



CRC STUDENT PERCEPTIONS SURVEY: EXAMINING CAMPUS
CLIMATE, SOCIAL SUPPORT, ACADEMIC EFFICACY, AND
STUDENT LEARNING OUTCOMES

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Background

The 2008 Student Perception Survey is, in part, a replication of an earlier study on student perceptions, conducted during the 2005-2006 academic year. The present report begins with a brief description of the study's goals, method and a summary of the findings. It then presents the detailed description of the data in both narrative and statistical formats. It is hoped that this study will provide useful information to the faculty, staff and administration at CRC, and lead to further discussions on how to improve student success on our campus.

Goals of the Study

The goals of the 2008 CRC Research Office Student Perception study included:

1. To assess certain College-wide Student Learning Outcomes (SLOs).
2. To examine how other variables such as ESL status, income, and college goals impact students' perceptions, college success and college SLOs.
3. To examine whether there are gender and ethnic differences in students' perceptions including academic self efficacy, cultural fit, social life, mentoring and college SLOs.
4. To examine whether the above variables are associated with academic success such as term and cumulative GPAs.

Method

Research Instruments: The majority of the 50 questions included on the 2008 Student Perception survey were taken directly from the 2005-06 survey which included slightly modified versions of the Cultural Congruity Scale, Mentoring Scale, College Environment Scale and Academic Self Efficacy Scale. It also included 6 items that assessed College Student Learning Outcomes. The complete questionnaire and a detailed description of each scale are included in the Appendix.

Sample: The sample included 1702 students who were attending one of the 60 classes visited by a member of the research office. The classes ranged from basic skills (e.g. ESL, reading, algebra) to college transfer level (e.g. American History, Statistics, Biology) courses. A number of Vocational Technical courses such as Automotive Technology, Medical Assisting, and EMT were also included (See Appendix B for more detailed course information). A total of 88% of the classes sampled were conducted

during the day, and 12% were evening/weekend classes. Students were requested to include their ID number in order to obtain application demographic variables such as age and ethnicity, and outcome variables such as grades and credits completed from the institutional data base. The final dataset included college and self-perceptions, academic outcomes and demographic variables for 1513 students.

Summary of the Findings

ASSESSMENT OF COLLEGE STUDENT LEARNING OUTCOMES

SLO Area 4: College Outcomes related to student development as self-reliant learners

College Outcome 4a: Actively engage in intellectual inquiry beyond that required to pass classes. The results suggest that this SLO is partially supported, due to the fact that only 10% of the respondents reported that they had never explored new intellectual or artistic interests. However, CRC students are *not* likely to engage in organized activities on campus beyond those required for classes, as 81% of the respondents indicated that they were not active in any campus club or activity. In addition, nearly 20% of the students did not know whether the college sponsored cultural groups. It may be that much of the outside classroom learning may be occurring off campus or through participation of some of the more informal learning opportunities available on campus.

College Outcome 4b: Identify personal goals and pursue those goals effectively. The results suggest that experiences at CRC are helping students clarify their goals, as only 4% reported that they had not clarified their goals at all.

College Outcome 4c: Confidently seek out the information and resources need to develop academically and personally. Students are very confident in their ability to seek out information and resources to succeed as 85% or more were moderately to highly confident in their ability to get student or teacher help, and to use the library. Although efficacy levels were rated high, there appears to be a lack of use of many of these resources as 17% couldn't rate the quality of library service, 31% failed to rate helpfulness of the financial aid staff, and nearly 20% did not know whether the college sponsored cultural clubs. Future studies

should further examine academic efficacy as it compares to actual student behaviors in using various support services. In examining group differences in efficacy, students on academic probation reported lower academic efficacy scores, and **first time freshmen reported higher academic self efficacy levels than continuing students.** It is important to note that in spite of the higher academic efficacy, first time freshmen had a much lower GPA (M=1.96) than the continuing students (M=2.57). This is an important finding and supports previous findings that have suggested that the possibility that some high school student may be coming to college with inflated academic self efficacy (See Edman & Brazil, in press).

