

Course Success Rates

Board Retreat
February 2026



COSUMNES
RIVER COLLEGE

Why it Matters

Course success rates directly attribute to:

- Persistence Rates
- Program Completion
- Transfer Rates
- Employment Opportunities
- Economic Mobility
- Student-Centered Funding Formula
- Financial Aid Impact
- Perpetuation of academic, economic, societal inequities
- Mission fulfillment
- Institutional Effectiveness

Bensimon, E. M., Dowd, A. C., & Kleiman, L. (2011). *Measuring Student Success: Institutional Effectiveness and Improvement*. In *New Directions for Community Colleges* (No. 153, pp. 53–89). Wiley.

Cuellar Mejia, M., Perez, C. A., Jacobo, S., Garcia, F., Rodriguez, O., & Hsieh, V. (2023). *Tracking progress in community college access and success*. Public Policy Institute of California.

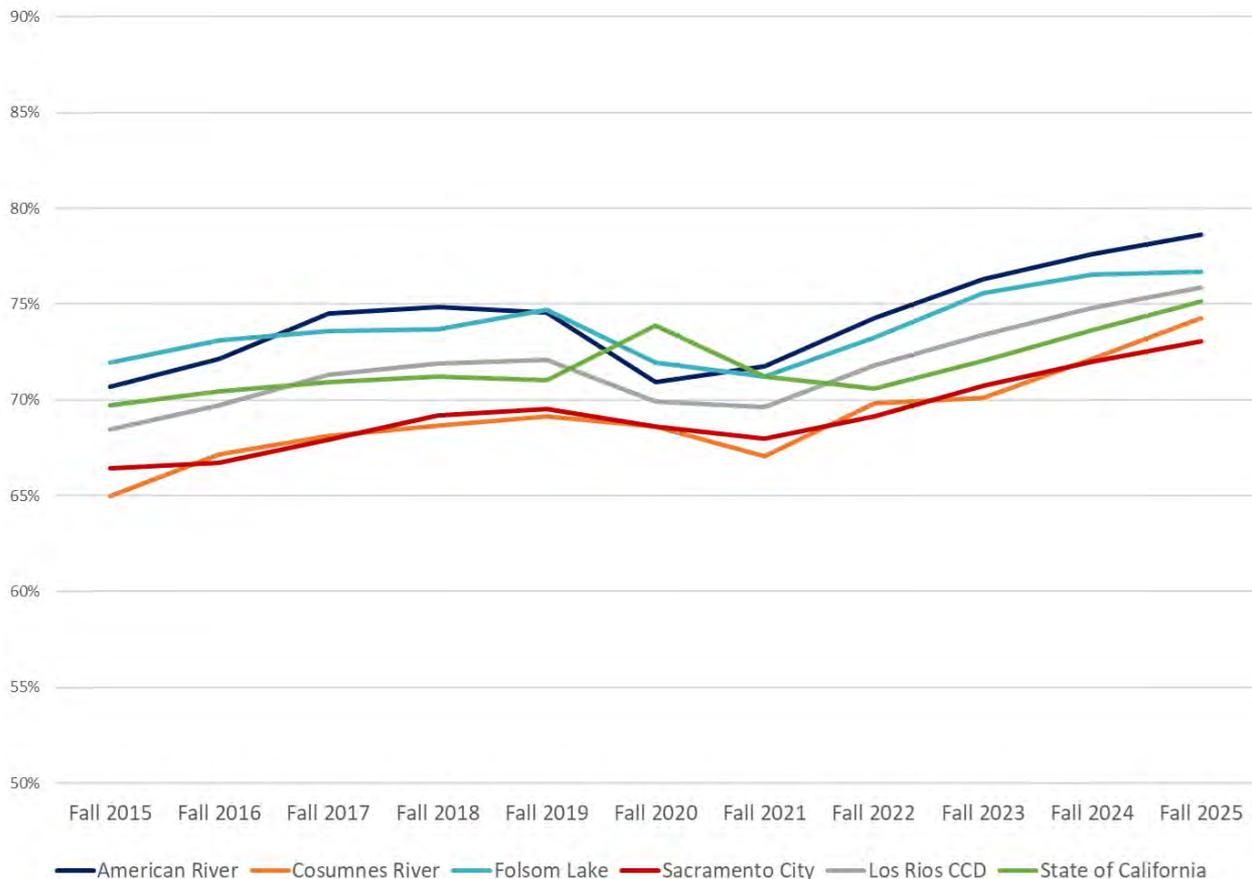
Liera, R., & Desir, S. (2023). *Taking equity-mindedness to the next level: The equity-minded organization*. *Frontiers in Education*, 8, Article 1199174. <https://doi.org/10.3389/feduc.2023.1199174>

Soliz, A. (2025). *Improving community college student persistence and degree completion*. *Policy Insights from the Behavioral and Brain Sciences*, 12(2), 139–146. <https://doi.org/10.1177/23727322251361761>

The image shows the exterior of a modern building at dusk. The building features a mix of brick and light-colored panels, with large glass windows and a prominent entrance. A wide concrete walkway leads towards the building. The sky is a deep blue with some light clouds. A semi-transparent white box is overlaid on the center of the image, containing text.

Cosumnes River College provides an innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals.

