

CRC Midterm Report to ACCJC



Midterm Report

Submitted by

Cosumnes River College
8401 Center Parkway, Sacramento, CA 95823

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:



August 12, 2026

Dr. Torence Powell, Chancellor, Los Rios Community College District

Date



Jul 15, 2026

Dr. Edward Bush, President, Cosumnes River College

Date



August 12, 2026

Deborah Ortiz, President, Los Rios Community College District Board of Trustees

Date



Jul 15, 2026

Lauren Wagner, President, CRC Academic Senate

Date



Jul 15, 2026

Clarissa Hamilton-Correa, President, CRC Classified Senate

Date



Jul 16, 2026

[Chris Manuel Teodoro \(Jul 16, 2026 13:09:06 PDT\)](#)

Chris Teodoro, President, Associated Students of CRC

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Jul 15, 2026

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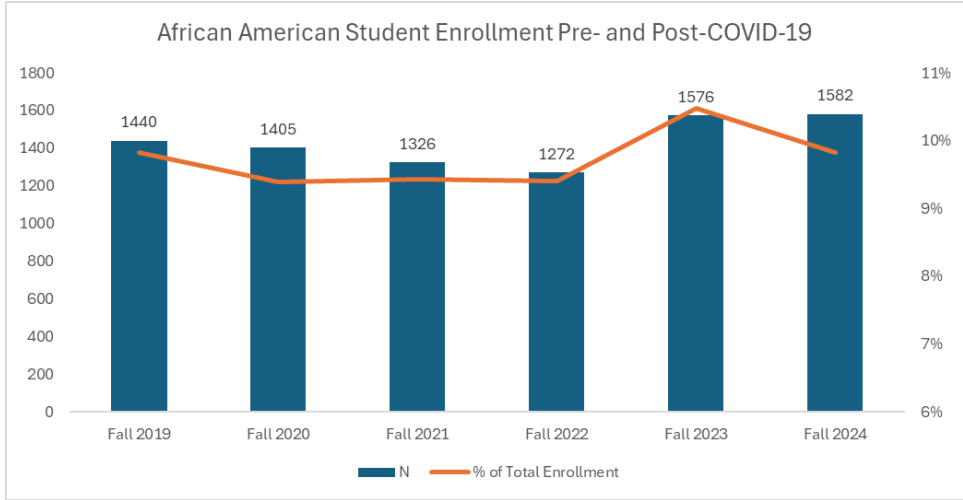
A. Reflections on Continuous Improvement Since Last Comprehensive Review

A1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Since the last comprehensive review, Cosumnes River College (CRC) has sustained our commitment to student success and equity through innovation and alignment of institutional planning and resources to support these goals. CRC embedded the We Won’t Fall campaign targets and goals throughout institutional planning to ensure an ongoing focus on equitable outcomes for student access and success. The College also launched the OER/ZTC Initiative to promote access by removing burdensome costs for textbooks and course materials. These initiatives demonstrate the College’s commitment to the mission of providing “an innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals.”¹

In 2020, the College [launched the We Won’t Fall campaign](#), which was a call to action to address structural racism and advance student equity.² This campaign was described in the Quality Focus Essay (QFE) for the last comprehensive review, and it put forward a set of tangible outcomes to further student success for Black/African American and Hispanic/Latinx students. Through the We Won’t Fall campaign, the College [established 13 targets and specific goals](#) designed to improve equitable outcomes.³ The campaign [included support strategies](#) such as following up with students who had questions during the enrollment process, supporting special programs such as Umoja-Diop Scholars, Puente, Apida Hawks, A2MEND, and collecting feedback from students who withdraw to better understand the challenges and barriers they face.⁴ As a result of these intentional activities, CRC was one of the few California Community Colleges where there was [less than a 1% drop in enrollment](#) for African American and Latinx students during the COVID-19 pandemic (see Figures 1 and 2).⁵

Figure 1. African American Student Enrollment Pre- and Post-Covid-19



¹ [CRC’s Mission, Vision, and Values](#)

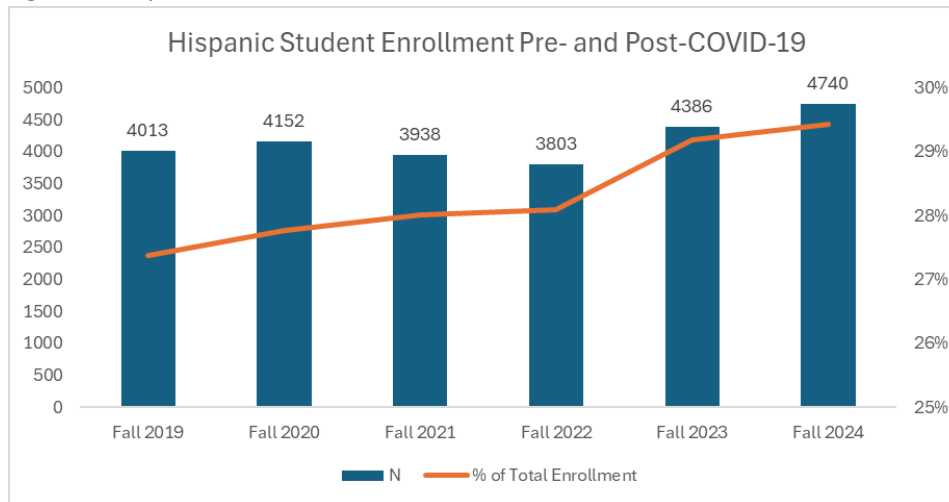
² [We Won’t Fall campaign](#)

³ [We Won’t Fall Poster](#)

⁴ [Strategies for We Won’t Fall](#)

⁵ [Pandemic Period Enrollment and Persistence in California Community Colleges](#)

Figure 2. Hispanic Student Enrollment Pre- and Post-Covid-19



In order to ensure that institutional planning activities furthered the goals of the campaign, the College aligned the We Won't Fall targets with our Student Equity and Strategic Plans. For example, both the [Student Equity Plan](#) and the [We Won't Fall targets](#) focus on equitable completion of college-level math and English courses.^{6,7} The Strategic Plan and We Won't Fall campaign set [targets for reducing equity gaps](#) in the fall to spring persistence rates of CRC students.⁸ This alignment of goals has allowed the College to make [progress in several metrics](#) such as enrolling students in 15 units including transfer-level English and math.⁹ In fall 2025, college leaders reviewed progress towards the 13 targets [noting where equity gaps persist](#) and where progress has been made in ensuring equitable outcomes.¹⁰ The College remains committed to advancing the targets of the We Won't Fall campaign until equity gaps in student success are eliminated.