College Outcome 4d: Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices. More than 90% of students believed that their CRC experiences have been incorporated to some extent into their daily life. The relatively low percentage of respondents who indicated they participated in extra-curricular activities (20%) indicates that the College is effectively addressing this student learning outcome primarily through its curriculum and teaching methodologies.

College Outcome 4e: Utilize tools from the academic tool kit including time management, study skills, etc. The majority of students (90% or higher) were moderately to extremely confident in their ability to use a variety of academic skills including time management, motivating self, taking good notes, and organizing school work. The academic efficacy scores were high for most students. Items with the lowest confidences were participating in class discussion and getting self to study, with about 85% moderately or highly confident. As described above, first time freshmen reported higher academic efficacy than continuing students, and students on academic probation reported lower efficacy scores than those with good academic standing.

College outcome 4f: Be actively involved in campus life and express a sense of engagement with the campus culture. This SLO received the lowest ratings among students as more than 80% of students did not participate in campus

activities or clubs, more than 70% had no mentor, and more than 50% had no role model. Nearly 20% of students did not know about whether there were cultural groups/clubs on campus. Group differences were found in campus involvement, with part time students, students on academic probation, and students with academic goals “other than transferring” reported lower mentoring scores. ESL students also reported higher mentoring and social support scores than Native English speakers. In examining group differences in club/activities participation, ESL students and Full time students were higher than Native English speakers and Part time students. We clearly need more discussion on this SLO and how to increase student engagement on our campus.

SLO Area 5: College outcomes related to society, ethics, and pluralism.

College Outcome 5b: Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information. Overall CRC experiences have encouraged students to consider divergent views, with only 2% strongly disagreeing with this SLO item.

College Outcome 5c: Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves. Students suggested that due to their experiences at CRC, there were able to talk to their friends about their families, felt like they belong on campus, and felt comfortable interacting with people who differed from them. Academic goals, enrollment status, academic success, and language status were not related to cultural congruity, however, part time students reported higher levels of cultural congruity than full time students. It was one of the most highly endorsed SLOs assessed in this report with overall high ratings on cultural congruity.

College Outcome 5d: Recognize the ethnical reasoning necessary to exercise responsibility as an ethnical individual, professional, local and global citizen. CRC students believed that their CRC experiences have made them better citizens of the community, with only 6% rating this item as “not at all”. Continuing students reported higher mean on this item than first time freshmen and ratings

among students good academic standing were higher than students on academic probation.

College Outcome 5e: Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution. Students also perceived that their campus experiences have encouraged them to learn to peacefully disagree with others, with only 3% failing to positively endorse this item at some level. ESL students' scores were higher on this item than the scores among Native English speakers.

GENDER AND ETHNIC DIFFERENCES IN STUDENTS' PERCEPTIONS

Gender comparison

Females reported higher cumulative, term GPA and cultural congruity than males, and males perceived they had more friends and reported higher mentoring scores. No gender differences were found for academic efficacy or college environment. Females reported higher scores than males for 5 of the 6 college SLO statement items.

Ethnic comparison

Ethnic differences in perception scales were also found. Asians reported lower cultural congruity scores than other groups, but higher social scores than Caucasians. African Americans reported higher academic efficacy scores than other groups, but had lower GPAs. Latinos had lower GPAs than Caucasians and Asians. In general, African Americans also reported higher means college SLO scores and scored higher than Asians and Caucasians for four of the six college SLO items.

ASSOCIATIONS OF STUDENT PERCEPTIONS WITH ACADEMIC SUCCESS SUCH AS TERM AND CUMULATIVE GPA

Academic efficacy was positively associated with GPA among Latino and Asian students, but not associated with GPA among Caucasian and African American students. The social and mentoring scales were negatively correlated with GPA among Caucasian

students, suggesting that higher levels of social involvement are associated with lower academic performance. None of the scales were associated with GPA among African Americans. Academic self efficacy was related to GPA among females but not among males.