Overall Course Success Rate by Institution, Fall 2015-Fall 2025



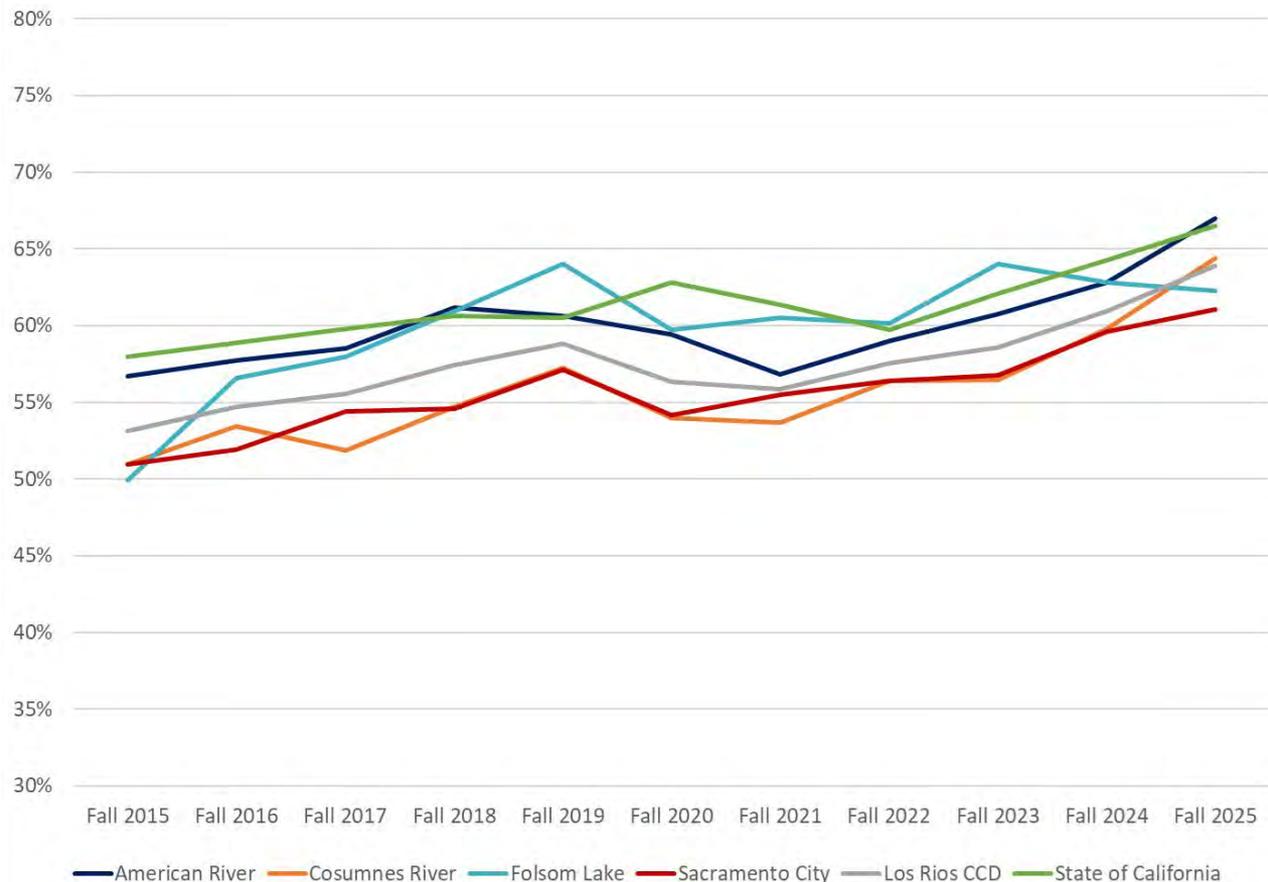
Source: CCCC - DataMart;
Outcomes; Retention/Success Rate
Query

“

The research that we do is conducted first and foremost with an equity and ethical lens. This means that we conduct a critical assessment of who is included, excluded, and impacted by practices, policies, and procedures across instruction, student services, and administration, as well as whose voices and experiences are included in research and evaluation design and delivery. **Research within our system and at our institution suggests that racial identity is the most salient indicator of disproportionate impact.** As such, our central focus is to understand the factors leading to different outcomes on the basis of racial identity - including factors created by ourselves and our institution. - CRC's Research and Equity Office

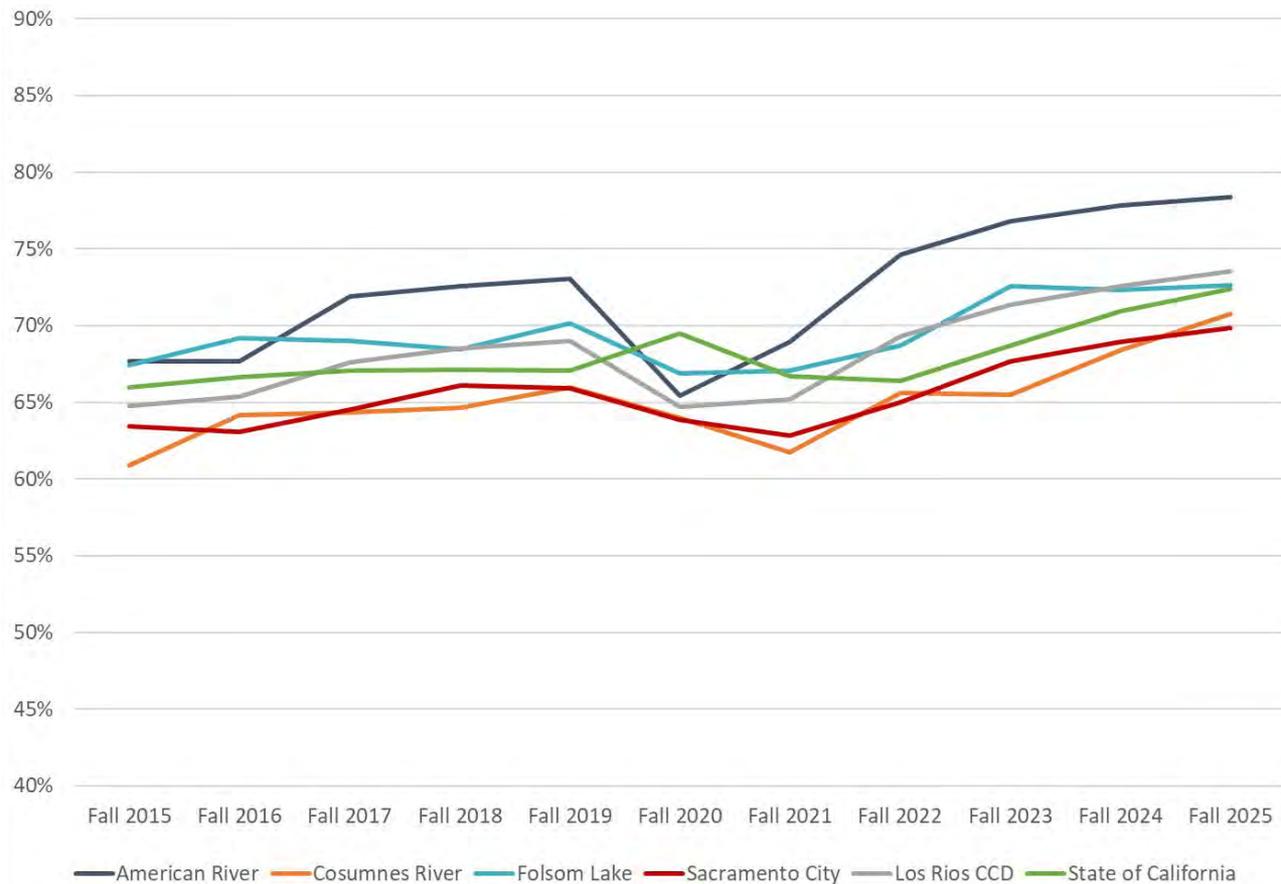
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Black Students' Course Success Rate by Institution, Fall 2015-Fall 2025



