

In addition, 14 metric goals were adjusted for ARC’s historically disproportionately impacted populations (African American, Latinx, and Native American students) with the goal of achieving the overall metric goal *and* an additional goal of reducing equity gaps by 40% using the 2017 year as a baseline (another *Vision for Success* Goal)<sup>5</sup>.

Importantly, these metric baselines and goals were established in 2017, prior to the onset of the COVID-19 pandemic. As such, the pandemic and its effects on ARC should be taken into consideration when interpreting student outcomes.

## Summary

For ARC Strategic Goal: *Students First*, only 1 of 8 metric goals (13%) was achieved. For ARC Strategic Goal: *Clear and Effective Paths*, only 2 of 12 metric goals (17%) were achieved. Combined, only 3 of 20 metric goals (15%) were achieved.

	ARC Strategic Goal	
	Students First	Clear & Effective Paths
Overall Metric Goals Achieved?	1 of 8 Metric Goals Achieved <b>13%</b>	2 of 12 Metric Goals Achieved <b>17%</b>

<sup>2</sup> Excludes metrics that are no longer applicable (e.g., progression along a basic skills course sequence) or were not fully developed (survey metrics for Strategic Goal 3 (Exemplary Teaching, Learning, & Working Environment) and 4 (Vibrancy & Resiliency). Going forward, an ESL specific basic skills progression sequence (such as the [Skills Gain Rate](#) provided by the CCCCO’s Student Success Dashboard) may be warranted (replacing a previous metric that combined ESL, English, and Math basic skills progression).

<sup>3</sup> The *exiting career education students employed* metric is cohort-based but based on program completers and skills-building students (coded by the CCCCO’s Journey Type as “Short-Term Career Students”), rather than new 1<sup>st</sup> time to college students.

<sup>4</sup> Volume-base metrics have the benefit of being easy to understand and communicate. However, they have the disadvantage of not taking account changes in cohort size (e.g., ignores changes in annual enrollments that could be affecting these outcomes).

<sup>5</sup> Exceptions include metrics where equity-gaps could not easily be computed or determined (e.g., all *volume-based* metrics), where data for each ethnicity was not available, or where all groups were set to achieve the same goal (e.g., 79 total units at degree).

For ARC’s historically disproportionately impacted populations, the goal of reducing equity gaps by 40% was achieved for the *Students First* metrics for 0 of 6 metric goals for African American students (0%), 1 of 6 metric goals for Latinx students (17%) and 1 of 2 metric goals for Native American students (50%), and for the *Clear and Effective Paths* metrics for 1 of 4 metric goals for African American students (25%), 0 of 4 metric goals for Latinx students (0%), and 2 of 2 metric goals for Native American students (100%). Overall, aggregating across ARC Strategic Goals, the goal of reducing equity gaps by 40% was achieved for 1 of 10 metric goals for African American students (10%), 1 of 10 metric goals for Latinx students (10%), and 3 of 4 metric goals for Native American students (75%)<sup>6</sup>. Combined, the goal of reducing equity gaps by 40% for ARC’s disproportionately impacted populations was achieved for 5 of 24 applicable metric goals, or 21%.

Metric Equity Gap Closed by 40%? (Vision for Success Goal)	ARC Strategic Goal	
	Students First	Clear & Effective Paths
	African American Students: 0 of 6*	African American Students: 1 of 4*
	0%*	25%*
Latinx Students: 1 of 6**	Latinx Students: 0 of 4**	
17%**	0%**	
Native American Students: 1 of 2***	Native American Students: 2 of 2***	
50%***	100%***	

\*Only includes metrics where average N ≥ 10 per year

\*\*Only includes metrics where equity gap existed in 2017

\*\*\*Only includes metrics where average N ≥ 10 per year and where equity gap existed in 2017

### Outcomes by Metric

Overall, aggregating over both ARC Strategic Goals 1 and 2, only 3 of 20 metric goals (15%) were achieved (*Transfer-Level English and Math completion in 1 Year, Average Units at Degree and Exiting Career Education Students Employed*).

By contrast, 17 of 20 metric goals (85%) were not achieved. Moreover, 11 of 20 metrics (55%, or just over half) fell below their 2017 pre-COVID-19 pandemic baseline values (see table below).

ARC STRATEGIC GOAL	METRICS	METRIC GOALS	METRIC RESULTS	METRIC GOALS ACHIEVED?
Students First	Success Rate (1st term)	Increase by 5 Percentage Points	Decreased by 9.7 Percentage Points	No, Below Baseline
	Success Rate (2nd term)	Increase by 5 Percentage Points	Decreased by 1.6 Percentage Points	No, Below Baseline
	Retention (to 2nd term, F-to-S)	Increase by 5 Percentage Points	Decreased by 11 Percentage Points	No, Below Baseline
	Retention (to 3rd term, F-to-F)	Increase by 5 Percentage Points	Decreased by 5 Percentage Points	No, Below Baseline
	15+ Units Earned (in 1st term)	Increase by 5 Percentage Points	Decreased by .7 Percentage Points	No, Below Baseline
	30+ Units Earned (by end of 2nd term)	Increase by 5 Percentage Points	Decreased by .3 Percentage Points	No, Below Baseline
	60+ Units Earned (by end of 2nd year)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Transfer English & Math (in 1 yr)	Increase by 5 Percentage Points	Increased by 7 Percentage Points	Yes, Goal Achieved!

<sup>6</sup> Only includes metrics where average N ≥ 10 per year and/or where equity gap existed in 2017.

Clear & Effective Paths	Certificate Rate (in 3 yrs)	Increase by 5 Percentage Points	Decreased by 1 Percentage Point	No, Below Baseline
	Total Certificates**	Increase by 20%	Decreased by 41%	No, Below Baseline
	Median Years to Certificate	Decrease by 20%	No Change	No Change
	Degree Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by 2 Percentage Points	No, But Progress Made
	Total Degrees**	Increase by 20%	Decreased by 1.8%	No, Below Baseline
	Total ADT Degrees**	Increase by 20%	Increased by 17.7%	No, But Progress Made
	Avg Units at Degree	Decrease to Avg 79 units	Decreased to Avg 78.4 units	Yes, Goal Achieved!
	Median Years to Degree	Decrease by 20%	Decreased by 2%	No, But Progress Made
	Transfer Ready Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by .5 Percentage Points	No, But Progress Made
	Transfer Rate (in 4 yrs)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Total Transfers to CSU**	Increase by 35%	Increased by 1.7%	No, But Progress Made
	Exiting CE Students Employed***	Increase by 5 Percentage Points	Increased by 7.6 Percentage Points	Yes, Goal Achieved!

\*\*Non-cohort based metric. Counts activity for entire year.

\*\*\*Up to 2020-2021 Only, Source: CCCC Career Technical Education Employment Outcomes Survey (CTEOS)

In addition to the metric goals that were achieved, notable progress was observed for Degree Rate (increased by 2 percentage points) and Total Associate Degrees for Transfer (increased by 17.7%).

By contrast, sharp declines were observed for Success Rate in the 1<sup>st</sup> term (decreased by almost 10 percentage points), Retention to the 2<sup>nd</sup> term (decreased by 11 percentage points), and Total Certificates awarded (deceased by 41%). As additional context, metrics that are based on counts rather than rates (such as Total Certificates Awarded), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

Equity Metrics (Metrics that included an additional goal of reducing 2017 equity gaps by 40%)

14 metrics also included an additional equity goal to close 2017 equity gaps by 40% for students from ARC's historically disproportionately impacted (DI) populations. At least one of these additional equity goals was achieved for each of ARC's historically disproportionately impacted populations.

For ARC's African American students, the 40% equity goal was achieved for *Median Years to a Certificate (4 years to 3.5 years)*. For ARC's Latinx students, the 40% equity goal was achieved for *Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*. For ARC's Native American students, the 40% equity goals were achieved for the *Success Rate (2<sup>nd</sup> term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)* metrics (see table below).

**Meet Metric Goal + Close Equity Gap by 40%?**

ARC STRATEGIC GOAL	METRICS	AFRICAN AMERICAN	LATINX	NATIVE AMERICAN	ALL STUDENTS
Students First	Success Rate (1st term)	No (49.2% to 42%)	No (64.6% to 55.9%)	No (45.9% to 57.1%)	(69.1% to 59.4%)
	Success Rate (2nd term)	No (57.2% to 49.4%)	No (65.4% to 63.9%)	Yes (62.9% to 75.9%)	(71.1% to 69.5%)
	Retention (to 2nd term, F-to-S)	No (61.5% to 55.6%)	n/a - No Gap	n/a - n's < 10	(73.2% to 62.2%)
	Retention (to 3rd term, F-to-F)	No (42.2% to 41.1%)	n/a - No Gap	n/a - n's < 10	(54.7% to 49.7%)
	15+ Units Earned (in 1st term)	No (4% to 5.2%)	No (8.8% to 7.6%)	n/a - n's < 10	(9.5% to 8.8%)

	30+ Units Earned (by end of 2nd term)	n/a - n's < 10	No (4.4% to 3.7%)	n/a - n's < 10	(5.3% to 5%)
	60+ Units Earned (by end of 2nd year)	n/a - n's < 10	No (2% to 1.8%)	n/a - n's < 10	(3.5% to 3.4%)
	Transfer English & Math (in 1 yr)	No (2.8% to 4.8%)	Yes (5.5% to 11.4%)	n/a - n's < 10	(5.9% to 12.9%)
Clear & Effective Paths	Certificate Rate (in 3 yrs)	n/a - n's < 10	No (4.9% to 6.4%)	n/a - n's < 10	(6.6% to 5.6%)
	Median Years to Certificate	Yes (4 yrs to 3.5 yrs)	n/a - No Gap	Yes (4.6 yrs to 3.8 yrs)	(3.8 yrs to 3.8 yrs)
	Degree Rate (in 3 yrs)	No (2.6% to 5.4%)	No (4.1% to 7.6%)	n/a - No Gap	(5.6% to 7.6%)
	Median Years to Degree	No (4.8 yrs to 4.5 yrs)	n/a - No Gap	Yes (4.8 yrs to 3.8 yrs)	(4 yrs to 3.9 yrs)
	Transfer Ready Rate (in 3 yrs)	n/a - n's < 10	No (5.6% to 6.6%)	n/a - No Gap	(7.6% to 8.1%)
	Transfer Rate (in 4 yrs)	No (8.4% to 14.8%)	No (16.6% to 14.8%)	n/a - n's < 10	(19.4% to 19.3%)

Note: For some metrics/groups, gaps did not exist in 2017 and/or data reflected avg. counts < 10, which can lead to large year-to-year variations.

### Additional Analyses for ARC's Historically Disproportionately Impacted populations

A separate way of assessing how ARC's strategic plan has benefited ARC's historically disproportionately impacted populations is simply to compare the metric outcomes in 2017-2018 versus 2021-2022, for each of ARC's DI populations, regardless of whether the equity gaps had met the 40% equity-gap reduction goal. Simply put, was there improvement or progress on a given metric from 2017 to 2022 for each of ARC's historically disproportionately impacted populations? This perspective includes the advantage of being able to include the volume-based and non-adjusted metrics in the comparison.