Cosumnes River College has demonstrated a commitment to student equity and success through the overwhelming engagement in the Zero Textbook Cost (ZTC) initiative. When [examining barriers to access and success](#), the College identified the high cost of textbooks and course materials as a significant burden and barrier to access for students.¹¹ President Edward Bush announced the [goal of having the college be 100% ZTC](#), launching a multiyear campaign to achieve this goal.¹² The College pursued grant opportunities, which enabled faculty to receive compensation as they transitioned to open educational resources (OER) or other zero textbook cost alternatives. Over the course of the next three years, the College made enormous strides towards becoming a Zero Textbook Cost college, with over 78% of CRC courses offered as ZTC in fall 2025. The College created degree and certificate pathways that are entirely ZTC, which increases access for students to complete their educational goals without the barrier and burden that high-cost course materials present. CRC's Research and Equity Office [evaluated the impact of textbook costs](#) on course success and persistence finding that textbook cost was an important factor in student enrollment decisions.¹³ CRC's success in transitioning to Zero Textbook Cost alternatives has had a tremendous impact on students, [saving them over \\$19 million in textbook costs since the initiative began](#).¹⁴ The College has become a statewide

⁶ [Student Equity Plan 2025-2028](#)

⁷ [We Won't Fall campaign](#)

⁸ [CRC Strategic Plan Indicators of Achievement](#)

⁹ [We Won't Fall Presentation Fall 2025](#)

¹⁰ Ibid.

¹¹ [Enrollment and the Cost of Textbooks](#)

¹² [One College's Toolkit for Scaling Zero Textbook Cost Success](#)

¹³ [ZTC Focus Groups Report](#)

¹⁴ [One College's Toolkit for Scaling Zero Textbook Cost Success](#)

model for establishing a successful Zero Textbook Cost program providing a template for how community colleges can advance textbook affordability on their campuses through [the OER/ZTC Toolkit](#).¹⁵

CRC's focus on eliminating equity gaps in student achievement metrics provided the impetus for both the OER/ZTC Initiative and We Won't Fall campaign. This commitment is embedded in CRC's Strategic Plan and corresponding Indicators of Achievement and evidenced through institutional programs such as the Equity Academy for new tenure-track faculty. CRC's living [Strategic Plan](#) was last reviewed and revised by the campus community in Fall 2022.¹⁶ The Strategic Plan articulates the overarching goals for the college and identifies strategies the college will implement to fulfill its mission and realize its vision over a six-year period. The plan's Indicators of Achievement track metrics such as course completion, graduation, and transfer, as well as equity gaps for historically underrepresented groups. As of Fall 2025, CRC has [met its strategic plan goals](#) for enrollment growth, successful course completion, faculty/staff participation in professional development, and ZTC course offerings.¹⁷ The College is making progress towards persistence, graduation, and transfer. Despite very positive movement towards meeting the strategic plan indicators, pervasive equity gaps still persist, particularly for Foster Youth, African American, Native American, and Low Income students. These equity gaps were the focus of a [conversation at the Participatory Governance Council](#) in November 2025.¹⁸ The College has delved into [deep conversations surrounding course success](#), examining and interrogating data to understand how best to support students in and out of the classroom.¹⁹ CRC's commitment to help faculty reduce equity gaps in student success is [reflected in the Equity Academy](#), where newly hired full-time faculty learn about cultural identity formation and multiculturalism as they practice methods to develop an inclusive and anti-racist learning and working environment.²⁰

The We Won't Fall campaign, OER/ZTC initiative, and Strategic Plan Indicators of Achievement assessment illuminated the barriers that students face while identifying strategic actions that CRC's faculty, classified professionals, and administrators can take to mitigate or remove these barriers. To support these efforts, the College pursued Title III grant funds as an Asian American and Native American Pacific Islander Supporting Institution (AANAPISI). Through this funding the [APIDA Hawks Center provided](#) proactive student outreach, structured engagement activities, and individualized student success coaching and counseling.²¹ The College also launched the Multicultural Innovative Community for Academic Success and Achievement (MI CASA) Project, using Title V funds to [increase student engagement and enhance student support](#) from enrollment to graduation.²²

These efforts to support underrepresented students have led to important milestones. The MI CASA program employed evidence-based practices that helped [increase student engagement with support services](#), reducing barriers to course enrollment, and strengthening academic momentum for Hispanic and low-income students.²³ Cohort-based strategies for AANAPISI students [resulted in measurable gains](#) in persistence, graduation, and transfer, reflecting progress toward improved completion outcomes.²⁴ In Fall 2025, the state of California [recognized CRC as a designated Black-Serving Institution](#), a [designation awarded to colleges](#) that demonstrate "meaningful progress in retention, graduation, representation, belonging, and

¹⁵ [OER/ZTC Toolkit](#)

¹⁶ [CRC Strategic Plan](#)

¹⁷ [Indicators of Achievement Report 2024-2025](#)

¹⁸ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

¹⁹ [Academic Senate Minutes December 12, 2025](#)

²⁰ [Spring 2026 Equity Academy Syllabus](#)

²¹ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

²² [Title V Developing Hispanic-Serving Institutions - 2026 Reporting](#)

²³ Ibid.

²⁴ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

closing equity gaps for Black students.”^{25,26} While there is still progress to be made to support equitable student outcomes, CRC’s institutional commitment and embedded planning ensure that the results of these initiatives will be lasting and impactful.