Source: [CCCCO - DataMart; Outcomes; Retention/Success Rate Query](#)

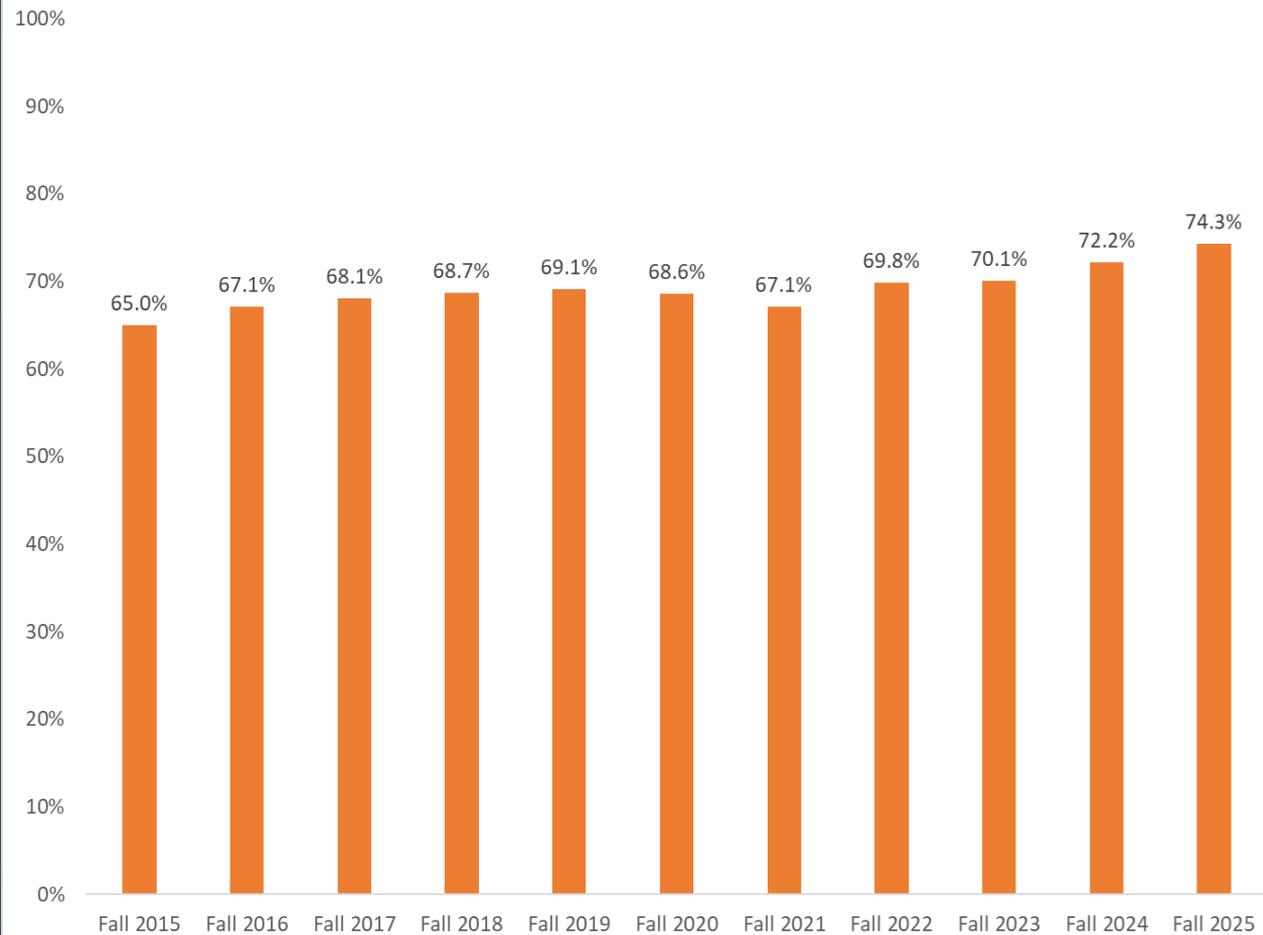
Latina/o Course Success Rate by Institution, Fall 2015-Fall 2025