As context, comparing outcomes in 2017-2018 versus 2021-2022, *all students showed improvement on 8 of 20 (or 40% of) metrics.*

#### African American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **African American students showed improvement on 8 of 15 (or 53%, or just over half of) metrics** where data were available (where  $N \geq 10$  per year):

- 15+ units earned in the 1<sup>st</sup> term (4% to 5.2%)
- Transfer English and Math in 1 year (2.8% to 4.8%)
- Median years to Certificate (4 years to 3.5 years)
- Degree Rate (2.6% to 5.4%)
- Average units at Degree (85.6 units to 70.9 units)
- Median years to Degree (4.8 years to 4.5 years)
- Transfer Rate in 4 years (8.4% to 14.8%)
- Total Transfers to CSU (56 to 64, a 14.3% increase)

#### Latinx Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Latinx students showed improvement on 10 of 20 (or 50%, or half of) metrics:**

- Transfer English and Math in 1 year (5.5% to 11.4%)
- Certificate Rate in 3 years (4.9% to 6.4%)
- Median years to Certificate (3.8 years to 3.6 years)
- Degree Rate (4.1% to 7.6%)
- Total Degrees (559 to 603, an 8% increase)
- Total ATD Degrees (166 to 218, a 31% increase)
- Average units at Degree (79.9 units to 75.5 units)
- Median years to Degree (3.9 years to 3.5 years)
- Transfer Ready Rate in 3 years (5.6% to 6.6%)
- Total Transfers to CSU (186 to 216, a 16.1% increase)

## Native American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Native American students showed improvement on all 6 of 6 (or 100% of) metrics** where data were available (*where N ≥ 10 per year*):

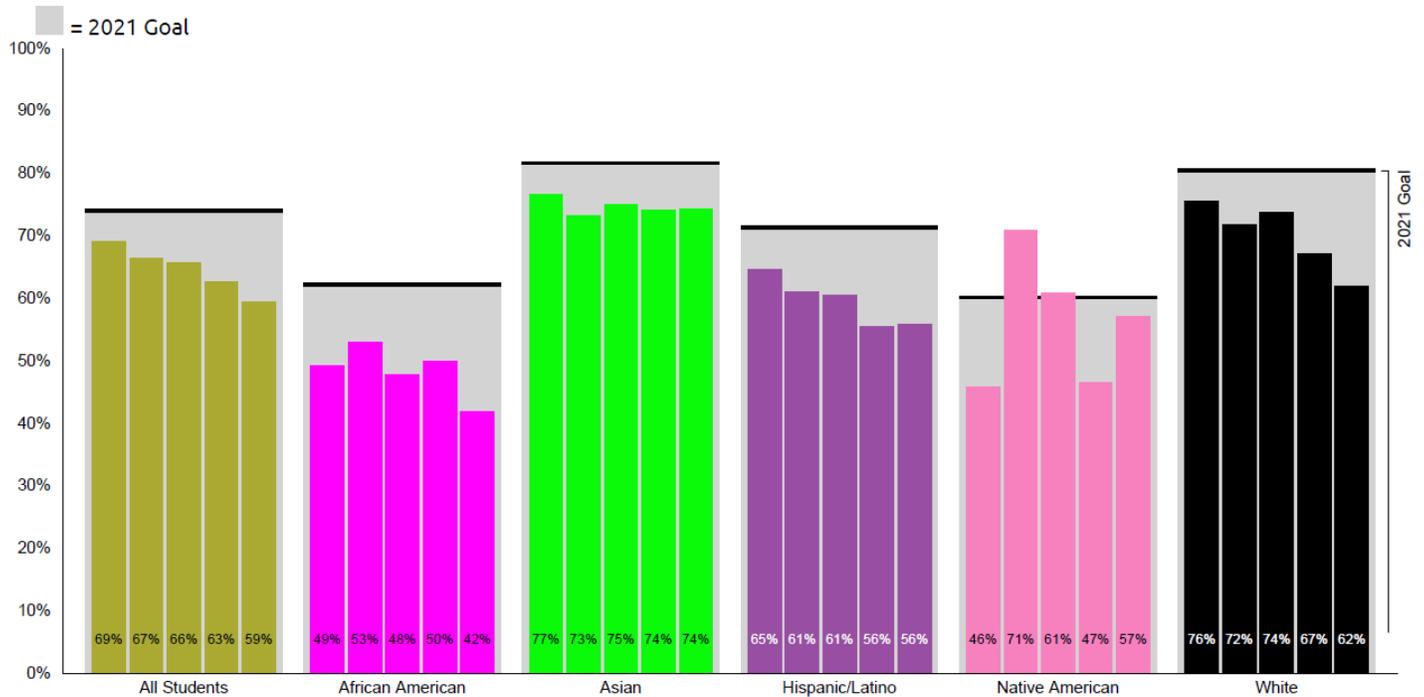
- Success Rate in the 1<sup>st</sup> term (45.9% to 57.1%)
- Success Rate in the 2<sup>nd</sup> term (62.9% to 75.9%)
- Median years to Certificate (4.6 years to 3.8 years)
- Total Degrees (13 to 26, a 100% increase)
- Average units at Degree (90.4 units to 79.7 units)
- Median years to Degree (4.8 years to 3.8 years)

In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.

The following pages provide additional details about each of the 20 metrics described in this report.

Success Rate in the 1<sup>st</sup> Term:

### Success Rate (1st term)



Progress from Fall 2017 through Fall 2021

The success rate in the 1<sup>st</sup> term for new, 1<sup>st</sup> time to college ARC students fell from 69.1% in 2017 to 59.4% in 2021, a 9.7 percentage point decline<sup>7</sup>.

The success rates in the 1<sup>st</sup> term for new, 1<sup>st</sup> time to college African American and Latinx ARC students also fell, but by smaller margins (African American: 49.2% to 42%, a 7.2 percentage point decline, Latinx: 64.6% to 55.9%, an 8.7 percentage point decline).

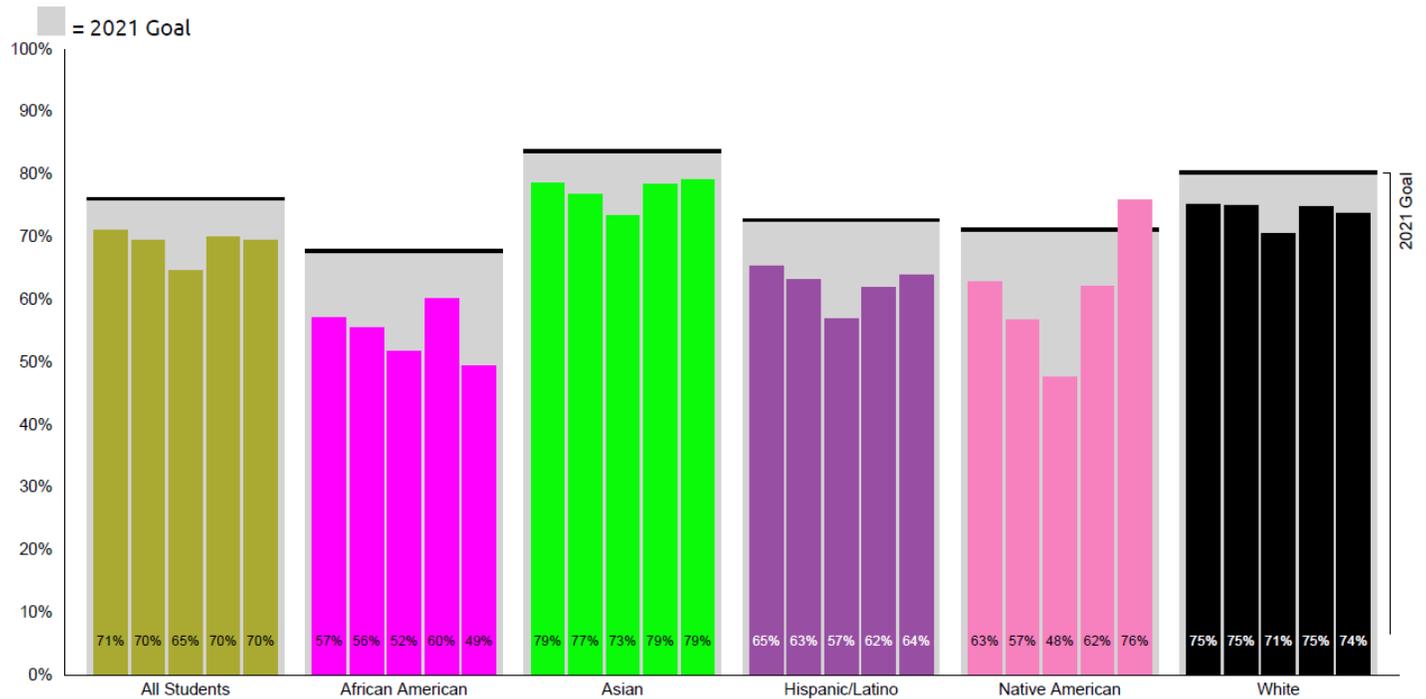
By contrast, the success rate in the 1<sup>st</sup> term for new, 1<sup>st</sup> time to college Native American ARC students improved from 45.9% to 57.1%, a 11.2 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019).

Overall, equity gaps declined slightly for new, 1<sup>st</sup> time to college African American and Latinx students, but this was due to a larger relative decline for all new, 1<sup>st</sup> time to college students. By contrast, the equity gap decline observed for new, 1<sup>st</sup> time to college Native American students was driven by improvement in their success rates.

<sup>7</sup> This metric reflects the course success rate of each fall's new, 1<sup>st</sup> time to college students at the end of their first fall semester. Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Success Rate in the 2<sup>nd</sup> Term:

### Success Rate (2nd term)



Progress from Fall 2017 through Fall 2021

The success rate in the 2<sup>nd</sup> term for new, 1<sup>st</sup> time to college ARC students fell from 71.1% in 2017-2018 to 69.5% in 2021-2022, a 1.6 percentage point decline<sup>8</sup>.

The success rates in the 2<sup>nd</sup> term for new, 1<sup>st</sup> time to college African American ARC students fell by a larger amount, from 57.2% to 49.4%, a 7.8 percentage point decline.

The success rates in the 2<sup>nd</sup> term for new, 1<sup>st</sup> time to college Latinx ARC students fell by a similar amount to students overall, from 65.4% to 63.9%, a 1.5 percentage point decline.

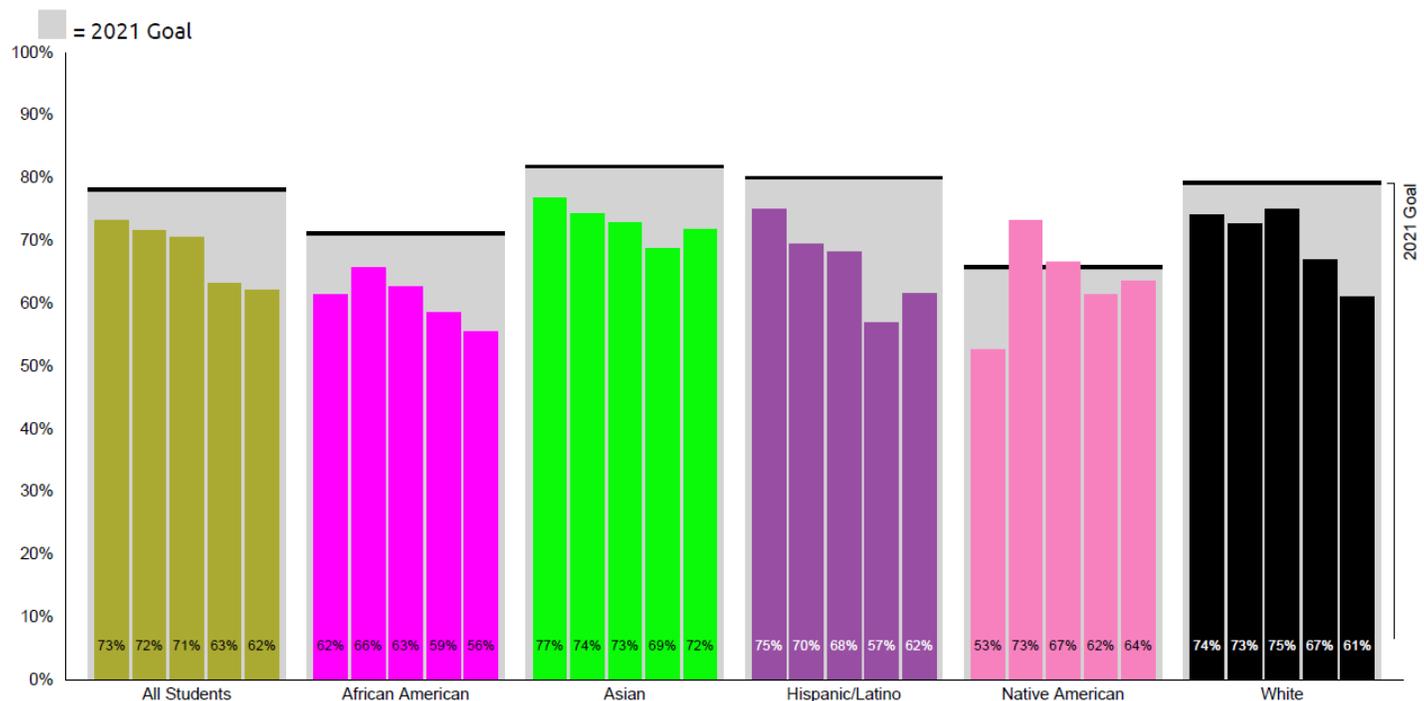
By contrast, the success rate in the 2<sup>nd</sup> term for new, 1<sup>st</sup> time to college Native American ARC students improved from 62.9% to 75.9%, a 13 percentage point increase (and exceeded the 2021 equity-gap goal).

Overall, equity gaps increased for new, 1<sup>st</sup> time to college African American students, remained relatively consistent for new, 1<sup>st</sup> time to college Latinx students, and were eliminated for new, 1<sup>st</sup> time to college Native American students.

<sup>8</sup> This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their second semester (spring). Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Retention (to 2<sup>nd</sup> Term, Fall to Spring):

## Retention (to 2nd term, F-to-S)



Progress from Fall 2017 through Fall 2021

The retention rate (to 2<sup>nd</sup> term, Fall to Spring) for new, 1<sup>st</sup> time to college ARC students fell from 73.2% in 2017-2018 to 62.2% in 2021-2022, a 11 percentage point decline<sup>9</sup>.

The retention rate (to 2<sup>nd</sup> term, Fall to Spring) for new, 1<sup>st</sup> time to college African American ARC students fell by a smaller amount, from 61.5% to 55.6%, a 5.9 percentage point decline.

