CRC’s Growth Curtailed

The decreased number of sections and adherence to class maximums has resulted in a decrease of 374 students (2.4%) compared to this time last year. It is interesting to note, however, that if the growth we had experienced between Fall 2005 and Fall 2009 had not been curtailed, we would have expected a Fall 2011 enrollment of approximately 20,000 students. This means that this fall we had 5,000 fewer students than would have been expected if we were not experiencing budgetary issues.

Contemplate this…

“While high school graduates with no college education collect an average weekly salary of $583, according to Current Population Survey data, that figure jumps nearly 15 percent to $670 for associate degree holders.”

Community College Review January 9, 2009

Almost 37% of CRC’s students work 20 hours per week or more.

89 out of every 1000 adults in Sacramento County enroll in one of the Los Rios Community Colleges (compared to 73 out of 1000 statewide).

LRCCD Office of Institutional Research

Trending Towards Enhanced Gender Balance

The trend toward enhanced gender balance, which started in 2009, continued this past year. In fact, the gender distribution for Fall 2011 is 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 student population declared an ethnicity other than white. That percentage is now 76.6%. In addition, despite the recent changes which provided students with the opportunity to declare multiple ethnicities and/or to identify specific ethnic backgrounds within the larger categories, an increasing number of students are selecting other/unknown ethnicity. This may reflect that the complexity of our diversity extends beyond the type and number of categories listed on the application.

Almost 60% of CRC’s Fall 2011 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 thresholds are approximately 1.5 times the poverty level thresholds.

According to Jeffrey Duncan-Andrade effective teachers of students in urban schools:

- Have a critically conscious purpose, which means that they understand that the students most likely to change the world are the students from low-income diverse backgrounds.
- Have a distinctive sense of duty to students and the community, which means that they embrace the opportunity to work with “challenging” students, associate teaching with the ‘struggle’ for human dignity and justice, and are risk-takers.
- Are constantly engaged in preparing and expanding their repertoire of learning activities for students.
- Constantly reflect on and critique their own practices in pursuit of higher levels of student engagement and learning.
- Understand the need for, and are committed to, building trust with their students.

Gangstas, Wankstas and Ridas: Defining, Developing and Supporting Effective Teachers in Urban Schools

Jeffrey Duncan-Andrade
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.

"First Generation" Students

First-Generation Student Characteristics

"While all students need time to adjust to college, those who are the first in their families to attend college may have additional obstacles to overcome. A first-generation student is more likely to be older, have a lower socioeconomic status, have a family, and attend school part-time (U.S. Department of Education, 2006). This kind of student is also more likely to commute to campus and thus is often less involved in campus life (Gibbons & Shoffner, 2004). In addition, first-generation students may feel guilty about attending college because of the financial strain it places on their families (Sickles, 2004)."

The Mentor
University of South Carolina
Fall 2007

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;
- Provide cutting-edge technology, interactive web services and an infrastructure for virtual communities.

-CSU, Long Beach

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 40 years of age and older, a trend that has been true over the past several years.

The slight decrease in students between the ages of 18-20 most likely reflects the reduction in course offerings combined with registration priorities. Currently almost 73% of our students are under the age of 30!
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

Spring course success rates declined in 2008 to 64.3% and remained at that level until this year. This trend has been reversed. Spring 2011 course success rates are 2.1% more than Spring 2007 rates and 3.2% more than Spring 2010 course success rates.

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 63% persistence rate means that in spring close to 40% of our students are new to the college or are prior CRC students who have taken a leave of absence. These persistence rates also explain the fact that CRC served a total of 21,905 students during the 10-11 academic year, although we enrolled approximately 15,000 students each semester during that academic year.