Executive Summary
Basic Skills Assessment, Enrollment and Student Success
Cosumnes River College

The attached data was generated using the methodology set forward in the Basic Skills Initiative Project. However, given the upcoming change in the graduation requirements, we ran the data with two scenarios. The first scenario shows the assessment results using the current definition of basic skills in math and english. The second scenario groups Math 100 and English 101 in with the basic skills group since these courses will soon be identified as below college level (although they may not be recategorized as basic skills). This will be saved as baseline data in the event that they are indeed reclassified in this way. It also shows that if the trends continue, 72% of incoming students will need to start with a math class that is below college level and at least 61% will need to start in a reading/writing class that is below college level.

Key results for the first scenario (which reflects the prescribed methodology):

- The need for basic skills mathematics exceeds the need for basic skills english and reading, although a high number of students who elected to take an ESL assessment test last year were correct in their self assessment.
- 33.5% of students who took at assessment test last year placed into a developmental education class
- 13.87% of the students who attended CRC during the 06-07 academic year enrolled in at least one basic skills class
- The number of students who enroll in a basic skills class is far below the number of students who assess into that basic skills class. For example, last year 1,807 students assessed into basic skills math, but only 1283 students enrolled - and some of those students may have taken their assessment test in a previous year. Similarly, 1668 students assessed into basic skills writing, but only 614 enrolled; and 993 assessed into basic skills reading but only 251 enrolled. It is possible, however, that some of these students retook the assessment test and assessed into a higher level course.
- Retention in basic skills courses last year was fairly strong, although it was weakest in reading and writing.
- Basic skills math students and students who enroll in the basic study skills courses are most at risk as shown by the fact that they had higher course repetition rates and lower fall-to-fall persistence rates as compared with students enrolled in the other basic skills courses.
- A significantly higher percentage of ESL and Math students enrolled in more than one basic skills course in those disciplines last year as compared with Reading and Writing (100% and 34.2% respectively). This includes students who repeated a class and students who enrolled in the next ESL or math course.
- Student success is highest in ESL and lowest in mathematics and reading.
- Fewer full time teachers teach basic skills reading and writing as compared with math, ESL and study skills - although this doesn't seem to have a negative effect on student success.