The retention rate (to 2<sup>nd</sup> term, Fall to Spring) for new, 1<sup>st</sup> time to college Latinx ARC students fell by a larger amount compared to students overall, from 75% to 61.6%, a 13.4 percentage point decline.

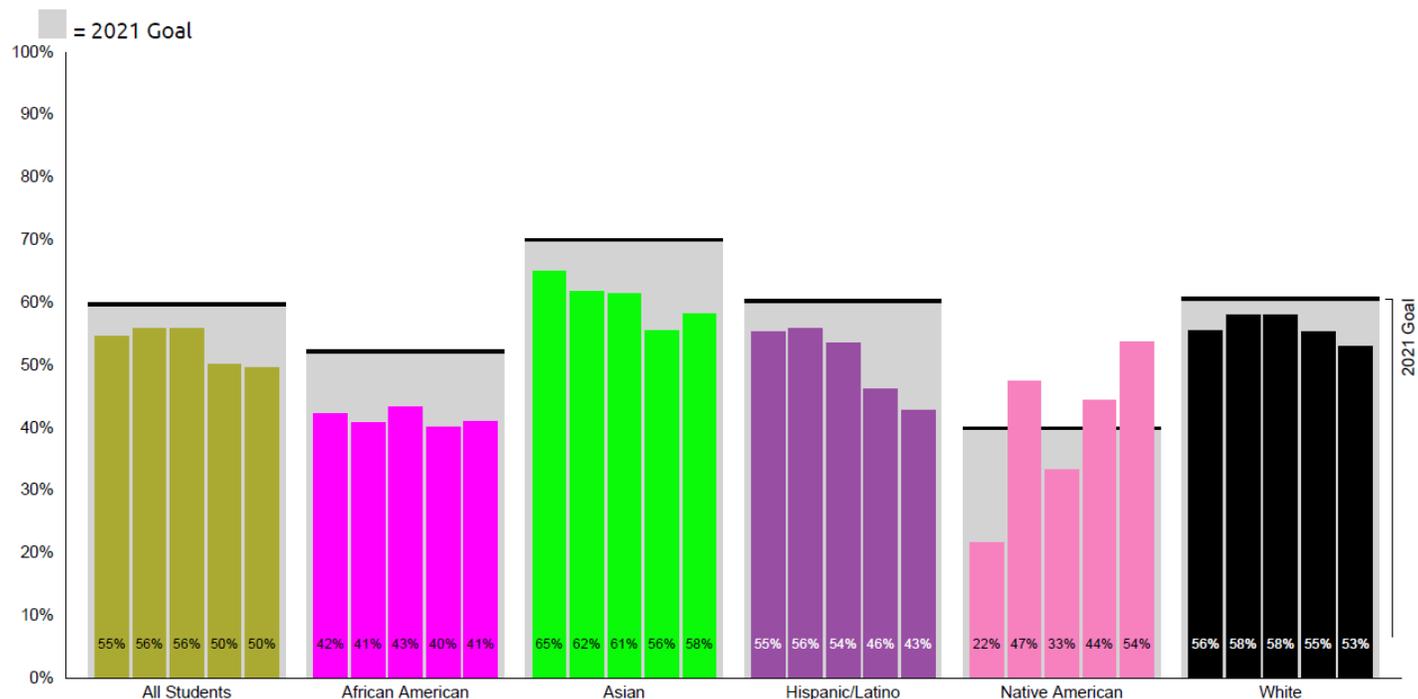
By contrast, The retention rate (to 2<sup>nd</sup> term, Fall to Spring) for new, 1<sup>st</sup> time to college Native American ARC students improved from 52.6% to 63.6%, a 11 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1<sup>st</sup> time to college African American students. An equity gap did not exist for new, 1<sup>st</sup> time to college Latinx students in 2017. In 2021, their rates were similar to the overall average, differing by less than 1%.

<sup>9</sup> Retention to 2<sup>nd</sup> term (F-to-S Retention) is defined as the percentage of new, 1<sup>st</sup> time students that complete any class with any grade notation in an initial fall semester that return the following spring semester and complete any class with any grade notation.

Retention (to 3<sup>rd</sup> Term, Fall to Fall):

## Retention (to 3<sup>rd</sup> term, F-to-F)



Progress from Fall 2017 through Fall 2021

The retention rate (to 3<sup>rd</sup> term, Fall to Fall) for new, 1<sup>st</sup> time to college ARC students fell from 54.7% in 2017-2018 to 49.7% in 2021-2022, a 5 percentage point decline<sup>10</sup>.

The retention rate (to 3<sup>rd</sup> term, Fall to Fall) for new, 1<sup>st</sup> time to college African American ARC students fell by a smaller amount, from 42.2% to 41.1%, a 1.1 percentage point decline.

The retention rate (to 3<sup>rd</sup> term, Fall to Fall) for new, 1<sup>st</sup> time to college Latinx ARC students fell by a larger amount compared to students overall, from 55.3% to 42.8%, a 12.5 percentage point decline.

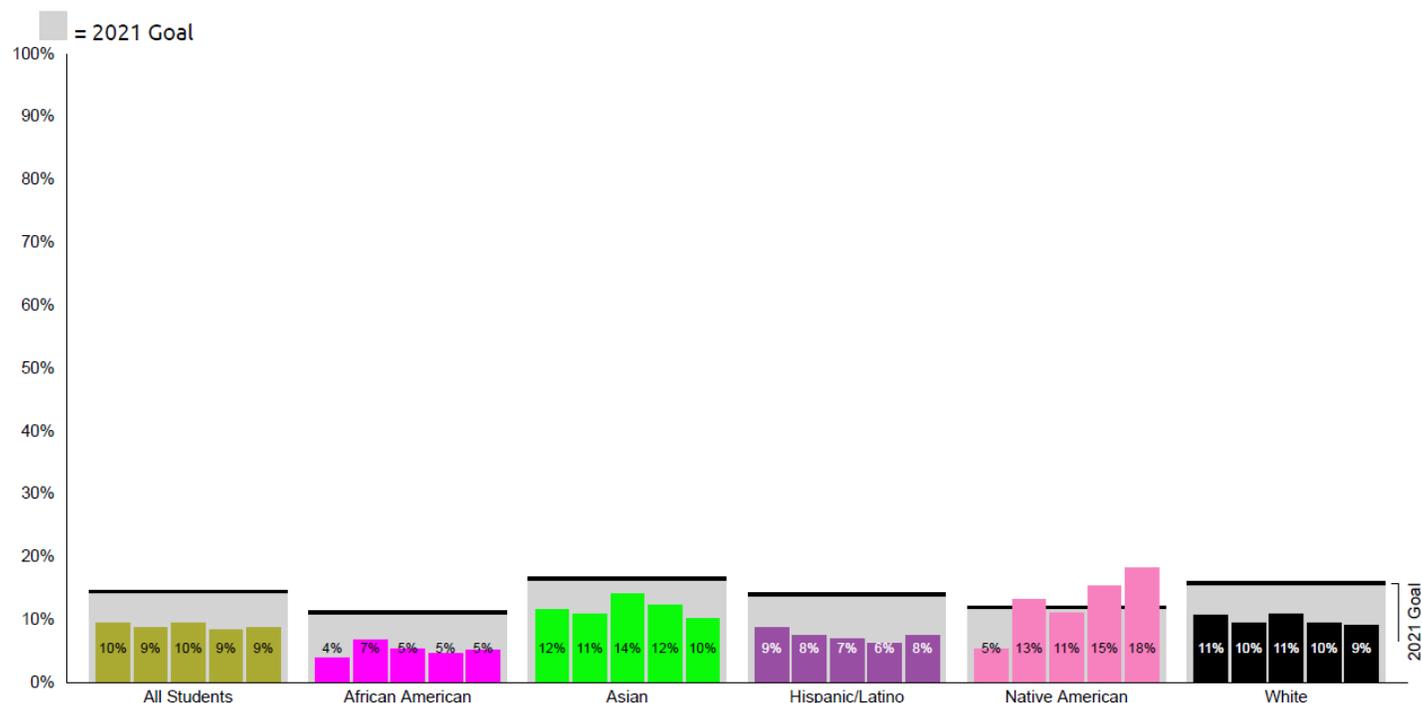
By contrast, the retention rate (to 3<sup>rd</sup> term, Fall to Fall) for new, 1<sup>st</sup> time to college Native American ARC students improved from 21.7% to 53.8%, a 32.1 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1<sup>st</sup> time to college African American students. An equity gap did not exist for new, 1<sup>st</sup> time to college Latinx students in 2017. However, by 2021, their rates were 6.9 percentage points below the overall average.

<sup>10</sup> Retention to 3<sup>rd</sup> term (F-to-F Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following fall semester and complete any class with any grade notation.

15+ Units Earned (in 1<sup>st</sup> Term):

## 15+ Units Earned (in 1st term)



Progress from Fall 2017 through Fall 2021

The percentage of 15+ units earned in the 1<sup>st</sup> term by new, 1<sup>st</sup> time to college ARC students fell from 9.5% in 2017-2018 to 8.8% in 2021-2022, a .7 percentage point decline<sup>11</sup>.

The percentage of 15+ units earned in the 1<sup>st</sup> term by new, 1<sup>st</sup> time to college African American ARC students increased, from 4% to 5.2%, a 1.2 percentage point increase.

The percentage of 15+ units earned in the 1<sup>st</sup> term by new, 1<sup>st</sup> time to college Latinx ARC students fell by a larger amount compared to students overall, from 8.8% to 7.6%, a 1.2 percentage point decline.

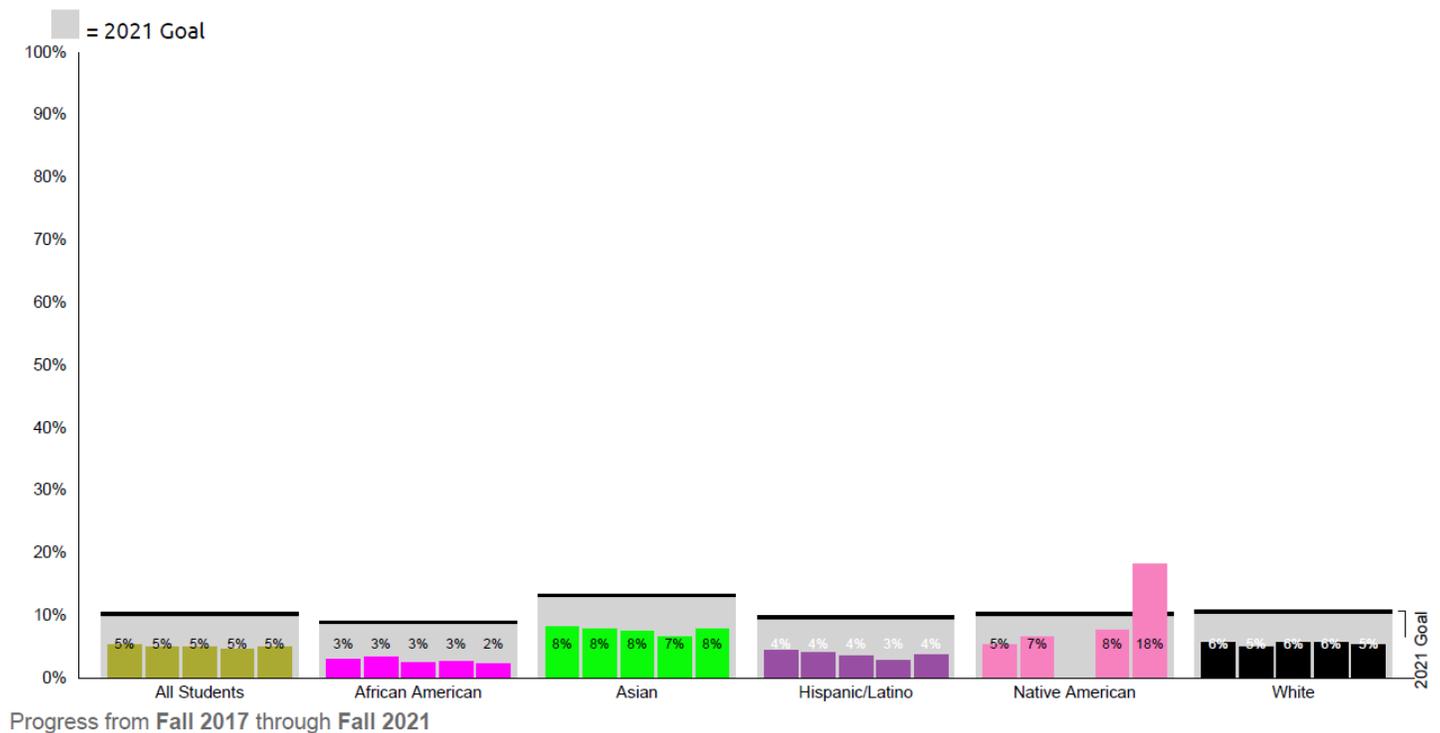
By contrast, the percentage of 15+ units earned in the 1<sup>st</sup> term by new, 1<sup>st</sup> time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps decreased for new, 1<sup>st</sup> time to college African American students. The equity gap for new, 1<sup>st</sup> time to college Latinx students increased slightly from .7% to 1.2% (compared to all students).

