As part of the Research Office’s efforts to provide relevant program-level data to the college, we have extracted the following information from the CCCCO 2009 Basic Skills Accountability Report, which was written to meet the requirements of Assembly Bill 194. This brief report highlights key attributes of our basic skills English and math cohorts compared with analogous college-wide or statewide data.

Demographics
During the 2007-2008 academic year
- The percentage of females in the basic skills cohort (61.7%) exceeded the percentage of females at the college (57%).
- The age distribution of the basic skills cohort was similar to the college’s student population.
- The percentage of African American and Hispanic students in the basic skills cohort (21.7% and 20.8% respectively) exceeded the percentage of African American and Hispanic students at the college (14.8% and 15.7% respectively).
- The percentage of White students in the basic skills cohort (18.1%) was lower than the percentage of White students at the college (29.8%).

State-wide Comparisons
Assessment into Basic Skills English and Math
During the three academic years of 2005-2006 through 2007-2008,
- A smaller percentage of CRC students assessed into transfer/college level mathematics (12%) compared with the statewide data (16%).
- A greater percentage of CRC students assessed into transfer/college level English (38%) compared with the statewide data (28%).

Scheduling
During the three academic years of 2005-2006 through 2007-2008,
- The percentage of credit math sections that were basic skills at CRC (23.6%) was slightly below the statewide percentage (25%).
- The percentage of credit English sections that were basic skills at CRC (15%) was below the statewide percentage (18%).

Student Success
- The average fall to spring persistence of CRC basic skills students for the three years (90.8%) exceeded the statewide persistence of basic skills students (87.3%).
- Over 14% of CRC first time freshmen in 2000-2001 who assessed three levels below transfer successfully completed transfer level mathematics by the end of the 2007-2008 academic year, compared with 12% statewide.
- Over 36% of CRC first time freshmen in 2000-2001 who assessed two levels below transfer level English successfully completed transfer-level English, which was comparable to statewide data.