A2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

There were no Peer Review Team recommendations for improving institutional effectiveness at the college level. There was [one district level recommendation](#) for improving institutional effectiveness: “In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed” (IV.C.7 now referred to as Standard 4.6).²⁷

The Los Rios Community College District has had a long-standing process for the review of all Board Policies and Administrative Regulations. In response to the Peer Review Team Report recommendations, the District has more explicitly [documented that process](#).²⁸ Additionally, this process was recently reviewed and updated in April 2026 by the Chancellor's Cabinet, a District participatory governance group which recommends policy and regulation changes and includes members from all stakeholder groups. The updated process now includes a triennial review cycle that, like the previous review process, includes all stakeholders and allows that the "General Counsel, management, faculty, classified staff, and students may at any time propose changes to off-cycle policies and regulations." This process ensures that "policies and regulations contain accurate legal citations, remain legally compliant, and do not include outdated or inapplicable language," while ensuring stakeholders are included in regular review. The process is [detailed on our District website](#).²⁹

A3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

During the last comprehensive review, [the Peer Review Team commended](#) CRC’s “innovative, cross-collaborative, and equity-focused Opt-Out Scheduling” practice, and the “commitment to students as exemplified by [the] student services collective providing a community of care for students”.³⁰ The College has sustained and built upon these programs, embedding them in the [strategies and goals for the We Won’t Fall campaign](#).³¹ For example, the Opt-Out scheduling program has led to students enrolling in 15 units including transfer-level English and math, which is a target of the We Won’t Fall campaign. Another strategy for the campaign is to sustain support for special programs such as Umoja-Diop Scholars, Puente, APIDA Hawks, and A2MEND, which are part of the student services collective providing wrap-around support to students. The We Won’t Fall campaign and the Zero Textbook Cost initiative are clear examples of how the College has established “meaningful ambitious goals for institutional improvement, innovation, and equitable student outcomes” (Standard 1.2). As a result of these ambitious goals, the College has been able to remove the barrier of high-cost instructional materials and has been able to make meaningful progress

²⁵ [Inside CRC News December 15, 2025](#)

²⁶ [Lieutenant Governor Eleni Kounalakis press release](#)

²⁷ [CRC Accreditation Peer Review Final Report p.7](#)

²⁸ [Policy and Regulation Review and Approval Process](#)

²⁹ [Policy and Regulation Revision Process - LRCCD Website](#)

³⁰ Ibid.

³¹ [We Won’t Fall Strategies](#)

towards reducing equity gaps for Black/African American and Hispanic/Latinx students.

CRC has a robust and responsive institutional planning process that supports continuous improvement to achieve our mission. The College is committed to continuous improvement and assesses processes, programs, and services to ensure that they are effective in furthering CRC's mission, vision, and values. For example, the College [updated the Strategic Planning process](#) in Fall 2021 to make the strategic plan a living document in order to be adaptable to environmental and institutional changes.³² The Institutional Effectiveness Committee [assessed the updated strategic planning process](#), and identified areas where the process needed clarification to ensure that the plan was responsive and meaningful.³³ The updated institutional planning processes were outlined in the [Full Recommendation for Strategic Planning](#) process [approved by the Participatory Governance Council](#) in fall 2025.^{34,35}

The College “holds itself accountable for achieving its mission and regularly reviews relevant, meaningfully disaggregated data to evaluate our progress and inform plans” (Standard 1.3). CRC's goals are aligned across planning processes to ensure sustained focus on the most critical issues, student equity and success. The College regularly reviews [Indicators of Achievement for the Strategic Plan](#) to [assess progress in its strategic plan goal areas](#) and where further focus is required.^{36,37} The College's institutional planning and [resource allocation processes are integrated](#) to ensure that resources support the strategic plan and advance the college's mission (Standard 1.4).³⁸ The College assesses [participatory governance](#), [professional development programs](#), and institutional structures to ensure continuous quality improvement.^{39,40}

³² [Participatory Governance Council Minutes November 23, 2021](#)

³³ [Institutional Effectiveness Committee November 8, 2024](#)

³⁴ [Participatory Governance Council Minutes October 28, 2025](#)

³⁵ [Full Recommendation Regarding Strategic Planning Process](#)

³⁶ [Indicators of Achievement Report 2024-2025](#)

³⁷ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

³⁸ [Resource Allocation Guide](#)

³⁹ [Participatory Governance Council Minutes January 27, 2026](#)

⁴⁰ [Equity Academy Survey Report](#)

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

B1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Cosumnes River College continues to exceed its institution-set standards for successful student course completion rate and degrees and certificates earned. In the last three years reported, the College's actual successful [student completion rate has increased](#) from 69% in 2021-2022 to 72% in 2023-2024, exceeding CRC's floor standard of 64%, and approaching the stretch goal of 74%.⁴¹ In 2023-2024, CRC awarded 1,514 degrees, continuing to greatly exceed both its floor standard for the number of degrees earned (1,011), as well as its stretch goal (1,498). Growth in degrees awarded continues despite CRC having increased its standard from 603 in 2021-2022. And, while the [actual number of certificates earned](#) greatly exceeds CRC's floor standard of 96 certificates, the College observed a small decline from 304 in 2022-2023 to 265 in 2023-2024.⁴²

While CRC's transfer numbers have historically exceeded its institution-set standard, the number of students who transfer to a 4-year college/university [has decreased](#) below the college's floor standard of 833 transfers.⁴³ CRC also tracks student achievement metrics locally, including transfer. CRC [continuously monitors and reports out](#) trends in our [strategic plan indicators of achievement reports](#) and in our [Student Equity Plan](#).^{44,45,46} Transfer outcomes are calculated from the time students begin their studies over a 3-year period, tracking the cohort across six terms. CRC's transfer rate, which accounts for population size, [continues to increase](#) year-over-year.⁴⁷

In 2023-2024, CRC reported four Career Technical Education (CTE) programs with licensure pass rate data: Emergency Medical Technician, Health Information Technology, Fire Technology, and Pharmacy Technology. Although both Fire Technology and Health Information Technology observed a dip in licensure pass rates in 2023-2024, the pass rates for both programs rebounded in 2024-2025.^{48,49} The Emergency Medical Technician and Pharmacy Technology programs' students continue to achieve a licensure pass rate of 100%. For the 14 programs for which CRC was able to report job placement data for 2023-2024, 12 exceeded the set standard of 73.23%.⁵⁰ Among these programs, three (Accounting, Business Administration, and Medical Assisting) observed increases in job placement rates compared to past years. Accounting observed the largest increase from prior year from 83.72% to 95.12%, a difference of 11.40 percentage points.

As previously mentioned regarding our transfer rate, CRC also tracks early-momentum and long-term indicators of achievement in our Strategic Plan and our Student Equity Plan. CRC closely monitors our new student cohorts' enrollment and achievement patterns. Research shows that milestone achievements in a student's first year contribute greatly to the student's timely completion.⁵¹ Gains in early-momentum metrics are

⁴¹ [CRC Annual Report to ACCJC - 2025](#)

⁴² Ibid.

⁴³ Ibid.