<sup>11</sup> This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 15 units during their first (fall) semester.

30+ Units Earned (by end of 2<sup>nd</sup> Term):

### 30+ Units Earned (by end of 2nd term)



The percentage of 30+ units earned by the end of 2<sup>nd</sup> term by new, 1<sup>st</sup> time to college ARC students fell from 5.3% in 2017-2018 to 5% in 2021-2022, a .3 percentage point decline<sup>12</sup>.

The percentage of 30+ units earned by the end of 2<sup>nd</sup> term by new, 1<sup>st</sup> time to college African American ARC students fell from 3.1% to 2.4%, a .7 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Similarly, the percentage of 30+ units earned by the end of 2<sup>nd</sup> term by new, 1<sup>st</sup> time to college Latinx ARC students fell from 4.4% to 3.7%, a .7 percentage point decline.

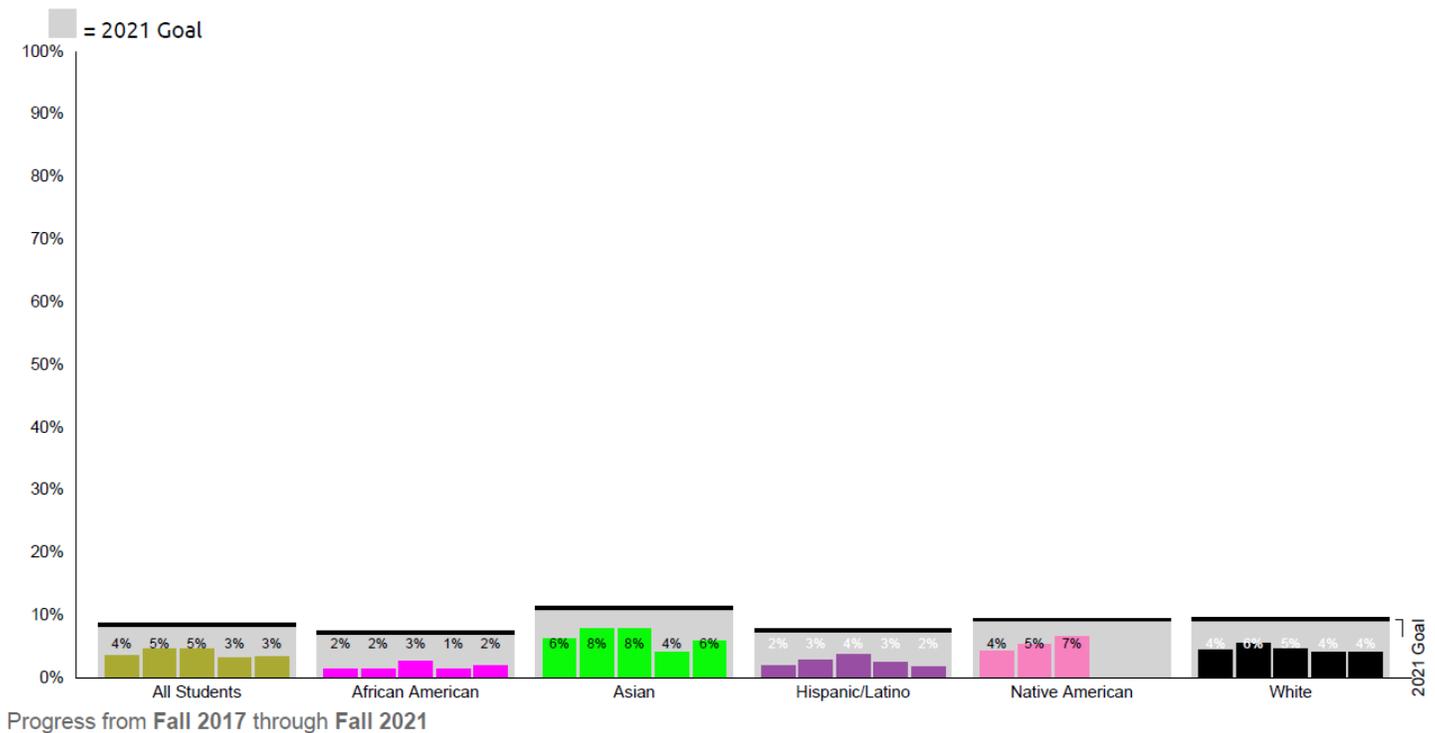
By contrast, the percentage of 30+ units earned by the end of 2<sup>nd</sup> term by new, 1<sup>st</sup> time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution—these are likely the same exact students who comprised the 15+ units earned in 1<sup>st</sup> term metric).*

Overall, equity gaps increased slightly for new, 1<sup>st</sup> time to college Latinx students.

<sup>12</sup> This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 30 units during their first academic year.

60+ Units Earned (by end of 2<sup>nd</sup> Year):

## 60+ Units Earned (by end of 2nd year)



The percentage of 60+ units earned by the end of 2<sup>nd</sup> year by new, 1<sup>st</sup> time to college ARC students fell slightly from 3.5% in 2017-2018 to 3.4% in 2021-2022, a .1 percentage point decline<sup>13</sup>.

The percentage of 60+ units earned by the end of 2<sup>nd</sup> year by new, 1<sup>st</sup> time to college African American ARC students increased slightly from 1.5% to 1.9%, a .4 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The percentage of 60+ units earned by the end of 2<sup>nd</sup> year by new, 1<sup>st</sup> time to college Latinx ARC students fell slightly from 2% to 1.8%, a .2 percentage point decline.

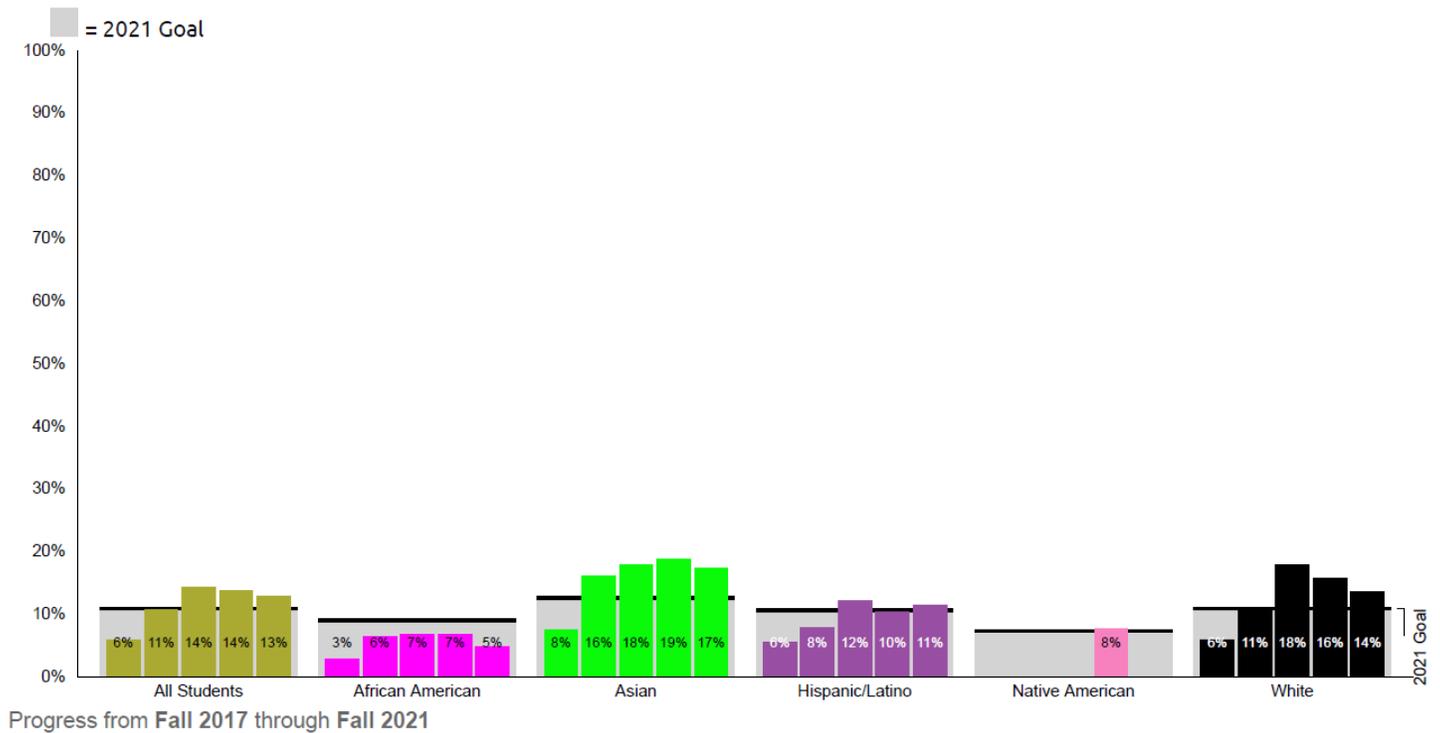
The percentage of 60+ units earned by the end of 2<sup>nd</sup> year by new, 1<sup>st</sup> time to college Native American ARC students fell from 4.3% to 0%, a 4.3 percentage point decline (Note: This reflects a change from 1 student to 0 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps increased slightly for new, 1<sup>st</sup> time to college Latinx students.

<sup>13</sup> This metric shows the percentage of each fall's new, 1<sup>st</sup> time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 60 units in two years.

Transfer-Level English and Math (in 1 Year):

## Transfer English & Math (in 1 yr)



The percentage of Transfer-Level English and Math completed in 1 year by new, 1<sup>st</sup> time to college ARC students increased from 5.9% in 2017-2018 to 12.9% in 2021-2022, a 7 percentage point increase (and exceeded the 5 percentage point metric improvement goal in 2019-2020, 2020-2021, and 2021-2022)<sup>14</sup>.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1<sup>st</sup> time to college African American ARC students also increased, but by a smaller amount from 2.8% to 4.8%, a 2 percentage point increase.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1<sup>st</sup> time to college Latinx ARC students also increased from 5.5% to 11.4%, a 5.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2019 and 2021).

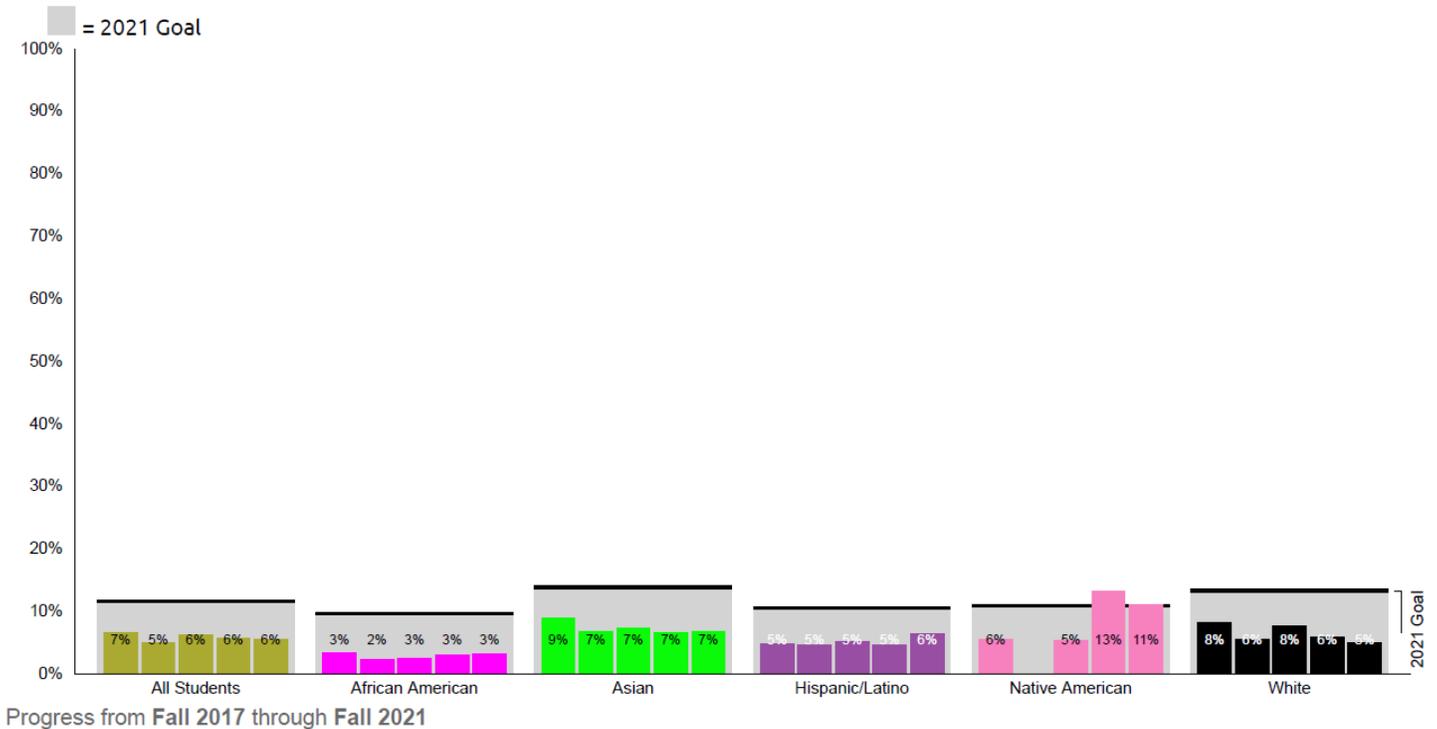
The percentage of Transfer-Level English and Math completed in 1 year by new, 1<sup>st</sup> time to college Native American ARC students did not change from 0% to 0%, although in 2020, the equity gap goal was achieved (Note: This reflects a change from 0 students to 1 student) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, although the percentages of Transfer-Level English and Math completed in 1 year increased for both new, 1<sup>st</sup> time to college African American and Latinx students, the equity gaps actually increased due to a larger percentage point increase for all new, 1<sup>st</sup> time to college students.