Source: [CCCCO - DataMart; Outcomes; Retention/Success Rate Query](#)

Cosumnes River College Overall Course Success Rates, Fall 2015-Fall 2025

Source: CCCC - DataMart; Outcomes; Retention/Success Rate Query





Faculty-Level Support is Necessary

24-25 FACULTY COURSE SUCCESS RATES		
Instructor	Enrollment	Overall Success
Instructor 1	47	10.6%
Instructor 2	121	10.7%
Instructor 3	37	18.9%
Instructor 4	79	21.5%
Instructor 5	46	21.7%
Instructor 6	253	22.9%
Instructor 7	181	23.2%
Instructor 8	231	30.3%
Instructor 9	333	30.3%
Instructor 10	234	31.2%
TOTAL ENROLLMENTS	1562	
STUDENTS THAT FAILED OR WITHDREW	1166	75% Failed or Withdrew

CRC's Institutional Commitment

College leadership invested significantly in instructional excellence, equity-centered teaching, and faculty-driven innovation.

- Investment since 2019: ~\$5M+ in instructional support

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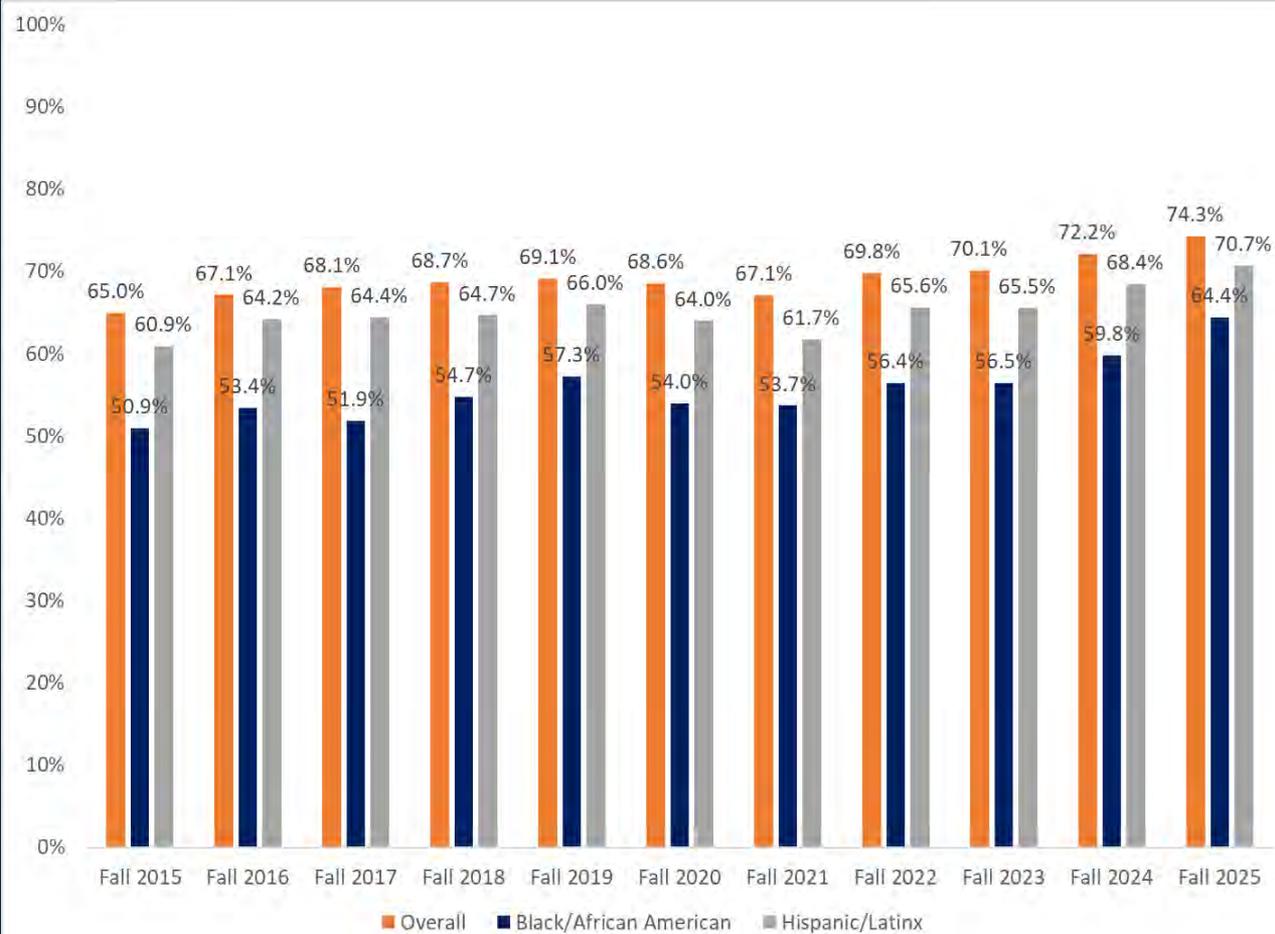
Using data to unearth/expose where student groups experience disproportionate impact at the college.

