The decreased number of sections and increased attentiveness to adhering to class maximums this fall has resulted in a decrease of 786 students (4.8%) compared to this time last year. It is interesting to note, however, that if the growth during the previous four years had continued without change, we would have expected a Fall 2010 enrollment of approximately 17,713 students. This means that CRC had 2,264 fewer students than would have been expected if we had not been experiencing budgetary issues (which led to course section reductions and other enrollment management techniques.)

Trending Towards Enhanced Gender Balance

The trend toward enhanced gender balance, which started last year, has been sustained this year. In fact, the gender distribution for Fall 2010 is exactly the same as Fall 2009, which means the FTE cuts did not have a disproportionate impact on students, based on their gender.
In Fall 2003, 63.7% of CRC's students declared they were not white. That percentage is now 75.6% (an increase of almost 12%). In addition, despite recent changes which provided students with the opportunity to declare multiple ethnicities and/or identify specific ethnic backgrounds within the Asian/Pacific Islander and Hispanic designations, an increasing percentage of students are selecting other/unknown ethnicity. This may reflect that the complexity of CRC’s diversity extends beyond the type and number of categories provided on the application.

**Socioeconomic Diversity Expands**

Almost 60% of CRC's Fall 2010 student population have incomes and household sizes that are classified as poverty or low income, an increase of 3% compared to Fall 2009. The Department of Health and Human Services defines a household of one person with an income of less than $11,161 as poverty level. A family of four with income less than $22,000 would also be classified as poverty level. Low-income threshold levels are approximately 1.5 times the poverty level thresholds.

**Did you know?**

Effective teachers of diverse students:
- have a clear sense of their own ethnic and cultural identities.
- communicate high expectations for the success of all students and a belief that all students can succeed.
- are committed to achieving equity for all students and believe they can make a difference in their students' learning.
- have developed a bond with their students and cease seeing their students as "the other."
- provide an academically challenging curriculum that includes the development of higher-level cognitive skills.
- focus on students' creation of meaning about content in an interactive and collaborative learning environment.
- help students see learning tasks as meaningful.
- provide a "scaffolding" that links the academically challenging curriculum to the cultural resources that students bring to school.
- explicitly teach students the culture of the school and seek to maintain students' sense of ethno-cultural pride and identity.

Educating Teachers for Diversity
Zeichner (1992)
Slightly more than 42% of CRC students have parents who have not attended college. CRC continues to have the highest proportion of first generation students in the District. Interestingly, the course success and persistence rates of our first-generation students are comparable to our non first-generation students.

Families of first-generation students sometimes discourage them from going to college and this can lead to alienation from family support. First-generation students are also susceptible to doubts about their academic and motivational abilities; they may think they are not college material.

Overcoming these personal challenges is crucial to a successful transfer to a four-year college.

Researchers offer specific suggestions for meeting the needs of Millennial students (students under the age of 30):

- Develop campus rituals and traditions to build sense of community;
- Explain issues such as academic integrity, intellectual ownership, cheating;
- Provide clear expectations, detailed instructions and explicit syllabi;
- Offer mental health counseling and support;
- Provide time management, study skills and conflict resolution training;
- Offer career planning that stresses the long term over the short term;
- Provide internship opportunities; and
- Provide cutting-edge technology, interactive web services and an infrastructure for virtual communities.

This graph shows the continued growth in the percentage of students at CRC who are between the ages of 21 and 29 and a continued decrease in the percentage of students at CRC who are years of age or older; trends that have been true over the past several years. Currently almost 73% of our students are under the age of 30!
Closing Thoughts

- In 09-10 course success rates of recent high school graduates improved by 2.5% compared with 08-09.
- In 09-10 course success rates in Basic Skills ESL Reading and Math increased by 1.8% and 1.5% respectively compared with 08-09.
- Course success rates in Basic Skills English Writing, English Reading, English Listening, and ESL Writing have increased 4% to 5% over the past two years.
- Over 81% of the DIOP students who enrolled in English 300 during Spring 10 were successful, compared with an overall English 300 success rate of 64%.
- In Spring 2010, 1,039 students were transfer-ready (which means they had completed 56 units, including a transfer-level Math and English course) compared to 864 the prior spring, an increase of 16.8%.

This partial list of accomplishments shows that your efforts are making a difference in the lives of CRC’s students!

Course Success Rate Rebounds Slightly

Although the Spring 2010 course success rates are slightly below those of Spring 2005 - they have increased slightly compared to Spring 2009. CRC course success rates (the percentage of students enrolled at census who receive credit or a grade of “C” or better in the course) have traditionally been lower than the other LRCCD schools.

Increase in Student Persistence Continues

Effective retention strategies will be multifaceted, and will assist students in developing a sense of social security accompanied by a sense of academic competence.

Effective programs affirm and help students understand that academic success is not attained through individual achievement alone, but through an axis of support.

-Texas Guaranteed Student Loan Corporation

The percentage of students who attend CRC during a given fall term and enroll in the subsequent spring term has been increasing for the most part since 2001. CRC’s persistence rates are traditionally greater than the other LRCCD schools.

It should be noted that a 62% persistence rate combined with fairly static semester enrollments means that close to 40% of our students each Spring are new to the college or are CRC students who have taken a leave of absence.

These persistence rates also explain the fact that CRC served a total of 21,815 students during the 08-09 academic year, although we enrolled approximately 14,500 students each semester during that academic year.