⁴⁴ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

⁴⁵ [Indicators of Achievement Report 2024-2025](#)

⁴⁶ [Student Equity Plan 2025-2028](#)

⁴⁷ [Indicators of Achievement Report 2024-2025](#)

⁴⁸ [CRC Annual Report to ACCJC - 2025](#)

⁴⁹ [CRC Annual Report to ACCJC - 2026](#)

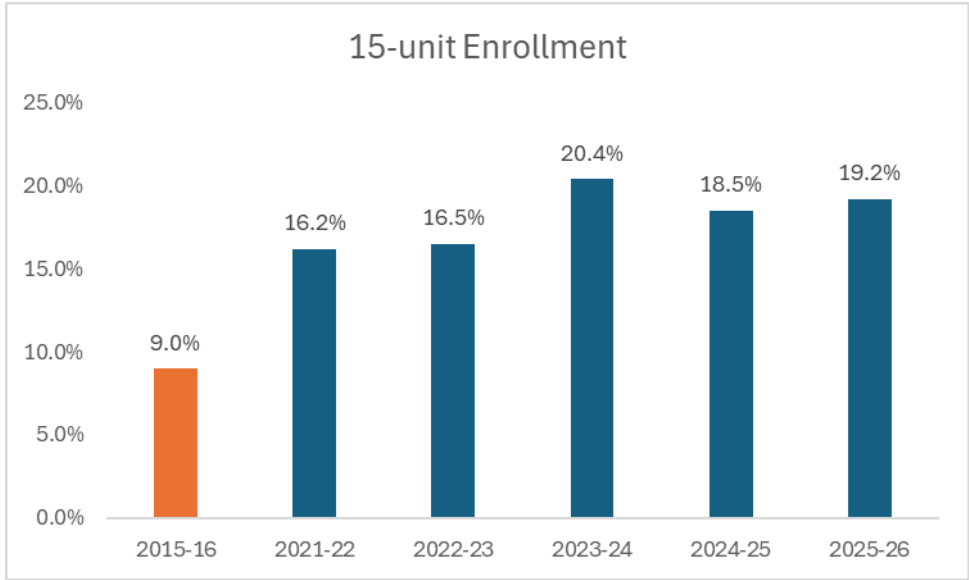
⁵⁰ Ibid.

⁵¹ Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. *Community College Research Center*, 65.

<https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-college-improvement.html>

reflected in CRC’s [increased transfer rate](#), from 11.9% in 2018-2019 to 17.9% in 2021-2022.⁵² Since 2019, CRC has created the conditions for new incoming students to enroll in 15 units, including transfer-level math and English, as commended in our 2022 review cycle.⁵³ While many colleges prioritize only the 12-unit full-time designation considered for federal financial aid, CRC remains focused on providing access to needed courses that support students’ 15-unit full-time load that most effectively positions them to complete their educational goals within a timely manner. Figure 3 below shows that nearly 20% of all new incoming students enroll in at least 15 units in their first fall term. By comparison, before the implementation of Opt-out Scheduling, less than 10% of CRC’s new students were attempting 15 units in their first term (see Figure 3).

Figure 3. Enrollment in 15 units in first-term



In addition to 15-unit enrollment in the first term, CRC also encourages students to enroll in the transfer-level math and English courses required for transfer. These three metrics increase the likelihood that CRC’s incoming students will achieve their educational goals. College data shows that nearly half of all new incoming students enroll in transfer-level English in their first term, with close to one-third successfully completing the course. The percentage of the 2025-26 new students completing transfer-level English (35.3%) far exceeds the 2015-16 new students’ completion of transfer-level English (1.2%), almost a 200% increase (see Figure 4). The gains in transfer-level math are just as noteworthy. Ten years ago, fewer than 10% of new incoming students would attempt/enroll in transfer-level math (including quantitative reasoning courses outside the mathematics department), with only 5% completing their transfer-level math course in their first fall term. In Fall 2025, more than a third (36.7%) of new incoming students enrolled in their transfer-level math courses, with nearly 20% completing the course in their first fall term, a nearly 300% increase for this outcome (see Figure 5).

Figure 4. Transfer-Level English Enrollment/Completion in First-Term

⁵² [Indicators of Achievement Report 2024-2025](#)

⁵³ [CRC Accreditation Peer Review Final Report p.7](#)

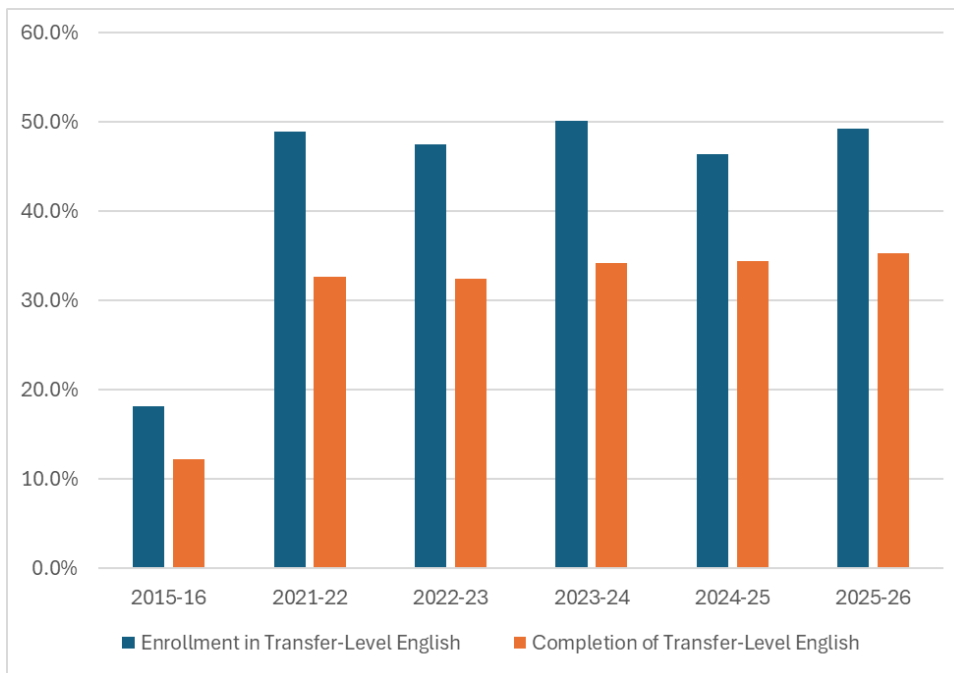
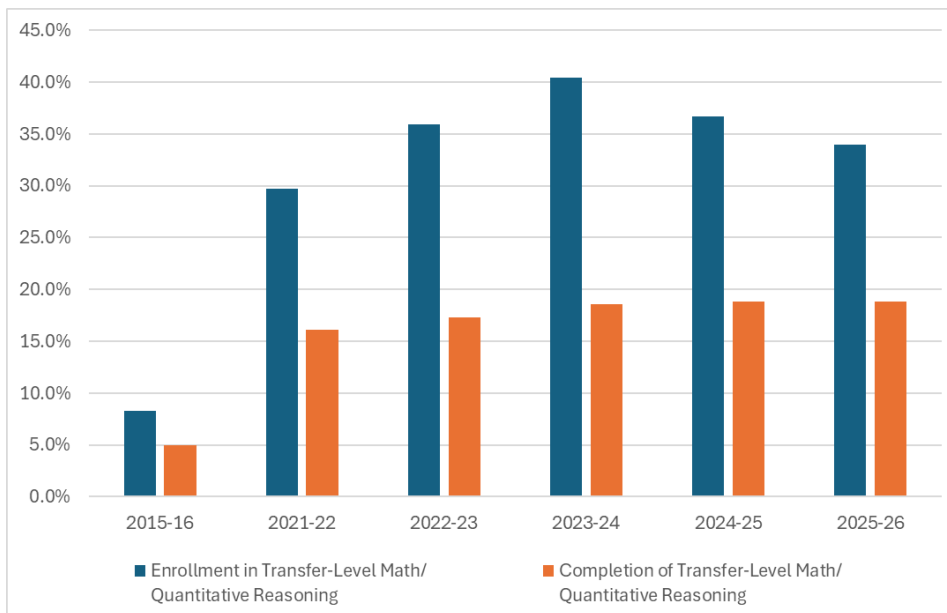