<sup>14</sup> This metric reflects the percentage of each fall's new, 1<sup>st</sup> time to college students that successfully complete (A, B, C, Cr, P grade) at least one transfer level English and at least one transfer Math course by the end of their first academic year at ARC.

Certificate Rate (in 3 Years):

### Certificate Rate (in 3 yrs)



The certificate rate (in 3 years) by new, 1<sup>st</sup> time to college ARC students fell from 6.6% in 2017-2018 to 5.6% in 2021-2022, a 1 percentage point decline<sup>15</sup>.

The certificate rate (in 3 years) by new, 1<sup>st</sup> time to college African American ARC students also fell, but by a smaller amount from 3.4% to 3.2%, a .2 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

By contrast, the certificate rate (in 3 years) by new, 1<sup>st</sup> time to college Latinx ARC students increased from 4.9% to 6.4%, a 1.5 percentage point increase.

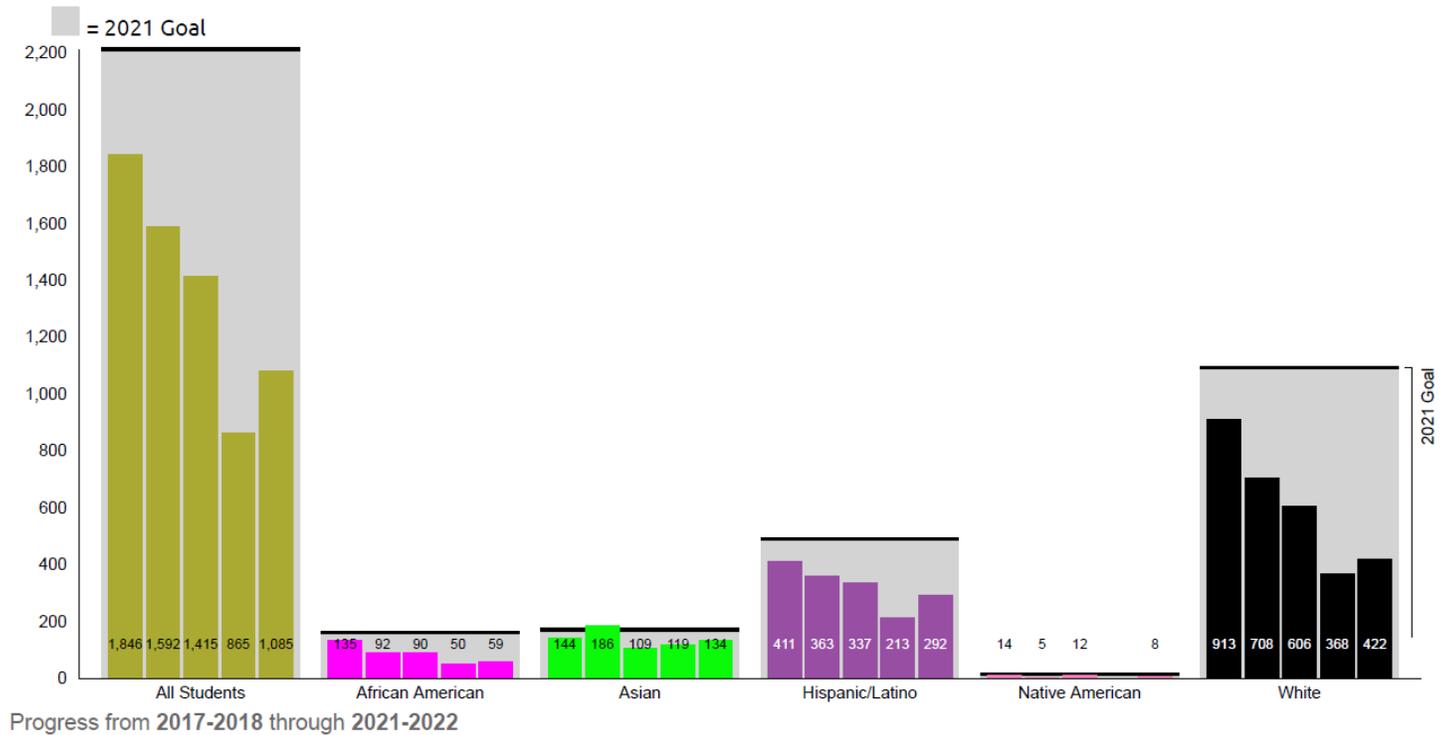
The certificate rate (in 3 years) by new, 1<sup>st</sup> time to college Native American ARC students also increased from 5.6% to 11.1%, (and exceed the equity-gap goal in 2020 and 2021) (Note: This reflects a change from 1 student to 2 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, although the certificate rate (in 3 years) fell overall, the certificate rate increased slightly for new, 1<sup>st</sup> time to college Latinx students.

<sup>15</sup> This metric is defined as the percentage of each fall's new, 1st time to college students that complete a Chancellor's Office Approved Certificate in 3 years (IPEDS 150% time frame).

Total Certificates:

## Total Certificates\*\*



The total number of California Community College Chancellor’s Office (CCCCO) Approved certificates awarded to ARC students fell drastically from 1846 in 2017-2018 to 1085 in 2021-2022, a 41% decline<sup>16</sup>.

The total number of CCCC Approved certificates awarded to African American ARC students also fell drastically, from 135 to 59, a 56% decline.

The total number of CCCC Approved certificates awarded to Latinx ARC students also fell, but by a slightly smaller amount, from 411 to 292, a 29% decline.

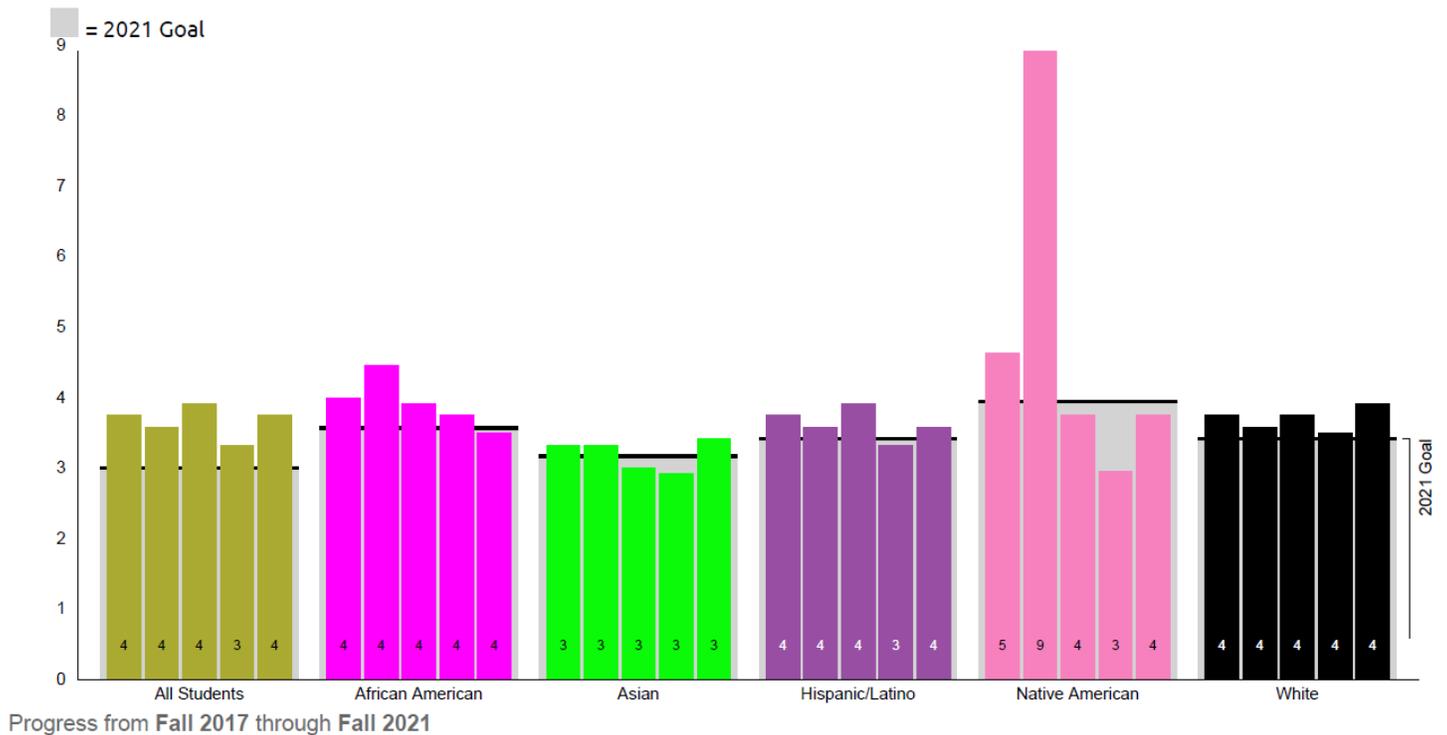
The total number of CCCC Approved certificates awarded to Native American ARC students also fell drastically, from 14 to 8, a 43% decline (Note: the average n’s for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of CCCC Approved certificates awarded to students fell drastically and universally, especially, during the last 2 years (after the onset of the COVID-19 pandemic).

<sup>16</sup> This metric shows the total of all CCCC-approved Certificates awarded in a given academic year [State Chancellor’s Office Vision for Success goal].

Median Years to Certificate:

## Median Years to Certificate



The median years to certificate for new, 1<sup>st</sup> time to college ARC students remained unchanged at 3.8 years between 2017-2018 and 2021-2022<sup>17</sup>.

The median years to certificate for new, 1<sup>st</sup> time to college African American ARC students fell from 4 years to 3.5 years, a half year improvement.

The median years to certificate for new, 1<sup>st</sup> time to college Latinx ARC students also fell, but by a slightly smaller amount, from 3.8 years to 3.6 years.

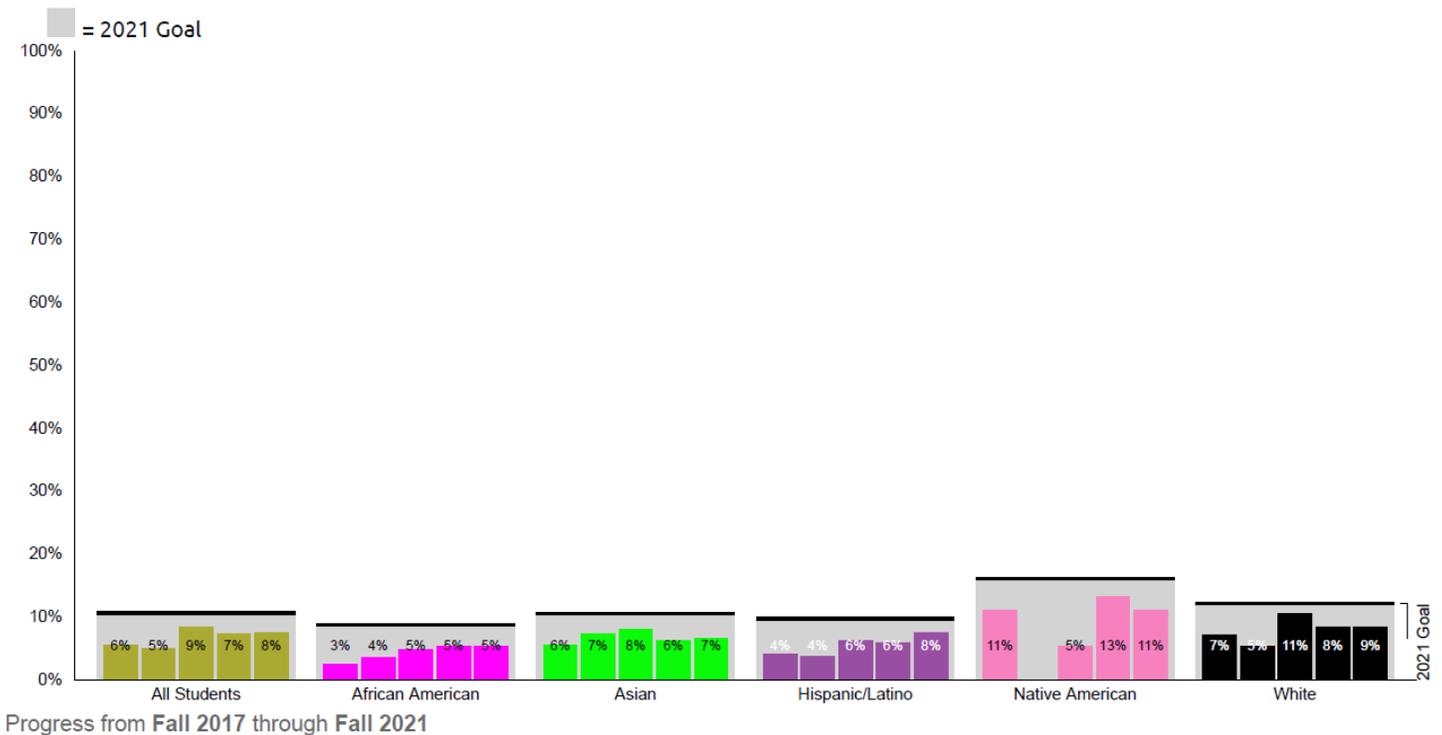
The median years to certificate for new, 1<sup>st</sup> time to college Native American ARC students also fell from 4.6 years to 3.8 years.

