

# Accountability Reporting for the Community Colleges (ARCC) Measures

## **1. Student Progress and Achievement Rate (SPAR)**

- Percentage of cohort of first-time students who showed intent to complete (i.e., had minimum 12 units earned who attempted a degree/certificate/transfer course within six years) and who achieved ANY of the following outcomes within six years of entry:
  1. Earned an AA/AS or earned a Certificate (18 units or more)
  2. Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
  3. Successfully completed both transfer-level Math and English courses (“Transfer Directed”)
  4. Successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  (“Transfer Prepared”)

## **2. Percent of Students Who Earned at Least 30 Units**

- Percentage of cohort of first-time students with minimum 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have earned at least 30 units while in the CCC system within six years of entry.

## **3. Persistence Rate**

- Percentage of first-time students with a minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system (exclusions are students taking only PE classes and students who transferred to a four-year institution or received an award prior to the subsequent Fall).

## **4. Annual Successful Course Completion Rate for Credit Vocational Courses**

- Success was defined for students enrolled in credit vocational courses as having been retained to the end of the term (or the end of the course) with a final course grade of A, B, C, or P (the cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course.)

## **5. Annual Successful Course Completion Rate for Credit Basic Skills Courses**

- Success was defined for students enrolled in credit basic skills courses as having been retained to the end of the term (or the end of the course) with a final course grade of A, B, C, or P (the cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course.)

## **6. Improvement Rate for Credit ESL Courses**

- The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course (the cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course). Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. The outcome of interest is the group of students who successfully completed a higher-level ESL course in the same discipline or a transfer-level English course within three years of completing the first ESL course.

## **7. Improvement Rate for Credit Basic Skills Courses**

- The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course (the cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course). Students starting at one or more levels below transfer level were included in the cohorts. The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three years of completing the first basic skills course.