- CRC's Research and Equity Office's Responsibility and Practice Statement

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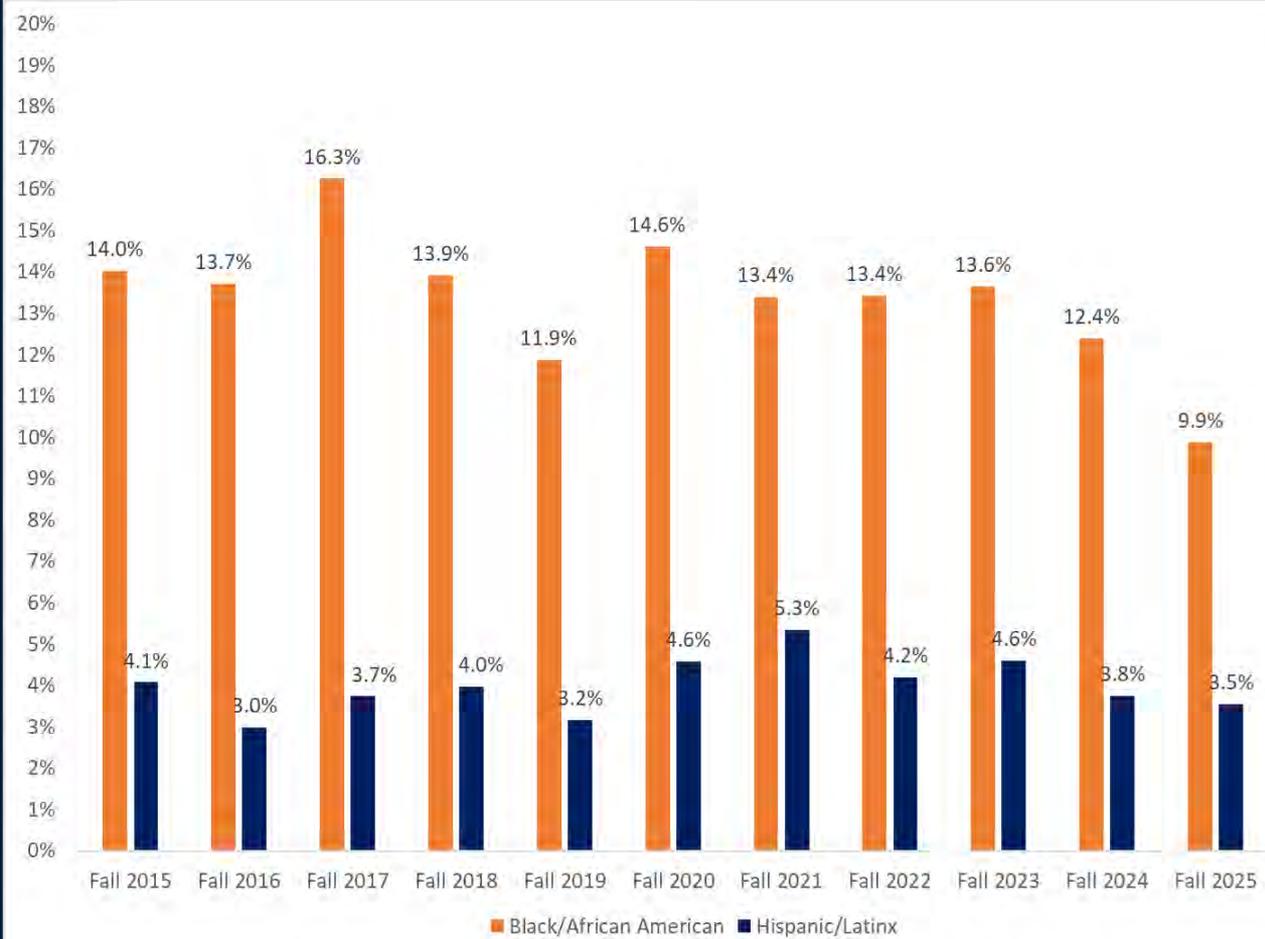
Cosumnes River College Disaggregated Course Success Rates, Fall 2015-Fall 2025

Source: [CCCCO - DataMart; Outcomes; Retention/Success Rate Query](#)



Cosumnes River College Course Success Rate Equity Gap, Fall 2015-Fall 2025

Source: [CCCCO - DataMart;](#)
[Outcomes; Retention/Success Rate](#)
[Query](#)



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If you want to close equity gaps, you have to examine where the gaps originate — and then change structures that reproduce them. - Gloria Ladson-Billings

Ladson-Billings, G. (2006). *From Achievement Gap to Education Debt*.

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Equity Gaps Exist Across Disciplines/Divisions

Mathematics

- Overall, 51.2%
- Black/African American Students, 40.4%
 - -10.8 percentage point gap
- Latino(a) Students, 48.5%
 - -2.7% percentage point gap

English (Writing/Composition)

- Overall, 68%
- Black/African American Students, 50.6%
 - -17.4% percentage point gap
- Latino(a) Students, 66.0%
 - -2% percentage point gap

Computer Science

- Overall, 74.2%
- Black/African American Students, 54.2%
 - -20% percentage point gap
- Latino(a) Students, 68.6%
 - -5.6% percentage point gap

Communication Studies

- Overall, 83.5%
- Black/African American Students, 70.7%
 - -12.8% percentage point gap
- Latino(a) Students, 80.7%
 - -2.8% percentage point gap

Data Transparency and Leadership Messaging

Creating a Culture of Accountability Without Blame

1. Data Tools to Empower Faculty
 - a. HawkDash & HawkTrack dashboards
 - b. Individual course success summaries
 - c. One-on-one TLL outreach
 - d. Data literacy workshops and flex trainings
2. Leadership Messaging Centered on Teaching & Equity
 - a. A collective responsibility
 - b. Focused on rigor + support
 - c. Transparent and improvement-oriented
3. Convocation Themes (2020 - 2025)
 - a. “We Won’t Fall” equity campaign
 - b. Radical transparency with disaggregated data
 - c. High expectations with high support