Overall, all of ARC’s historically disproportionately impacted new, 1<sup>st</sup> time to college student populations experienced improvements in median years needed to earn a certificate.

<sup>17</sup> This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn a CCCCO-approved Certificate at ARC.

Degree Rate (in 3 years):

## Degree Rate (in 3 yrs)



The degree rate for new, 1<sup>st</sup> time to college ARC students increased from 5.6% in 2017-2018 to 7.6% in 2021-2022, a 2 percentage point increase<sup>18</sup>.

The degree rate for new, 1<sup>st</sup> time to college African American ARC students also increased from 2.6% to 5.4%, a 2.8 percentage point increase.

The degree rate for new, 1<sup>st</sup> time to college Latinx ARC students also increased, but by a slightly larger amount, from 4.1% to 7.6%, a 3.5 percentage point increase.

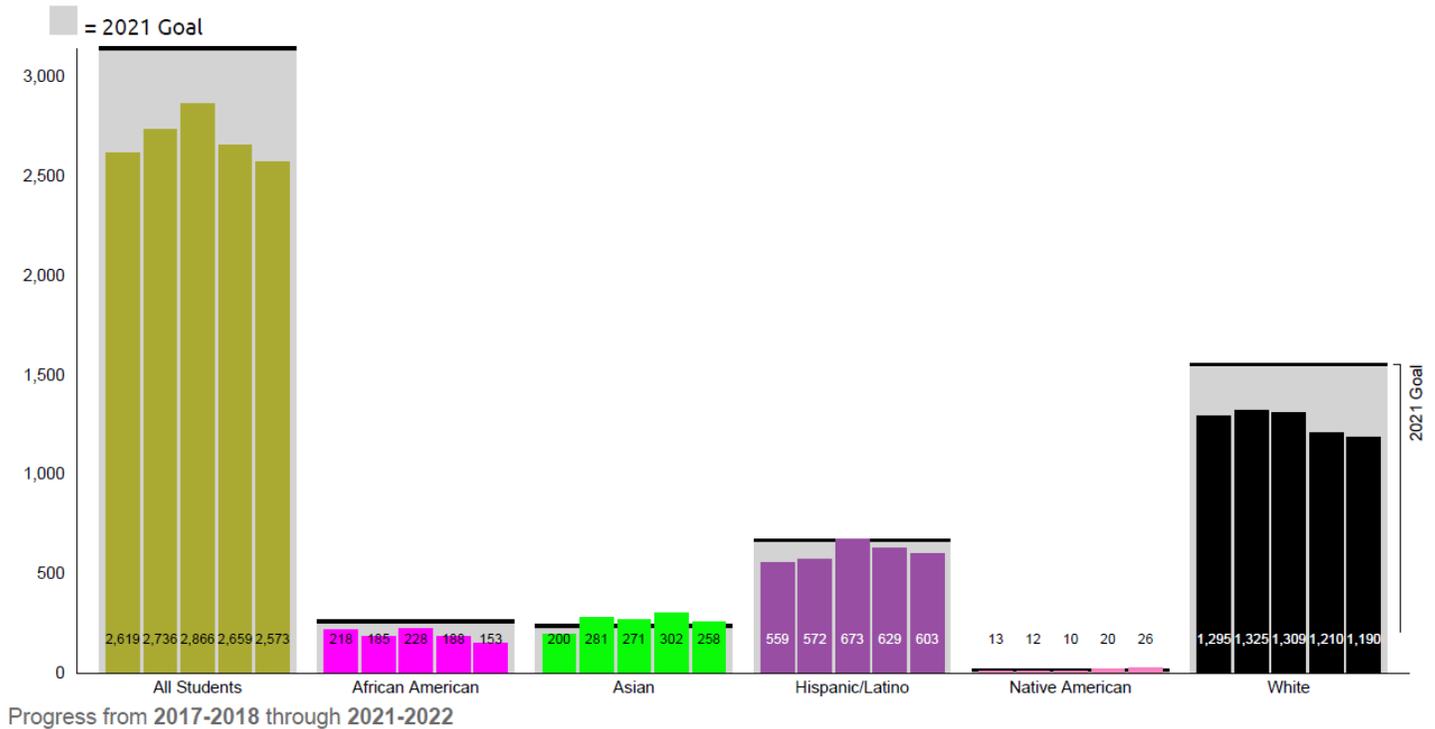
The degree rate for new, 1<sup>st</sup> time to college Native American ARC students remained unchanged at 11% (Note: this reflects 2 students in each year). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the degree rate improved for new, 1<sup>st</sup> time to college African American and Latinx students.

<sup>18</sup> This metric is defined as the percentage of each fall's new, 1st time to college students that complete an Associate's Degree in 3 years (IPEDS 150% timeframe).

Total Degrees:

## Total Degrees\*\*



The total number of degrees awarded to ARC students fell slightly from 2619 in 2017-2018 to 2573 in 2021-2022, a 1.8% decline<sup>19</sup>.

The total number of degrees awarded to African American ARC students also fell, but by a substantially larger amount, from 218 to 153, a 29.8% decline.

By contrast, the total number of degrees awarded to Latinx ARC students increased from 559 to 603, a 7.9% improvement (and exceeded the 20% metric improvement goal in 2019-2020).

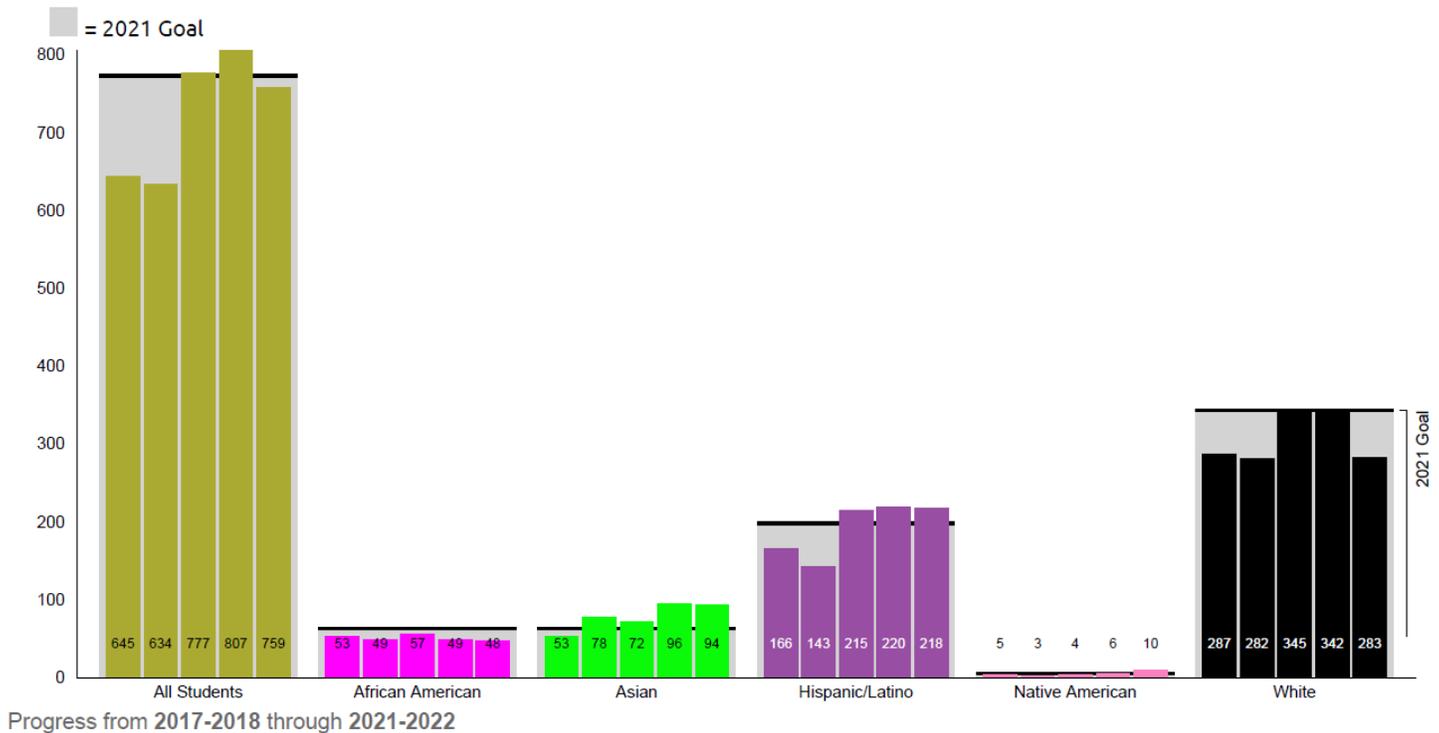
The total number of degrees awarded to Native American ARC students also increased sharply, from 13 to 26, a 100% improvement (and exceeded the 20% metric improvement goal in 2020-2021 and 2021-2022)!

Overall, the total number of degrees awarded fell drastically for African American students, but increased for Latinx and Native American students, even exceeding the 20% metric improvement goal at least once for each group.

<sup>19</sup> This metric shows the total of all Associate's Degrees awarded in a given academic year [State Chancellor's Office Vision for Success goal].

Total Associate Degrees for Transfer (ADT Degrees):

### Total Associate Degree Transfer (AD-T)



The total number of ADT degrees awarded to ARC students increased substantially from 645 in 2017-2018 to 759 in 2021-2021, a 17.7% improvement (and exceeded the 20% metric improvement goal in 2019-2020 and 2020-2021)<sup>20</sup>.

By contrast, the total number of ADT degrees awarded to African American ARC students fell from 53 to 48, a 9.4% decline.

The total number of ADT degrees awarded to Latinx ARC students increased substantially from 166 to 218, a 31.3% improvement (and exceeded the 20% improvement metric goal in 2019-2020, 2020-201, and 2021-2022).