Figure 5. Transfer-level Quantitative Reasoning Enrollment and Completion in First-Term



B2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

While CRC has made major strides for its entire student population, the College remains committed to [creating the conditions for equitable success](#) to be achieved.⁵⁴ While outcomes like course success rates and award/transfer completion rates continue to improve, the College has also observed pervasive equity gaps, whereby Foster Youth, African American, Native American, and Low Income students are experiencing disproportionate impact across multiple metrics.

⁵⁴ [CRC Strategic Plan](#)

CRC continuously monitors and reports disaggregated student success outcomes in our [Strategic Plan Indicators of Achievement reports](#) and in our [Student Equity Plan](#).^{55,56} Over the past five years, the College's overall transfer rate and award attainment rate (or completion rate) increased; however, when disaggregated, there are many student populations experiencing disproportionate impact in both outcomes. Disaggregated data reveals that Native American, Veterans, Students with Disabilities, Male students (including various male sub-populations - African American, Hispanic/Latinx, Pacific Islander, White, Low-income, and First generation) experience disproportionate impact in degree/certificate attainment. Furthermore, CRC's Hispanic/Latinx, Male, LGBTQ+, First Generation, and Low-income students experience disproportionate impact in transfer rates. Similarly, in the most recent academic year, CRC observed increases in first year students' enrollment in 15 units, as well as completion of transfer-level English and math for many student groups. However, the following student groups were identified as experiencing disproportionate impact in the College's [2025-2028 Student Equity Plan](#): African American, Hispanic/Latinx, LGBTQ+, Low-Income, and Students with Disabilities.⁵⁷

CRC is intentional about [examining its institutional structures](#), organizational culture, systems, policies, and practices that contribute to disproportionate impact for students, from the beginning of a students' educational journey to the finish line.⁵⁸ While overall gains are hopeful, the gaps indicate that CRC must sustain its efforts to support equitable achievement for all of its students. The We Won't Fall Initiative is one way CRC monitors momentum towards closing equity gaps in student achievement metrics. As of Fall 2024, CRC saw [reductions in the equity gaps](#) for African American and Hispanic/Latinx students in course success, enrollment in 15 transfer-level units, and completion of transfer-level units.⁵⁹

B3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

CRC regularly monitors disaggregated data on student success, and has taken several steps to address disproportionate impact for the student populations acknowledged in Section B2. CRC's President has [articulated a collegewide vision](#) to "increase student success, while reducing the gap in achievement without compromising rigor."⁶⁰ The College's commitment to addressing persistent equity gaps can be seen through the Institutional Effectiveness and Innovation Plan (IEPI) and mini-Partnership Resource Team (PRT), the Equitable Outcomes Assessment, and the ongoing, collegewide dialogue on disaggregated course success data.

In 2023-2024, the College [applied for an Institutional Effectiveness Partnership Initiative \(IEPI\) grant](#) and invited a Partnership Resource Team (PRT) to identify ways to improve student outcomes at the course level.⁶¹ A team of faculty, classified professionals, and administrators worked with the PRT to develop a plan for professional development and faculty support spearheaded by the Professional Development coordinator and the Teaching and Learning Leads (TLLs).⁶² The [goals articulated in the IEPI plan](#) included building data literacy so that faculty can reflect on their course success data and evidence-based teaching practices that they could apply.⁶³ The plan also led to the establishment of Faculty Learning communities

⁵⁵ [Indicators of Achievement Report 2024-2025](#)

⁵⁶ [Student Equity Plan 2025-2028](#)

⁵⁷ Ibid.

⁵⁸ [Predictors of Course Success in Large General Education Courses at Cosumnes River College: An Exploratory Analysis](#)

⁵⁹ [We Won't Fall Presentation Fall 2025](#)

⁶⁰ [CRC Convocation - Fall 2019](#)

⁶¹ [Institutional Partnership Initiative \(IEPI\) Letter of Interest - Fall 2023](#)

⁶² [IEPI Presentation to Academic Senate - Spring 2024](#)

⁶³ [Institutional Effectiveness Partnership Initiative \(IEPI\) Plan - Spring 2024](#)

providing the opportunity for faculty peers to mentor and support one another as they discussed challenges with student success and identified strategies to implement in their classrooms. In 2026, the College applied for a [mini grant through the Partnership Resource Team \(PRT\)](#) focused on increasing data literacy among new faculty through the Equity Academy curriculum.⁶⁴