Shared Governance and Faculty Partnership

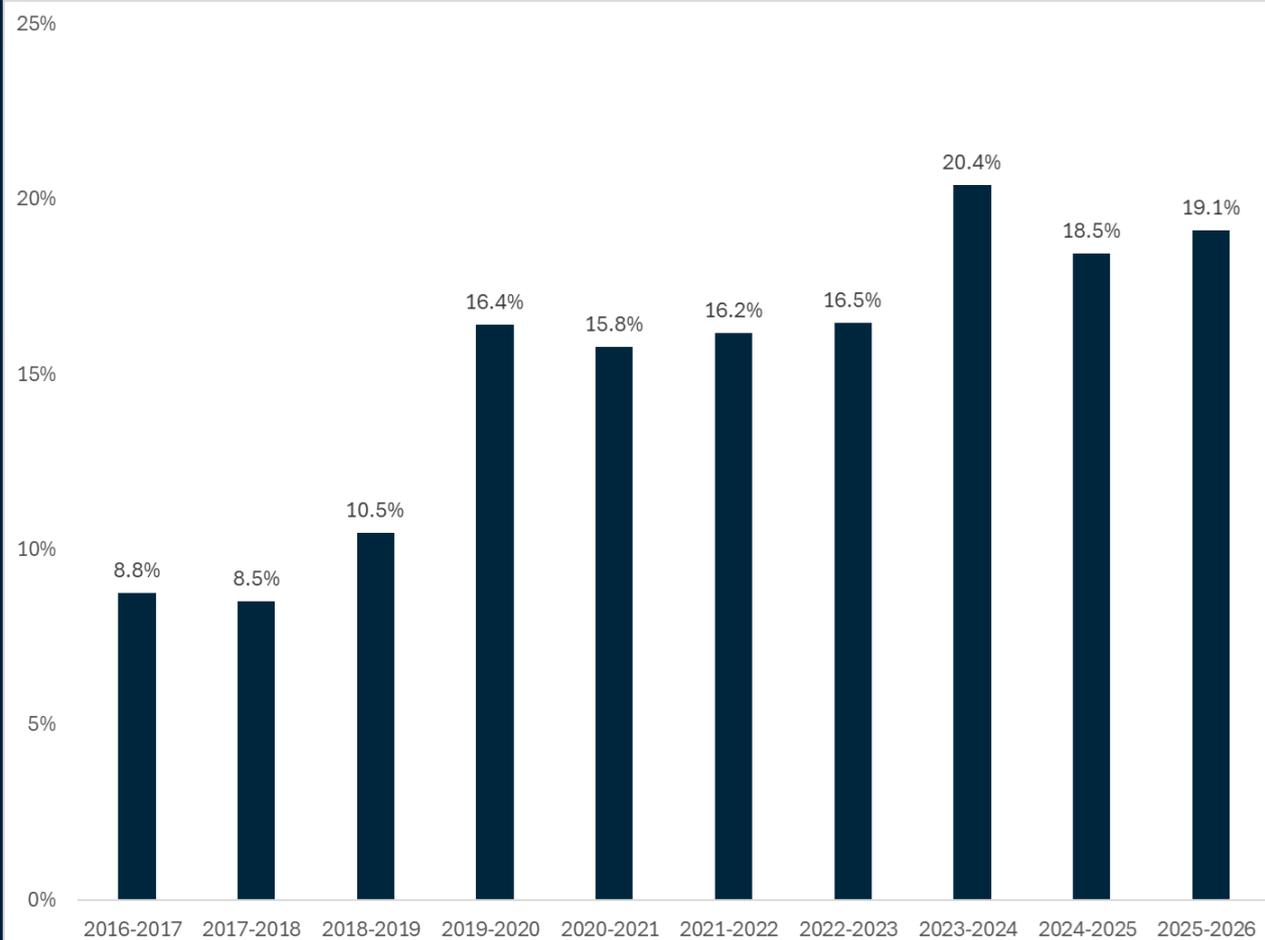
- Joint President & Academic Senate Forums (Fall 2024)
- Research-informed course success discussions
- Faculty input on dashboard revisions
- Ongoing professional development tied to improvement - not evaluation

A photograph of a modern building at dusk. The building features a mix of brick, concrete, and large glass windows. A semi-transparent white rectangular box is overlaid on the center of the image, containing the text "The rising tide...". The sky is a deep blue with some light clouds. The building's entrance is visible on the left, with a sign that reads "WINN CENTER".

The rising tide...

