

## Cosumnes River College – 2009 ARCC Response

The 2009 Cosumnes River College (CRC) ARCC report indicates substantial improvement in the percent of students who have earned at least 30 units and increases in the student progress and achievement, persistence, and basic skills improvement rates. The college is generally pleased with this progress and that our performance in these areas is above the average for our peer groups.

Although the 2009 ARCC report indicates a slight decline in the ESL improvement rate from the previous year, the college remains committed to work in this area, despite the upward trend in this metric and ESL course completion rates that are near the top of our peer group.

Of greatest concern are the decreases in our 2007/08 course completion rates in vocational and basic skills courses. These decreases are primarily explained by a change in methodology for these metrics for the 2007/08 year. Had the previous methodology been used, our 2007/2008 course completion rates would have increased by 4% to 5%, and would have indicated modest improvement in vocational and a slight decline in basic skills course completion rates. The change to compressed calendar in 2007/08 may have exerted a short-term impact on basic skills course completion.

CRC is encouraged by its improvement in vocational course completion and by data that indicate significant improvement in our spring 08 vocational course completion rates compared to previous semesters. The college remains committed to improving its course completion rates. CRC anticipates that the continued implementation of its student success initiatives, which include the Basic Skills Initiative, Freshman Seminar, SLO assessment, and enhanced and on-going professional development, will improve our course completion rates. In addition, because our VTEA technical skill attainment core indicator indicates that 95% of students who have completed 12 units in vocational programs perform well above the state average, the college will be implementing strategies designed to support the success of students in entry-level vocational courses. Implementation of these intrusive strategies may improve completion rates in vocational courses.

CRC continues to experience rapid growth and demographic change. The college's enrollment has grown almost 25% over the past three years to just over 15,000 students and our demographic profile includes no majority population. Specifically, in fall 2007:

- 40.1% of CRC students were first generation students;
- 49.7% of CRC students lived in households that were low income or below the poverty line;
- 33.7% of CRC students were between 18-20 years of age;
- 31.4% of CRC students were African American, Latino or Native American;
- 30.8% of CRC students were Asian/Pacific Islander; over half of these students were Vietnamese, Filipino or Chinese.
- Over 90 first languages are spoken by CRC students;
- 29% of incoming students who completed an English writing assessment test placed into basic skills writing; and
- 38.1% of incoming students who completed a mathematics assessment test placed into basic skills mathematics.

These demographic indicators provide an important context for CRC imparting tremendous encouragement and inspiring our continued commitment to student success.