In that same academic year, CRC engaged with Hotep Consultants to conduct an Equitable Outcomes Assessment of its policies, procedures, and practices. This assessment included a document analysis and review of the college's webpages, samples of course syllabi, program review, resolutions passed by governance bodies, and more. The consultants also gathered employee and student feedback using online campus climate surveys and virtual focus groups, across constituency groups. Hotep Consultants concluded their study and presented their findings at [CRC's Participatory Governance Council in February 2025](#).⁶⁵ [The findings](#) reinforced steps that CRC had planned to take or had already started work on, including improving students' knowledge of and engagement with existing student support services, engaging in disaggregated course success data dialogue with faculty, strengthening employees' awareness of support programs for students, piloting "a professional learning program to foster constructive dialogue, innovation, and practices in the classroom to increase course success rates", and hosting forums that would facilitate constructive dialogue about campus climate and student success issues.⁶⁶

Cosumnes River College proactively examines disaggregated data, weaving conversations of equity and student success into the Strategic Planning Process, Student Equity Planning, and Program Review practices. The Office of Equity and Research has developed [data dashboards](#), providing all constituency groups and the general public with access to examine disaggregated enrollment and success data.⁶⁷ Researchers also collaborate with faculty, classified professionals and administrators to examine instructional programs and services, identifying factors impacting student access and success.^{68,69} Departments and divisions monitor and respond to disaggregated data through outcomes assessment and program review, described further in Section C. CRC monitors patterns and trends in disaggregated student outcomes through the Strategic Plan Indicators of Achievement report, which is presented annually and discussed by college leadership at Participatory Governance Council meetings.^{70,71}

College leadership has elevated discussions of disaggregated course success data, encouraging healthy dialogue as the college community grapples with this complex issue. Faculty leaders have led informal discussions providing [opportunities for faculty to discuss student success data](#) and strategies to improve success in the classroom, and the Academic Senate initiated research requests related to course success, resulting in two studies from the Office of Research and Equity examining [the STEM course sequence](#) and an [exploratory analysis of course success](#).^{72,73,74} In 2024, the Academic Senate discussed the outcomes of these studies along with a study of factors contributing to first-year student retention.^{75,76,77} [Academic Senate conversations](#) continued in fall 2025 with a presentation and discussion about the [reasons students cite for](#)

⁶⁴ [CRC IEPI Plan - Mini-PRT](#)

⁶⁵ [Participatory Governance Council Minutes February 25, 2025](#)

⁶⁶ [CRC Equitable Outcomes Assessment Report - Spring 2025](#)

⁶⁷ [CRC Data Dashboards and Resources](#)

⁶⁸ [Predictors of Course Success in Large General Education Courses at CRC](#)

⁶⁹ [Calibration and Instructional Improvement: An investigation of course success rates in sequential STEM courses at CRC](#)

⁷⁰ [Indicators of Achievement Report 2024-2025](#)

⁷¹ [Participatory Governance Council Minutes November 25, 2025](#)

⁷² [Let's Talk Data fall 2025 discussion series](#)

⁷³ [Calibration and Instructional Improvement](#)

⁷⁴ [Predictors of Course Success in Large General Education Courses at CRC](#)

⁷⁵ [Academic Senate Minutes April 26, 2024](#)

⁷⁶ [Academic Senate Minutes October 25, 2024](#)

⁷⁷ [Factors Associated with New Student First-Term and Second-Term Retention](#)

[withdrawing](#) from courses and the actions faculty can take to support students prior to the decision to drop.^{78,79}

This multifaceted approach demonstrates CRC's commitment to respond to patterns and trends in success data in order to achieve equitable outcomes. By advancing faculty professional development, examining policies and procedures, and interrogating course success data, CRC is building collective engagement and action. CRC's participatory governance and institutional planning processes support ongoing dialogue and innovation to support student achievement. As the College makes progress towards equitable student achievement, we are [sharing actions and results](#) with our district colleagues and Board of Trustees.⁸⁰

⁷⁸ [Academic Senate Minutes December 12, 2025](#)

⁷⁹ [District Withdrawal Data Presentation](#)

⁸⁰ [CRC Course Success Rates - Board of Trustees Presentation 2026](#)

C. Reflections on Assessments of Student Learning

C1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

CRC utilizes student self-assessment to assess its institutional learning outcomes (ILOs). Every spring, graduates are asked to self-rate their achievement of each of the ILOs. The Office of Research and Equity disaggregates these assessments by race, gender, age, income level, first generation status, foster youth status, veteran status, and Career and Academic Community (CAC). Over the past five years, male students and students under age 25 self-rated lower on many ILOs. Graduates in the Science, Math, and Engineering, and Business and Computer Science CAC's also self-rated lower on several of the ILOs.⁸¹ The Office of Research and Equity [presents these findings](#) annually to the Participatory Governance Council (PGC), where constituency leaders discuss the findings and share information across campus.⁸²

When examining course and program student learning outcomes (SLO) assessment, findings from the 2019-2025 cycle suggest several trends across departments. Namely, departments largely find that the majority of students are meeting the student learning outcomes in their courses and programs. For example, Biology Department assessments demonstrated students' overall achievement of the learning outcomes while relying on disaggregated data to recommend curricular improvements and professional development, described further in section C2.^{83,84} Students' achievement of CRC's course and program outcomes is also reflected in aggregate in CRC's historical course success rate of around 71%, as well as students' largely satisfactory self-assessments of CRC's ILOs.^{85,86,87}

CRC's Student Services and Administrative areas also conduct assessments of their service area outcomes (SAOs). These areas rely on service utilization reports, surveys, course success data for specific student populations, and direct observations to assess their services, and the Office of Research and Equity [supports program evaluation](#) in order to provide a deeper understanding of student experiences and outcomes in relation to programs and services.⁸⁸ Student Services and Administrative areas utilize their data to write and evaluate program outcomes on the same six-year cycle as our instructional areas. For example, CRC's Disability Support Programs and Services (DSPS) has noted that CRC students who qualify for DSPS services sometimes report not having been aware of these services. DSPS offers classroom presentations about their services and evaluates how often these presentations are requested by faculty, tracking demand over time. After increasing publicity to faculty about these presentations, DSPS noted a 100% increase in requests for classroom presentations from Summer 2024 to Summer 2025, which has in turn increased the number of students who can be screened and granted DSPS accommodations.^{89,90}

⁸¹ [2024-2025 Institutional Learning Outcomes \(ILO\) Assessment Report](#)

