The 2011 Cosumnes River College (CRC) ARCC report indicates substantive improvements in the Percent of Students who Earned at Least 30 Units, Persistence Rates, Course Completion Rates for Basic Skills and an increasing trend in its ESL Improvement Rate. Overall the college is satisfied with its performance in these areas, which is above or close to the average in the peer groups for these metrics.

The college continues to monitor its Student Progress and Achievement Rate, which decreased slightly this year. This rate is negatively impacted by the fact that the college offers a number of certificates of completion not included in this metric because they are less than 18 units. In addition, many students did not apply for certificates they had earned this year due to the implementation of recent changes in federal financial aid management. This metric is also affected by the following factors, which can impede a student's ability to obtain courses, and inhibit the timely completion of his/her educational goals:

- Significant growth at the college (almost 23% over the past three years);
- FTE reductions;
- Facility limitations; and
- A Fall 2009 student population with a 58% employment rate; 72% of whom work half-time or more.

These factors, combined with the data element recoding project (CB 21), may have also contributed to the decreasing trend in CRC’s Basic Skills Improvement Rate, which is slightly below the average in our peer group. Another contributing factor may be recent curricular changes in mathematics that reduced the number of classes in the basic skills math sequence.

The college expects that with new leadership and the comprehensive curriculum review currently underway, we may see improved student success in the CTE area. Efforts to provide in-class support to specific CTE courses that enroll high numbers of basic skills students are underway. In addition, almost 30% of our CTE students last year were unemployed but seeking employment, an increase of almost 10% compared to 2008-09. Because the success of this demographic group is traditionally lower than their peers and decreased last year by more than 4%, the college will be engaging a data-driven inquiry process about how it might better support this important part of our CTE student population.

In addition to the rapid growth described previously, CRC continues to experience demographic change. The following data illustrate key aspects of CRC's Fall 2009 demographic profile:

- 41.9% first-generation students;
- 55.9% living in households that were low income or below the poverty line;
- 33.2% between the ages of 18 and 20;
- 37.2% African American, Latino or Native American students;
- 26.5% Asian/Pacific Islander students;
- 19.9% non-English first-language students (over 51 first languages spoken by CRC students);
- 25.8% placement into basic skills writing; and
- 39.7% placement into basic skills mathematics.

These demographic indicators, which will be closely monitored as the college responds to significant changes in its environment, provide an important context, imparting tremendous encouragement and inspiring our continued commitment to student success.