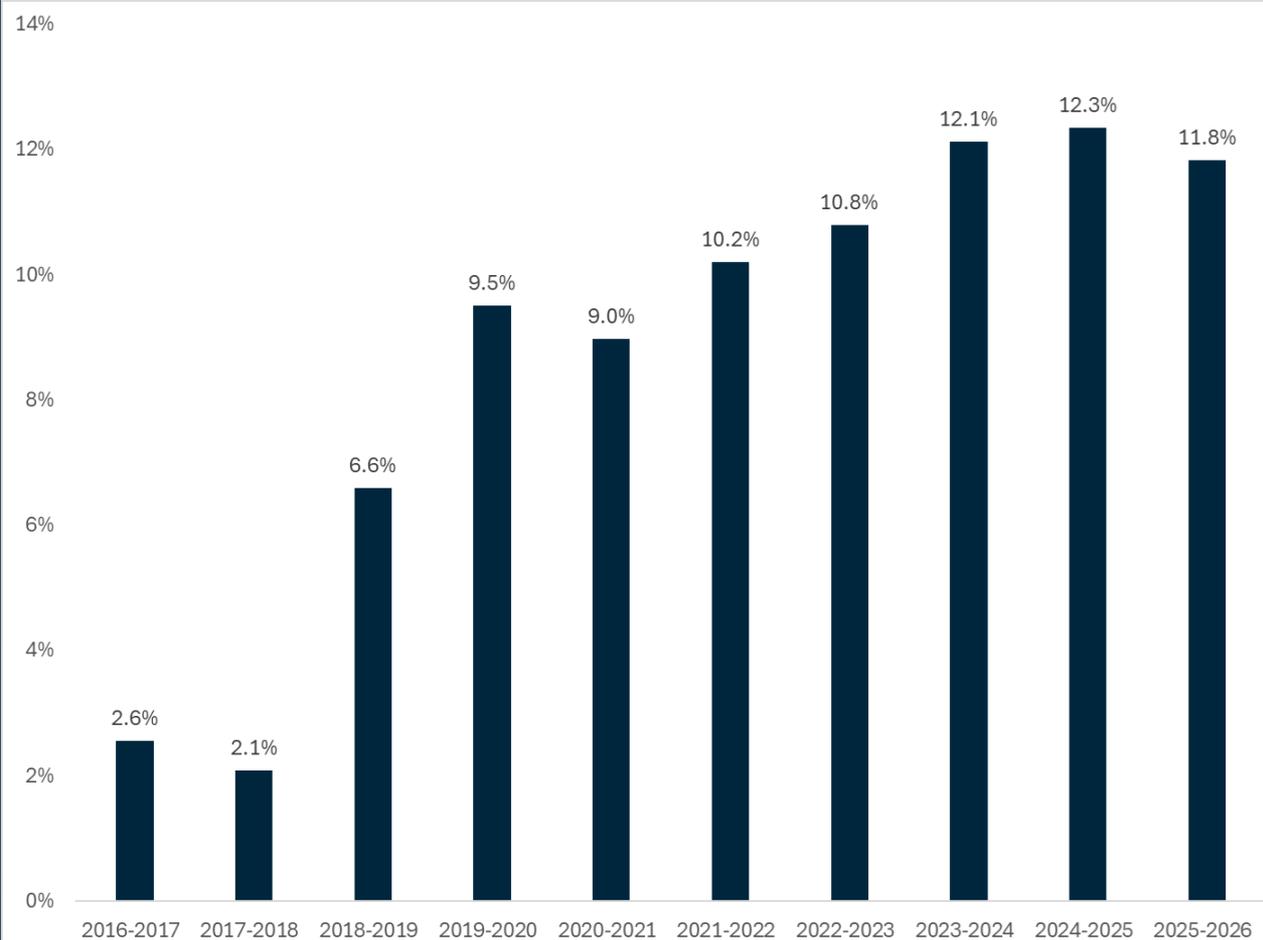
Cosumnes River College New-to-College (Fall Cohort): 15- unit enrollment rate

Source: [CRC Research and Equity Office; HawkTrack - Cohort Tracker](#)



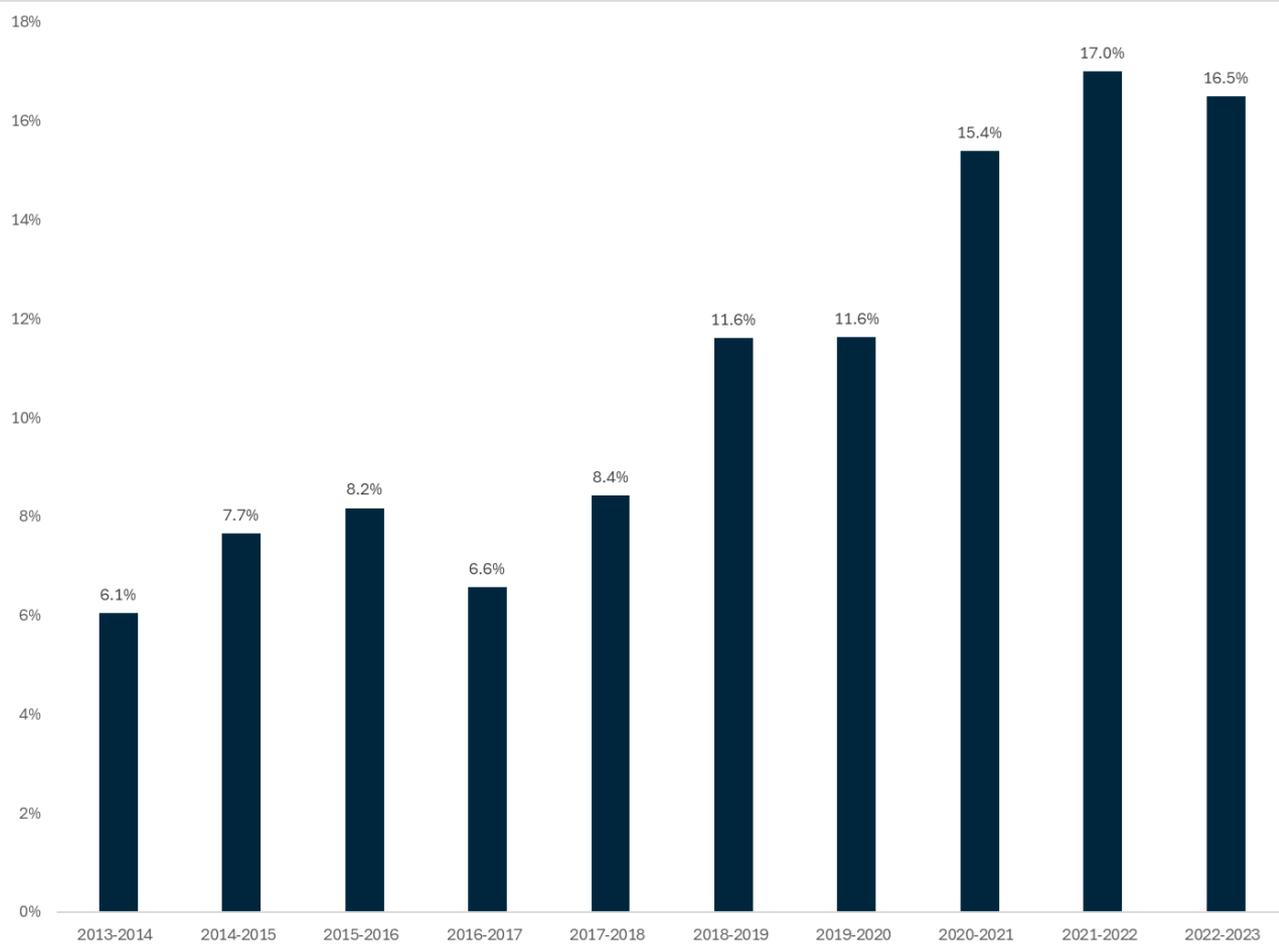
Cosumnes River College New-to-College (Fall Cohort): 1st Term Transfer- Level Math and English Completion Rate