⁸² [Fall 2025 Institutional Learning Outcomes Presentation to PGC](#)

⁸³ [Biology AST Assessment](#)

⁸⁴ [Biology 102 Course Assessment](#)

⁸⁵ [CRC Annual Report to ACCJC - 2025](#)

⁸⁶ [2024-2025 Institutional Learning Outcomes \(ILO\) Assessment Report](#)

⁸⁷ [Fall 2025 Institutional Learning Outcomes Presentation to PGC](#)

⁸⁸ [Counseling Department Study 2024-25](#)

⁸⁹ [DSPS Outcome 1 Assessment](#)

⁹⁰ [DSPS Outcome 4 Assessment](#)

C2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

In addition to the Institutional Learning Outcomes Assessment described in Section C1, CRC disaggregates course success rates and department-level success rates for various student populations, modalities, and even Zero Textbook Cost offerings through the HawkDash data dashboard.⁹¹ Faculty regularly review disaggregated course success data and integrate it into their course and program student learning outcomes (SLO) assessments. For example, the Biology Department demonstrates the practice of disaggregating course success data in various ways, including student enrollment status (new v. continuing students), modality (in-person v. online courses), and student demographics.^{92,93} Departments then utilize their assessments to make curricular modifications or other changes. For example, the [Biology AST assessment](#) recommends curricular changes in addition to partnerships with Counseling and student support services in order to better support the students who experience barriers to success in the program.⁹⁴

Moreover, in addition to this holistic method of reviewing SLO assessments in conjunction with course success data, CRC faculty also have the ability to assess their learning outcomes by linking them to ungraded Canvas assignments, allowing for a more granular assessment and disaggregation of each individual course learning outcome. CRC's Research Office then provides these faculty with a dashboard that allows them to [disaggregate individual SLOs using Canvas data](#).⁹⁵ CRC discusses equity gaps in SLO achievement at bodies such as the [Ensuring Learning Committee](#) and [Academic Senate](#), and is committed to using assessments in order to better support students in their educational journeys, as described in the next section.^{96,97}

C3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Departments report the results of their learning outcomes assessment in their Program Review and then make evidence-based plans for the next six years. Departments are able to incorporate their learning outcomes assessment results into their requests for staffing, resources, and professional development.^{98,99} As noted in the responses to Sections A and B, the College has delved into [deep conversations surrounding course success](#), examining and interrogating data to understand how best to support students in and out of the classroom.¹⁰⁰ The campus has been engaged in collectively addressing these equity gaps through initiatives such as We Won't Fall.¹⁰¹ CRC has promoted data-informed and culturally responsive teaching practices through faculty professional development such as the Faculty Learning Communities and Equity Academy.^{102,103}

⁹¹ [CRC Data Dashboards](#)

⁹² [Biology AST Assessment](#)

⁹³ [Biology 102 Course Assessment](#)

⁹⁴ [Biology AST Assessment](#)

⁹⁵ [Online Teaching Conference presentation 2025](#)

⁹⁶ [Ensuring Learning Minutes November 18, 2025](#)

⁹⁷ [Academic Senate Minutes February 6, 2026](#)

⁹⁸ [Biology AST Assessment](#)

⁹⁹ [Biology Program Review](#)

¹⁰⁰ [Academic Senate Minutes December 12, 2025](#)

¹⁰¹ [We Won't Fall Presentation Fall 2025](#)

¹⁰² [Institutional Effectiveness Partnership Initiative \(IEPI\) Plan - Spring 2024](#)

¹⁰³ [CRC IEPI Plan - Mini-PRT](#)

The College understands that meaningful action cannot take place without intentional learning outcomes assessment practices and support. In Fall 2025, CRC revised the role of its faculty Student Learning Outcomes (SLO) Coordinator, bringing the position under .30 FTE President's reassigned time. The impetus for this revision was to ensure that the College was considering learning outcomes assessment for continuous improvement and providing sufficient support to faculty in order to do so. In the new configuration, the faculty SLO Coordinator reports to the Dean of Institutional Effectiveness, Research, and Planning. This structure allows for greater collaboration with the Research Office, which maintains the college's Program Review and Assessment reporting platform, the College Integrated Planning System (CIPS). Under the new structure, [the SLO Coordinator](#) has more clearly defined responsibilities, a reporting structure, and, importantly, administrative support for the meaningful assessment of learning outcomes.¹⁰⁴

In spring 2024, CRC's Participatory Governance Council (PGC) approved the formation of the Ensuring Learning Committee, a subcommittee of CRC's Institutional Effectiveness Committee. The [Ensuring Learning Committee](#) supports the development and implementation of meaningful outcomes assessment, the use of outcomes assessment data to identify achievement gaps, and purposeful dialog that informs professional development aimed at improving teaching and learning and eliminating achievement gaps.¹⁰⁵ Led by the faculty SLO Coordinator, the Committee has engaged in reviewing assessment data, collecting feedback from faculty, and discussing meaningful updates to the assessment process. The Ensuring Learning Committee engaged in an [assessment of CRC's SLO assessment practices](#).¹⁰⁶ In fall 2025, the Committee conducted a [survey of all CRC faculty](#) to gather inclusive feedback about the assessment process.¹⁰⁷ [Results from the survey](#) indicated that faculty feel the process is overall functional, but that they desire more information and documentation, as well as clear timelines and support for adhering to them.¹⁰⁸

The Ensuring Learning Committee subsequently initiated an engagement campaign to ensure that all faculty are aware of the assessment reporting process and are assessing course and program outcomes on a regular basis. In spring 2026, over 60 CRC faculty and staff members attended a [professional development session](#) about the college's assessment process.¹⁰⁹ The Ensuring Learning Committee plans to build on this momentum, offering sessions about backwards curriculum design and alternative assessment methods in fall 2026. [One of the Committee's goals](#) for spring 2026 is to clarify the methods by which faculty might disaggregate their SLO assessments and continue to build awareness about meaningful outcomes assessment practices.¹¹⁰ The Ensuring Learning Committee is committed to continuing to transform CRC's assessment culture from one of compliance into one of continuous improvement.

