

ARCC 2008 Report: College Level Indicators Self-Assessment

Cosumnes River College

Los Rios Community College District

College Self-Assessment / Response

The ARCC report indicates modest increases in persistence, basic skills course completion, basic skills improvement rates at Cosumnes River College (CRC). The college is generally pleased, but not satisfied, with its progress and strength in these areas, as indicated by these increases and by our above average performance relative to the peer groups.

The college is very pleased by its strong ESL improvement rates, which have increased and are at the top of our peer group. Initial dialogue about our exemplary performance indicates that the enhanced ESL student success may reflect recent curriculum revisions in ESL and the creation of a new ESL instructional area at the college.

The college's performance in the areas of student progress and achievement (including the completion of at least 30 units), however, has experienced a modest decline over the past several years and is slightly below the average for the peer groups for these measures. It should be noted that the validity of this data is impacted by Folsom Lake College's 2004 transition from center to college status. Students identified in the CRC cohort who continued their education at Folsom Lake are classified as non-completers in our data. Although this circumstance lowers our performance in this area, CRC has strengthened its opportunity for improved outcomes on these long term measures by hiring a new Dean of Student Services and Enrollment Management.

CRC is also concerned about its course completion rates in vocational courses, which decreased this year and are near the bottom of the college's peer group for this measure. The college has explored the demographics of its vocational students and has examined student success, barriers to success and enrollment data in each of its vocational programs. These results identified a number of areas for subsequent research that hold promise for improved student outcomes. This report, and additional data from the follow-up study, will inform the development and implementation of strategies designed to strengthen CRC's performance in this area.

By way of context, CRC has experienced dramatic demographic change and rapid growth. The college's enrollment has grown 17.6% over the past three years, and CRC now serves almost 14,000 students; our demographic profile also includes a significant percentage of students from traditionally underperforming groups. Specifically, during the fall 2006 semester:

- 39.2% of CRC students were first generation students;
- 49.6% of CRC students lived in households that were low income or below the poverty line;
- 33.4% of CRC students were between 18-20 years of age;
- 30.2% of CRC students belonged to ethnic minority groups that are traditionally under-represented in higher education (African American, Latino and Native American).

Additionally, during the 2006-07 academic year:

- 29.2% of incoming students who completed an English writing assessment test placed into a basic skills writing class;
- and
- 40.78% of incoming students who completed a mathematics assessment test placed into a basic skills mathematics class.

This demographic profile provides an important context for CRC, providing tremendous encouragement and inspiring our continued commitment to student success.



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