Source: [CRC Research and Equity Office; HawkTrack - Cohort Tracker](#)



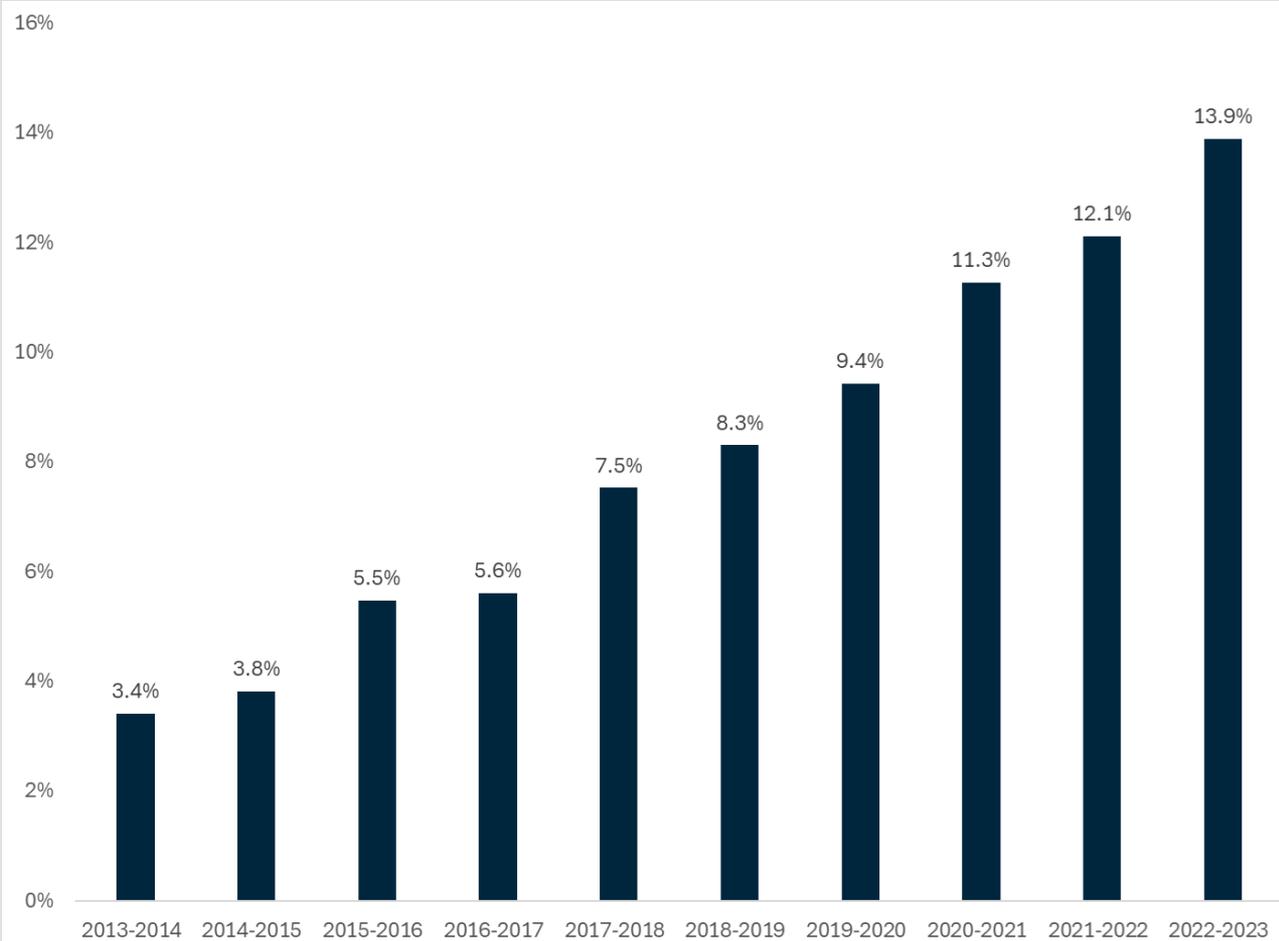
Cosumnes River College New-to-College (Fall Cohort): 150% Transfer Rate (3-Year Rate)

Source: [CRC Research and Equity Office; HawkTrack - Cohort Tracker](#)



Cosumnes River College New-to-College (Fall Cohort): 150% Degree/Certificate Completion Rate (3-Year Rate)

Source: [CRC Research and Equity Office; HawkTrack - Cohort Tracker](#)



When institutions identify and remove barriers for underserved students, overall institutional success and equity improve.



Kezar, A., Holcombe, E., Vigil, D., & Dizon, J. P. M. (2021). [*Shared equity leadership: Making equity everyone's work*](#) (On Shared Equity Leadership Series). Pullias Center for Higher Education, University of Southern California.