¹⁰⁴ [SLO Coordinator Job Description](#)

¹⁰⁵ [Ensuring Learning Committee Charge](#)

¹⁰⁶ [Ensuring Learning Minutes September 16, 2025](#)

¹⁰⁷ [Fall 2025 SLO Assessment Survey](#)

¹⁰⁸ [Fall 2025 SLO Assessment Survey Results](#)

¹⁰⁹ [Spring 2026 Flex Assessment Event](#)

¹¹⁰ [Ensuring Learning Minutes November 18, 2025](#)

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

The upcoming years promise both opportunities and areas of uncertainty for Cosumnes River College (CRC). The College is navigating shifting federal policies and priorities that may impact funding and the trajectory of programs and services embedded at CRC. Within the state, the California Community Colleges Chancellor's Office (CCCCO) has articulated a vision for increasing student access and equity in student outcomes through the Vision 2030 report. As CRC navigates the opportunities for growth in support of student success and the challenges presented by changes to the Department of Education and federal education policy, the College will remain committed to the [mission](#) of providing "innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals."¹¹¹

The federal administration's actions and priorities present challenges for higher education as a whole and CRC's programs and services specifically. During the previous review cycle, the College pursued and benefited from federal grant opportunities and designations including Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), Native American Higher Education Resources, and TRIO Student Support Services. As discussed in Section A1, these programs and designations allowed CRC to bring wrap-around support to our diverse student population, including many programs in the Student Services Collective, which was [commended by the last Accreditation Review Team](#).¹¹² The College has developed institutional support for programs such as APIDA Hawks and MI CASA in order to ensure that gains in student engagement, persistence, and success can be sustained.^{113,114} The College will navigate shifting funding and administrative landscape with the firm foundation of district and college budgeting processes and an unwavering commitment to promote the success of our diverse learners.

The [Vision 2030 report](#) from the CCCCCO encourages California Community Colleges to lead the economic success of the state by preparing students for the workforce. The Vision 2030 plan is anchored in advancing student equity and success, which aligns with CRC's mission and Strategic Plan. State priorities include a focus on increasing equity in access to higher education through dual enrollment, career education, and noncredit education programs to address student needs.¹¹⁵ CRC has developed a strong career education program, which is responsive to the industry needs of the community. The College has [established dual enrollment agreements](#) with secondary schools in the area, and [faculty are collaborating](#) to support effective dual enrollment instruction.^{116,117} The Los Rios [District Academic Senate has explored noncredit learning](#) opportunities with a small noncredit pilot planned for fall 2026.¹¹⁸ The District is also discussing Credit for Prior Learning in order to expand opportunities for students who enter a program with relevant skills and experience. The College's commitment to advance access through [textbook affordability](#) and to promote equitable student outcomes embody the spirit of the Vision 2030 plan.¹¹⁹

The College is responsive to the needs of our students and community, which is a central theme of the Vision 2030 plan. CRC is evaluating student demand and success in different modalities to consider how best

¹¹¹ [CRC's Mission, Vision, and Values](#)

¹¹² [CRC Accreditation Peer Review Final Report p.7](#)

¹¹³ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

¹¹⁴ [Title V Developing Hispanic-Serving Institutions - 2026 Reporting](#)

¹¹⁵ [Vision 2030 Report](#)

¹¹⁶ [Dual Enrollment at CRC](#)

¹¹⁷ [Academic Senate Minutes December 12, 2025](#)

¹¹⁸ [District Academic Senate Minutes March 3, 2026](#)

¹¹⁹ [Zero Textbook Costs at CRC](#)

to balance course offerings and student services in the future. In alignment with district and college strategic plans, faculty and administrators are assessing workforce needs to ensure that students are able to develop the competitive skillset necessary for employment opportunities.^{120,121} CRC's academic programs communicate not only their [program maps](#), but also what students can expect for career/employment opportunities and estimated income.¹²² With a focus on return on investment, the College is continuing to use data to articulate the value of CRC's educational opportunities to prospective students, employers, and the community.

Cosumnes River College has upcoming internal milestones including changes in district leadership, the establishment of student housing, and the realization of the OER/ZTC campaign to eliminate the cost of textbooks and course materials. In the next fiscal year, a [new Chancellor](#) will join the Los Rios Community College district (LRCCD).¹²³ The Chancellor works closely with the College President and LRCCD Board of Trustees to provide vision and leadership as CRC navigates the shifting education environment. The College is working to meet students' basic needs by establishing [student housing](#), a first in the Los Rios district.¹²⁴ CRC is continuing to pursue the OER/ZTC initiative in order to realize the goal of becoming a college where students are free from the burden of textbook costs.

When considering the future, it is impossible to overstate the significance of the advent and expansion of artificial intelligence (AI), which is having a transformative impact on higher education. Cosumnes River College faculty, staff, and administrators are exploring how to prepare students and employees to navigate an AI-infused world while advancing our educational mission.^{125,126} While AI may hold opportunities for innovation, [CRC Faculty are grappling with the ethical and educational questions](#) presented by AI including effective assessment and promoting academic integrity standards.¹²⁷ Across the District, important discussions are underway to consider where [boundaries and guidelines](#) need to be applied in order to protect our educational mission.¹²⁸ The Ensuring Learning Committee is also engaged in meaningful conversations to ensure that CRC's student learning outcomes articulate the actual skills and knowledge students will develop in their time at the college, and that assessments of student learning are meaningful and actionable. Even as the College delves into these meaningful and necessary conversations, faculty are actively working to support students to build AI literacy by providing [hands-on workshops](#) and learning opportunities.¹²⁹

As we navigate the challenges and opportunities posed by AI, federal policy, Vision 2030 and external and internal changes, Cosumnes River College remains grounded in our mission, vision, and values. CRC's faculty, classified professionals, and administrators have cultivated an environment that encourages innovation and growth by fostering open communication and building trust. This allows CRC to be responsive to the needs of our students and community. The College will work to address the challenges and opportunities presented in the upcoming years while continuing to advance student equity and success through data-informed decisions, culturally responsive practices, and institutional effectiveness.

¹²⁰ [CRC Strategic Plan](#)

¹²¹ [LRCCD Strategic Plan](#)

¹²² [Example Program Map for Agriculture Business AS with local GE](#)

¹²³ [Los Rios Chancellor Announcement](#)

¹²⁴ [Housing Grant Announcement](#)

¹²⁵ [Professional Development Institutes on AI](#)

¹²⁶ [Classified PD Institute Fall 2024](#)

¹²⁷ [AI² Artificial Intelligence and Academic Integrity](#)

¹²⁸ [DESSC AI Taskforce Guidelines \(Draft\)](#)

¹²⁹ [AI Student Workshops](#)

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