It was believed that correlation patterns may differ depending on academic goal, so additional separate correlation analyses were conducted for students whose *academic goal was to transfer*. A similar pattern emerged among this sub-group, as academic efficacy was positively related to GPA among Latino and Asian students, and no association was found among African American and Caucasian students. Mentoring scores also correlated with GPA among Latinos. Cultural congruity was positively associated with GPA among Caucasian students whose academic goal was to transfer, and social scores were negatively associated with GPA. None of the perception scales were associated with GPA among African American students whose academic goal was to transfer. None of the scales were related to academic success among males who planned to transfer, however, academic efficacy was positively associated with GPA among females.

Academic efficacy was associated with GPA among students with good academic standing, and none of the scales were associated with academic performance among students on academic probation. Mentoring, academic efficacy and social scales were associated with academic success among ESL students. Cultural congruity and academic efficacy were positively related to academic success among native English speakers, however, the social scale was negatively associated with GPA.

DETAILED PRESENTATION OF THE DATA BY GOAL

GOAL ONE: ASSESSING COLLEGE STUDENT LEARNING OUTCOMES

The results below describe students' perceptions as they relate to various college student learning outcomes on a sample of 1702 CRC students. A frequency analysis of the data for each item is included as an attachment.

1. SLO Area 4: College Outcomes related to student development as self reliant learners

College Outcome 4a: Actively engage in intellectual inquiry beyond that required to pass classes.

Item 36: Based on my experiences at CRC, I have explored new intellectual or artistic interests.

10 % Not at all

Item 50: How many campus clubs or activities do you participate in?

81% None

Item 5: The college encourages/sponsors ethnic/cultural events.

19% "don't know/not applicable"

College Outcome 4b: Identify personal goals and pursue those goals effectively.

Item 37: Based on my experiences at CRC, I have identified, clarified or affirmed my personal goals. ”

4% not all

College Outcome 4c: Confidently seek out the information and resources need to develop academically and personally.

Rate your confidence on the following items based on your CRC experience:

Item 23: Ask teacher to help me when school work is difficult.

94% moderately to highly confident

Item 24: Ask another student to help me when school work is difficult.

89% moderately to highly confident

Item 31: Use library to get information I need.

85% moderately to highly confident.

Item 7: Faculty members are available for help outside of class.

11% “Don’t know/ not applicable”

Item 2: The library staff members are willing to help me find materials.

17% “Don’t know/ not applicable”

Item 4: Financial aid staff members have been willing to help..

31% “Don’t know/ not applicable”

College Outcome 4d: Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices.

Item 38: Because of my experiences at CRC, I have incorporated what I have learned at CRC into my daily life.

5% Not at all

College Outcome 4e: Utilize tools from the academic tool kit including time management, study skills, etc.

“My experience is that at CRC I can...

Item 27: Finish homework assignments on time.

94% moderately to highly confident

Item 28: Get myself to study when there are other distractions.

84% moderately to highly confident

Item 29: Always concentrate on lectures.

89% moderately to highly confident

Item 30: Take good notes during class lectures

92% moderately to highly confident

Item 32: Organize my school work.

95% moderately to highly confident

Item 33: Remember well the information presented in class and textbooks.

91% moderately to highly confident

Item 34: Motivate myself to do school work.

93% moderately to highly confident

Item 35: Participate in class discussions

87% moderately to highly confident

College Outcome 4f: Be actively involved in campus life and express a sense of engagement with the campus culture.

Item 44: There is someone on campus who is your mentor.

72% None

Item 45: There is someone on campus you identify as a role model.

56% None

Item 50: How many campus clubs or activities do you participate in?

81% None

Item 5: The College encourages/sponsors ethnic/cultural events.