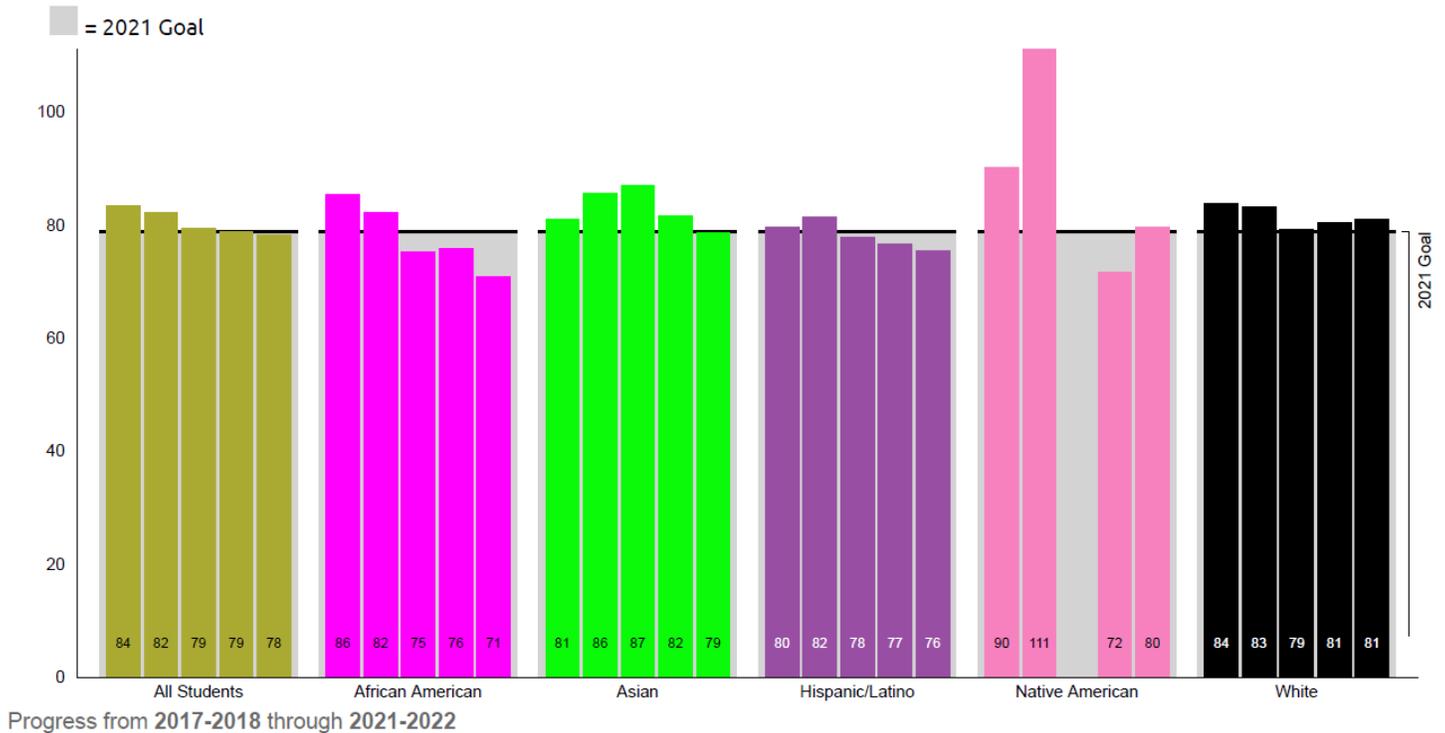
The total number of ADT degrees awarded to Native American ARC students also increased sharply, from 5 to 10, a 100% improvement (and exceeded the 20% improvement metric goal in 2020-2021 and 2021-2022) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of ADT degrees awarded fell for African American students, but increased substantially for Latinx students, even exceeding the 20% improvement metric goal for three consecutive years.

<sup>20</sup> This transfer oriented metric reflects the total of all Associate Degree for Transfer (ADT) Degrees awarded in a given academic year at ARC.

Average Units at Degree:

### Avg Units at Degree



The average units at degree for new, 1<sup>st</sup> time to college ARC students fell from 83.6 units in 2017-2018 to 78.4 units in 2021-2022, a 6.3% improvement (and met or exceeded the average units at degree metric improvement goal of 79 units in 2020-2021 and 2021-2022)<sup>21</sup>.

The average units at degree for new, 1<sup>st</sup> time to college African American ARC students also fell, but by a substantially larger amount, from 85.6 units to 70.9 units, a 17.1% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

The average units at degree for new, 1<sup>st</sup> time to college Latinx ARC students also fell, from 79.9 units to 75.5 units, a 5.4% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

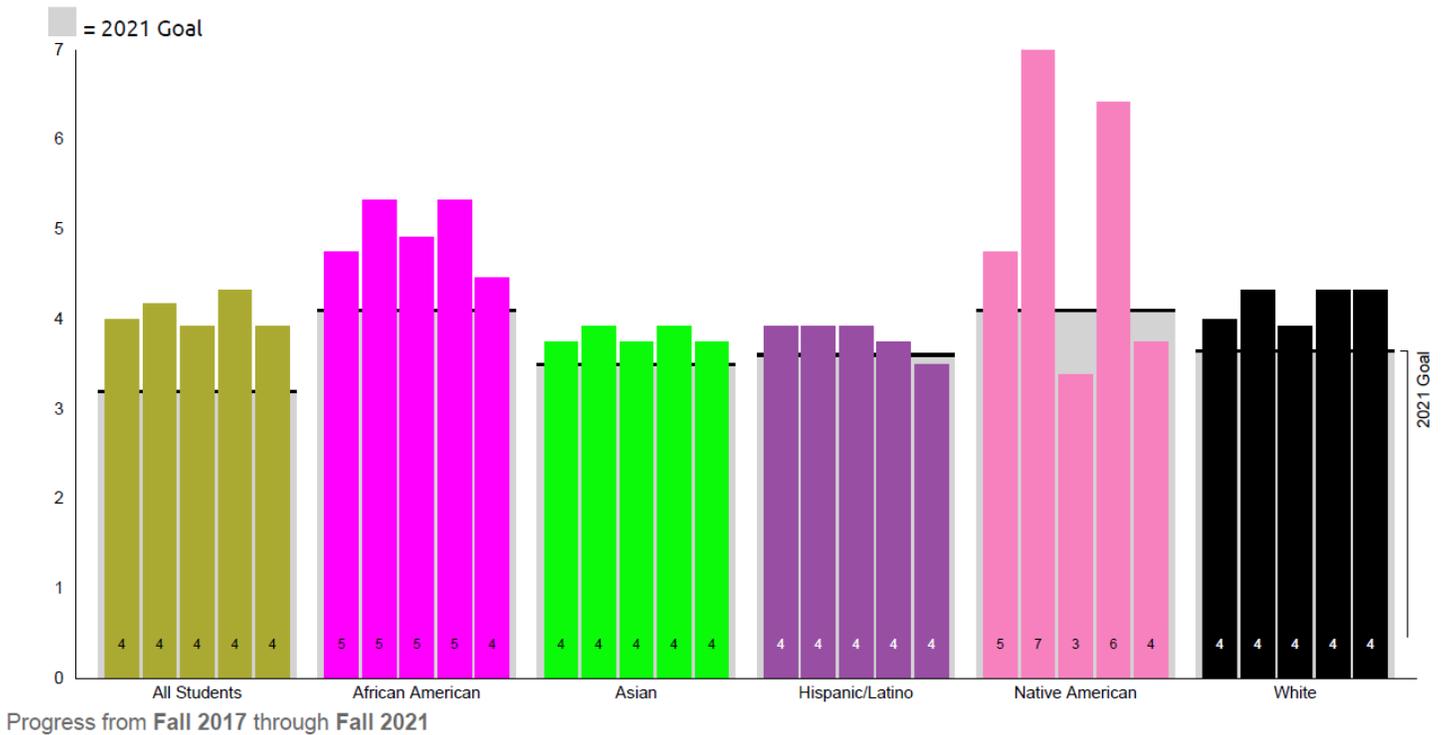
The average units at degree for new, 1<sup>st</sup> time to college Native American ARC students also fell, from 90.4 units to 79.7 units, a 11.9% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2020-2021).

Overall, the average units at degree for new, 1<sup>st</sup> time to college students fell for all groups, representing an improvement in reducing excess units at degree for ARC’s historically disproportionately impacted students.

<sup>21</sup> This metric shows the average number of degree and non-degree-applicable units that new, first time to college students have accumulated at the time they earn an Associate's Degree [State Chancellor's Office Vision for Success goal].

Median Years to Degree:

## Median Years to Degree



The median years to degree for new, 1<sup>st</sup> time to college ARC students fell from 4 years in 2017-2018 to 3.9 years in 2021-2022, a slight 2% improvement on average<sup>22</sup>.

The median years to degree for new, 1<sup>st</sup> time to college African American ARC students fell from 4.8 years to 4.5 years.

The median years to degree for new, 1<sup>st</sup> time to college Latinx ARC students also fell from 3.9 years to 3.5 years.

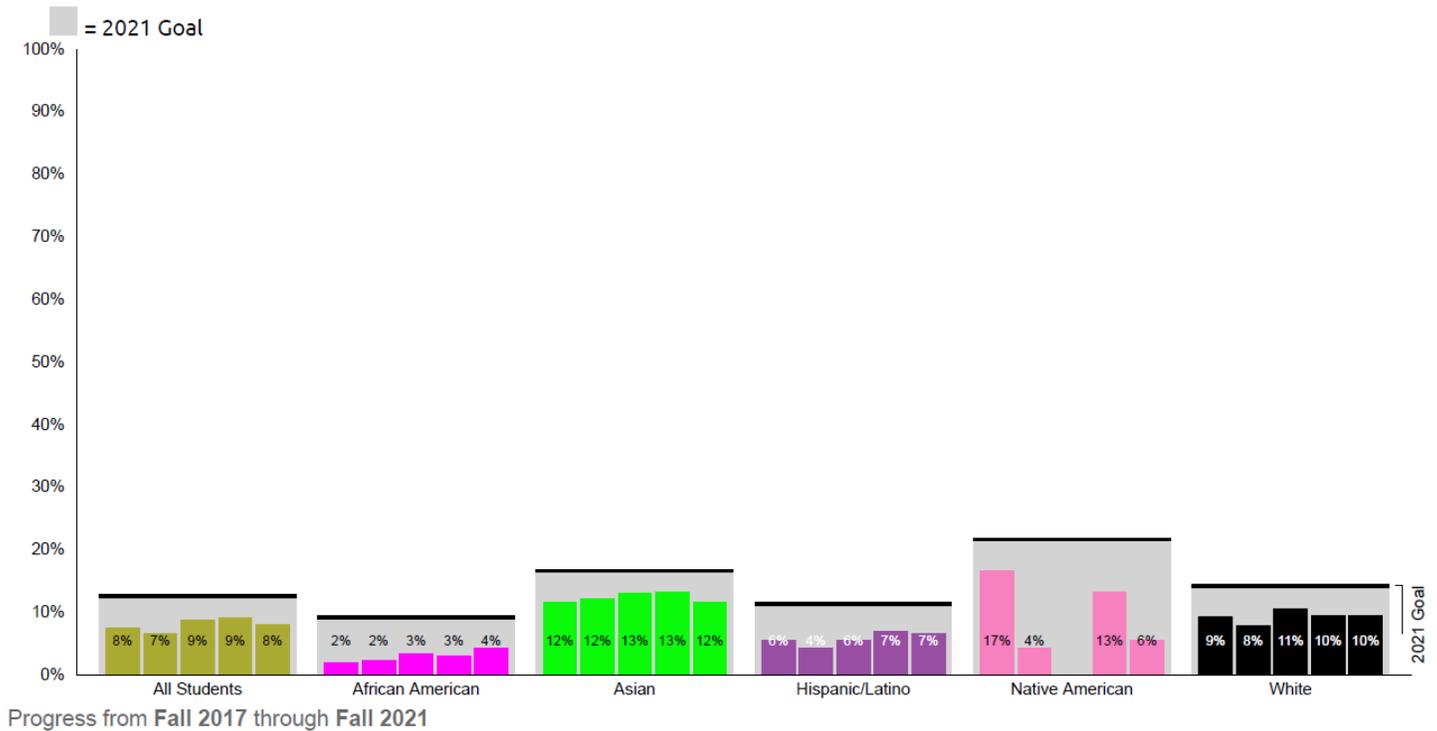
The median years to degree for new, 1<sup>st</sup> time to college Native American ARC students also fell from 4.8 years to 3.8 years.

Overall, all of ARC’s historically disproportionately impacted new, 1<sup>st</sup> time to college student populations experienced improvements in median years needed to earn a degree.

<sup>22</sup> This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn an Associate's Degree at ARC.

Transfer Ready Rate (in 3 years):

## Transfer Ready (in 3 yrs)



The transfer ready rate for new, 1<sup>st</sup> time to college ARC students increased slightly from 7.6% in 2017-2018 to 8.1% in 2021-2022, a .5 percentage point increase<sup>23</sup>.

The transfer ready rate for new, 1<sup>st</sup> time to college African American ARC students also increased from 2% to 4.3%, a 2.3 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The transfer ready rate for new, 1<sup>st</sup> time to college Latinx ARC students also increased from 5.6% to 6.6%, a 1 percentage point increase.

