Snapshots of CRC’s Student Success

Average Course Success Rates, which have varied over time, have been relatively stable and low since FLC transitioned from being a CRC center to a full college (fall 2004). However, CRC average course success rates have been steadily increasing since fall of 2007. The following graph, however, demonstrates that not all groups of students are succeeding at comparable rates. Similar disparities in outcomes exist based on students’ age, gender and courses’ instructional mode.

Course Success Rates by Ethnicity (Fall 2010)
CRC’s persistence rates, which have traditionally been very strong compared to other colleges’ in the district and the state, increased significantly this fall. This significant increase may reflect external and internal impacts of the recent economic downturn, which make students in general less mobile and less likely to drop out of school due to employment changes.

**Fall 2006 First-time Student Goal Achievement**

![Graph showing CRC Fall-Spring Persistence Rate (End-of-Semester to End-of-Semester)]

* *Fall (EOS) to Spring (Census)*
* *For comparison purposes (Fall 2009 (EOS) - Spring 2010 (Census) = 62.1%*

Although our students remain enrolled, their achievement of long term outcomes is not as strong as comparable colleges in the district and the state. In fact, less than 28% of the 2006 first time students earned a certificate, degree or transferred by fall 2010. The following graph shows their progression toward this goal in terms of units earned.
Only 34% of the fall 2006 first time students successfully earned 15 units during their first academic year. It is interesting to note, however, that the loss of momentum lessens after this milestone. In addition, once students reach milestone #3 there is increased momentum to accomplish a long term goal. The following graphs demonstrate that the challenges of meeting milestone 1 are similar for students of various ethnicities and assessment placements. The gain or loss in momentum to and after this point varies, however, based on ethnicity and placement.

Slightly more than 13% of the fall 2006 first-time students who placed into basic skills achieved a long term goal by Fall 2010 (compared to 34% overall).
Slightly more than 40% of the fall 2006 first-time students who placed into college-level math and English achieved a long term goal by Fall 2010 (compared to 34% overall).

Did Not Take a Placement Test (N=2236)

Slightly more than 24% of the fall 2006 first-time students who did not take a placement test prior to their enrollment achieved a long-term goal by Fall 2010 (compared to 34% overall).