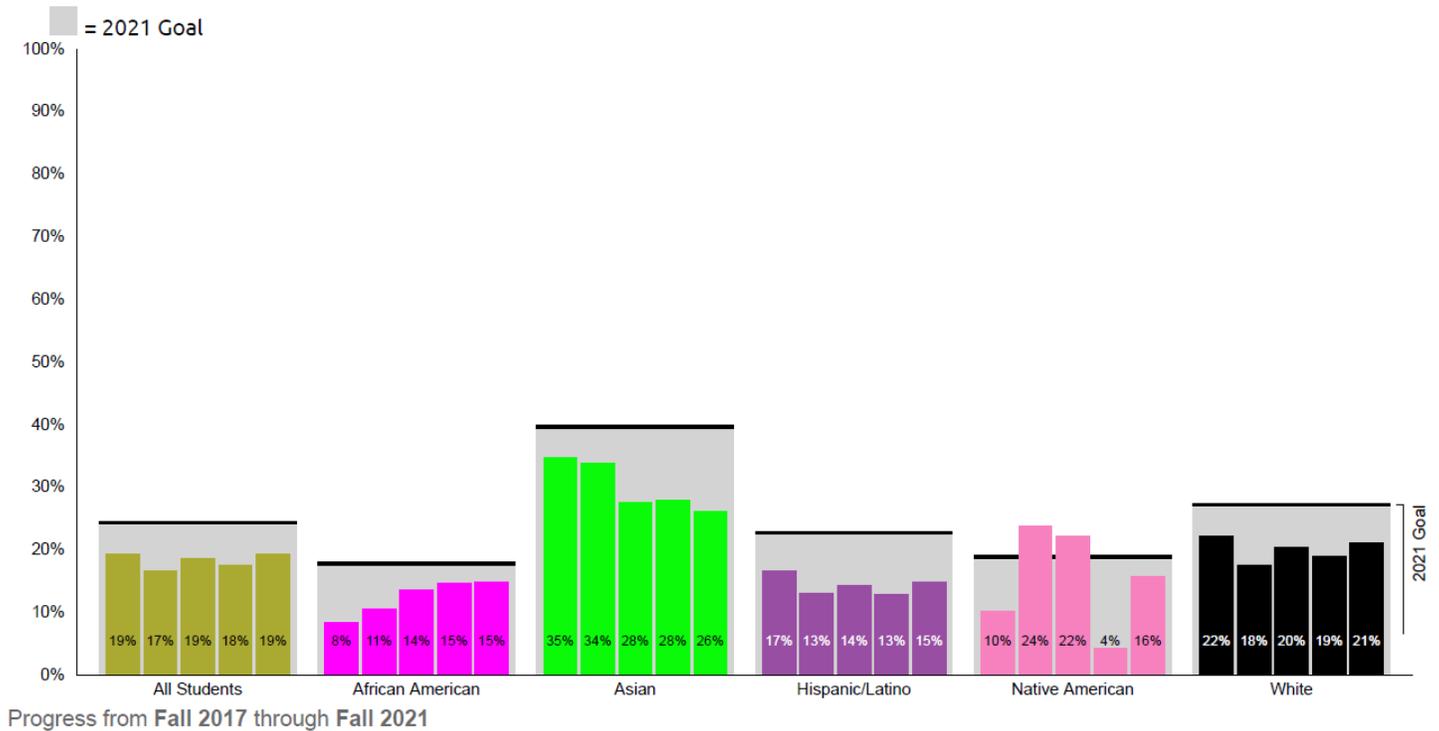
The transfer ready rate for new, 1<sup>st</sup> time to college Native American ARC students decreased from 16.7% to 5.6% at 11 percentage point decline (Note: this reflects a change from 3 students to 1 student). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer ready rate improved slightly for new, 1<sup>st</sup> time to college Latinx students.

<sup>23</sup> Transfer Ready is defined as the percentage of new, first time to college students that within three years accumulate at least 60 transferrable units, have at least a 2.00 GPA, and have passed both a transfer level English and Math course, irrespective of whether they ever transfer to a four year university.

Transfer Rate (in 4 years):

## Transfer Rate (in 4 yrs)



The transfer rate for new, 1<sup>st</sup> time to college ARC students remained relatively unchanged from 19.4% in 2017-2018 to 19.3% in 2021-2022, a .1 percentage point decline<sup>24</sup>.

By contrast, the transfer rate for new, 1<sup>st</sup> time to college African American ARC students increased from 8.4% to 14.8%, a 6.4 percentage point increase.

The transfer rate for new, 1<sup>st</sup> time to college Latinx ARC students fell slightly from 16.6% to 14.8%, a 1.8 percentage point decline.

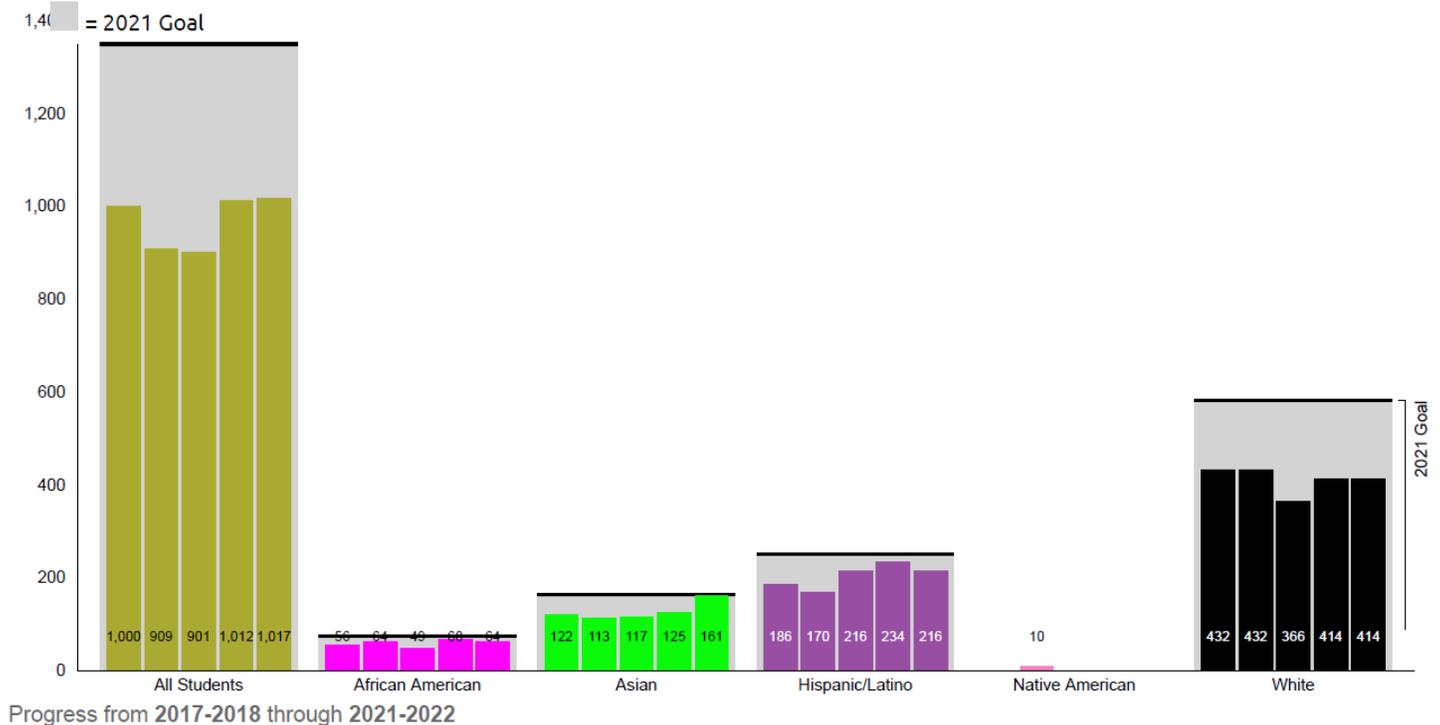
The transfer rate for new, 1<sup>st</sup> time to college Native American ARC students increased from 10.3% to 15.8% at 5.5 percentage point increase (Note: this reflects 1 to 5 students achieving this milestone in each cohort). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer rate (in 4 years) improved for new, 1<sup>st</sup> time to college African American students, and represented the largest improvement for any group.

<sup>24</sup> Transfer Rate is defined as the percentage of new, first time to college students in an initial fall semester that within four years are reported by the National Student Clearinghouse (NSC) database as having transferred from ARC to a four year university.

Total Transfers to CSU:

### Total Transfers to CSU\*\*



The total number of transfers to CSU for ARC students increased slightly from 1000 in 2017-2018 to 1017 in 2021-2022, a 1.7% increase, well short of the 35% metric improvement goal<sup>25</sup>.

The total number of transfers to CSU for African American ARC students also increased, but by a substantially larger percentage, from 56 to 64, a 14.3% increase.

Similarly, the total number of transfers to CSU for Latinx ARC students also increased substantially from 186 to 216, a 16.9% increase.

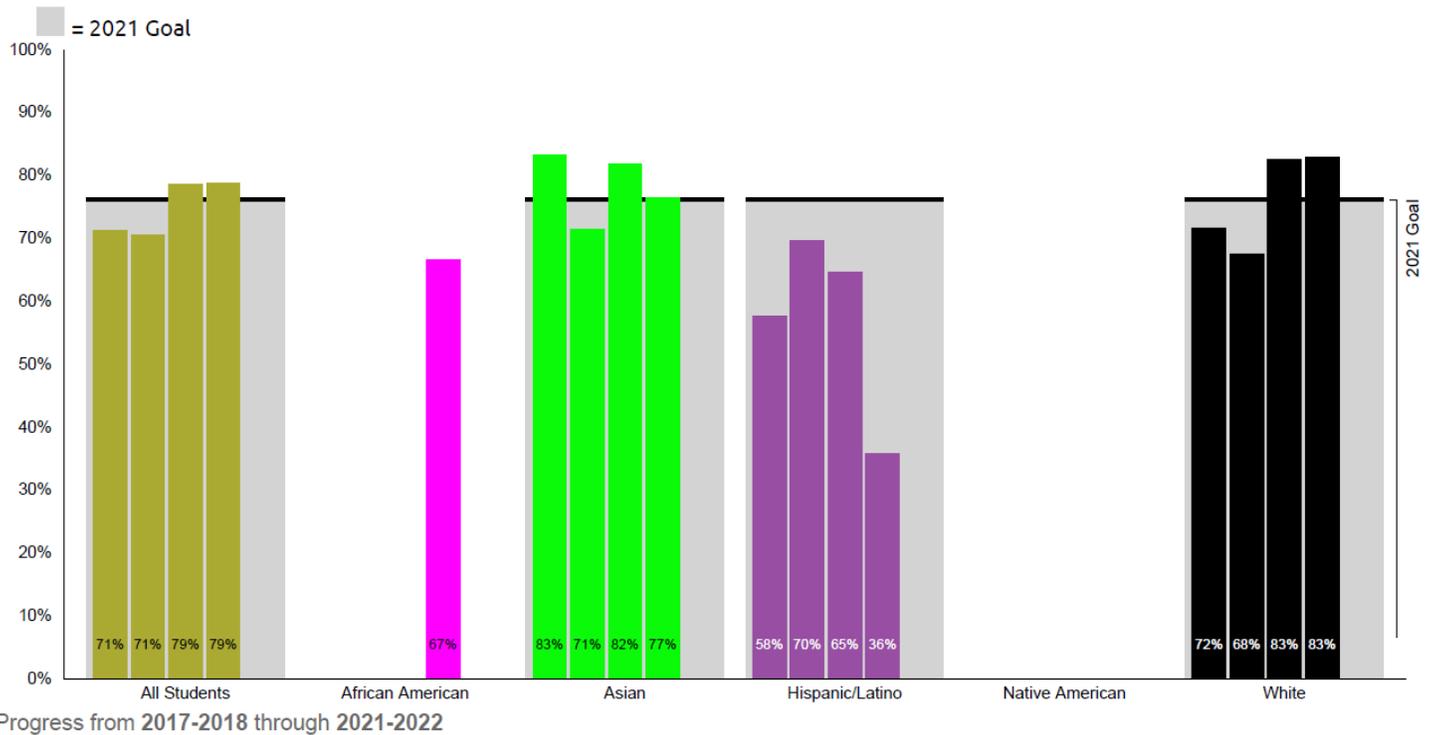
The total number of transfers to CSU for Native American ARC students was listed as 0, unchanged from 2017-2018 to 2021-2022, although in 2018-2019, this number jumped to 10. (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of transfers to CSU increased substantially for African American and Latinx students, and at a much higher rate than for all ARC students.

<sup>25</sup> This metric shows the total number of transfers that the CSU System credits to ARC for a given academic year, as reported by the CSU System Office [State Chancellor's Office Vision for Success goal].

Exiting Career Education Students Employed:

## Exiting CE Students Employed



This metric relies on the CTEOS Survey conducted by the CCCCO. Data is currently only available through 2020-2021<sup>26</sup>.

The rate of exiting CE students employed for ARC CE students increased from 71.2% in 2017-2018 to 78.8% in 2021-2022, a 7.6 percentage point increase, and exceeded the 5 percentage point metric improvement goal.

By contrast, the rate of exiting CE students employed for Latinx CE ARC students fell substantially from 57.7% to 35.9%, a 21.8 percentage point decline.

Unfortunately, data are unavailable for African American or Native American CE students.

Overall, although the rate of exiting CE students employed for ARC CE students increased for students overall, the opposite was true for Latinx CE ARC students.

<sup>26</sup> This metric reflects the percent of ARC's completer and skills-building students (CCCCO's Journey Type = 'Short-Term Career Students') that secured a job that is closely related to their program of study [State Chancellor's Office Vision for Success goal]. The statistics shown here were drawn from the State's CTEOS (survey) results and made available to individual colleges via the CCCCO's Student Success Metrics portal (note that racial groups of less than ten students have been masked in this ARC report). Students were surveyed if they met one of the following criteria in an initial year and did not enroll (or were minimally enrolled) in the subsequent year: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. More info at <https://cteos.santarosa.edu/cteos-survey-home>.