19% “don’t know/not applicable”

2. SLOs Area 5: College outcomes related to society, ethics, and pluralism.

College Outcome 5b: Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

Item 40: Because of my experiences at CRC, I give thoughtful consideration to different points of view.

2% Not at all

College Outcome 5c: Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves.

Item 41: Because of my experiences at CRC, I am more comfortable interacting with people who are not like me.

5% Not at all

“My experience is that at CRC,..”

Item 11: I try not to show parts of me that are “ethnically” or “culturally” based.

58% not at all

Item 13: I feel that my ethnicity or cultural background is incompatible with other students.

66% Not at all

Item 14: I can talk to my friends at school about my family and about my culture.

8% Not at all

Item 15: I feel I am leaving my family values behind by going to college.

2% Not at all

Item 18: I can talk to my family about my friends at school.

6% Not at all

Item 21: As a member of my cultural group, I feel I belong on this campus.

4% Not at all

Item 22: I can talk to my family about my struggles and concerns at school.

5% Not at all

College Outcome 5d: Recognize the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local and global citizen.

Item 39: Because of my experiences at CRC, I have become a better citizen of the community.

6% Not at all

College outcome 5e: Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.

Item 42: Because of my experiences at CRC, I am better able to peacefully work out my disagreements with others.

3% Not at all

GOAL 2: COLLEGE SLO STATEMENTS: COMPARISONS OF APPLICATION AND ACADEMIC OUTCOME VARIABLES

The findings presented below include comparisons of SLO responses based on a number of demographic variables based on the student application and academic outcome data.

ANOVA statistical analyses were used to compare group means.

Key demographic variables of the 1513 student sample with student ID

U. S. Citizens: 84%

Native English Speakers: 75%

Academic Goal to transfer: 72 %

Good academic status: 80%

CALWORKS: 2%

General Assistance: 2%

High School Grads: 97%

Gender: 58% female, 42% male

Mean Age: Males 22.49 (SD=6.12) Females 24.77(SD=9.09)

Ethnic breakdown

41% Asian* (Over sampled Asians to allow sub-group comparisons)

18% Hispanic

14% Black

27% White

GROUP DIFFERENCES ON MEAN SLO STATEMENTS

1. First time (N=96) vs. Continuing (N=1417)

Continuing students had higher mean scores for “I have become a better citizen of the community.”

2. Academic goals: Transfer (N=1084) vs. “Other” (N=429)

Transfer students were higher on “I give thoughtful consideration to different points of view.”

3. Enrollment Status: Full time (N=861) vs. Part Time (N=652)

No difference on any College specific SLO item.

4. Language Status: ESL(N=380) vs. Native Speakers (N=1133)

ESL students are higher on “I have become a better citizen of the community.”

Native English Speakers are higher on “I am more comfortable interacting with people who are not like me.”

5. Academic Status: Good (N=1206) vs. Academic Probation (N=307)

Academic Probation students were lower on:

- I have become a better citizen of the community.
- I have identified, clarified or affirmed my personal goals.
- I have incorporated what I have learned at CRC into my daily life.

PERCEPTION SCALE and GPA COMPARISONS BY APPLICATION AND ACADEMIC OUTCOME VARIABLES (only statistically different scales reported)

1. First time Freshman vs. Continuing Comparison:

Continuing students higher Mentoring scores

First time freshmen higher Academic Self Efficacy scores

Cumulative GPA: First time=1.96; Continuing=2.57

2. Matriculation Goals: Transfer vs. other Comparison:

Higher scores among Transfer students on:

Culture Congruity Scale

Mentoring Scale

Social Scale

Cumulative GPA: Transfer=2.57; Other=2.44

3. Enrollment Status: Full vs. Part time students Comparison;

Full time students higher on:

- Mentoring Scale

- Social Scale

Part time higher on Cultural Congruity Scale

Cumulative GPA: Part time=2.16; Full time=2.51

4. Language Status: ESL vs. Native Speaker Comparison

ESL students higher on Mentoring and Social Measures

Native Speakers higher on Cultural Congruity

Cumulative GPA: ESL=2.56; Native English=2.29

5. Academic Status: Good vs. Academic Probation Comparison

Students with Good academic status higher on:

- Academic Efficacy

- Mentoring

- Cumulative GPA: Probation=.98; Good=2.57

GOAL 3: GENDER and ETHNIC COMPARISONS ON STUDENT PERCEPTION SCALES AND SLO STATEMENTS

Items 1-4 include ONLY students (N=1359) who were categorized in the following ethnic groups: Asian (N=552), African American (N=195), Caucasian (366), and Latino (246).

1. Gender comparison on Perception Scales

Females higher Term and Cumulative GPA

- Mean term GPA Males: 2.26 Females 2.42
- Mean Cumulative GPA Males 2.44 Females 2.60

Females higher mean scores on Cultural Congruity Scale

Males higher mean scores on Mentoring and Social scales

2. Gender Comparisons on specific College SLOs

Females reported higher mean scores on 5 out of 6 of the GE/College SLOs:

- I have identified, clarified or affirmed my personal goals.
- I have incorporated what I have learned at CRC into my daily life.
- I give thoughtful consideration to different points of view.
- I am more comfortable interacting with people who are not like me.
- I am better able to peacefully work out my disagreements with others.

3. Ethnic Comparison on Perception Scales

Asians were lower than other groups on Cultural congruity.

African Americans were higher than other groups on Academic Self Efficacy.

Asians were higher than Caucasians on Social Scale

African Americans were lower than other groups on cumulative GPA

Latinos were lower than Caucasians and Asians on cumulative GPA

4. Ethnic Comparison on specific College SLOs

African Americans higher than other 3 groups on:

“I have identified, clarified or affirmed my personal goals (item 37)

African Americans higher than Whites and Asians on:

- “I have incorporated what I have learned at CRC into my daily life.”
- “I give thoughtful consideration to different points of view”

- “I am better able to peacefully work out my disagreements with others.”

African Americans higher than Caucasians on:

“I have become a better citizen of the community.”

African Americans higher than Asians on:

“I am more comfortable interacting with people who are not like me.”

Asians higher than Caucasians on:

“I have become a better citizen of the community.”

GOAL 4: ASSOCIATION OF STUDENT PERCEPTIONS AND ACADEMIC SUCCESS (TERM and CUMULATIVE GPA)

Pearson correlation analyses were conducted to determine whether there were associations between the student perception scale scores and student GPA.

Ethnic and Gender comparison among full time students only

Asian students: Academic efficacy were positively correlated with both Term and Cumulative GPA, and Mentoring correlated with Cumulative GPA

Latino students: Academic Efficacy positively correlated with Cumulative GPA.

African American students: None of the perception scales correlated with GPA.

Caucasian students: Mentoring and Social scales were negatively correlated with Term GPA.

Males: no correlation with perceptions scales and GPA.

Females: Academic efficacy positively correlated with term and cumulative GPA.

Ethnic and Gender Comparison among academic goal of “Transfer”.

Asian students: Academic efficacy positively correlated with term and cumulative GPA.

Latino students: Academic efficacy correlated with term and cumulative GPA, College environment correlated with GPA term, Mentoring correlated with term and Cumulative GPA.

African American students: No perception scales correlated with either GPA.

Caucasian Students: Cultural congruity correlated with term and cumulative GPA, Social Scale negatively correlated with term GPA.

Males: No perceptions scales correlated with either GPA measure.

Females: Academic Efficacy correlated with term and cumulative GPA.

Continuing students vs. First time Freshmen

Continuing students: Academic efficacy correlated with term and cumulative GPA. Mentoring correlated with cumulative GPA and Social was negatively correlated term GPA.

First Time Freshmen: Cultural congruity was positively associated with cumulative and term GPA.

Academic Standing

Good academic standing: Academic efficacy correlated with term and cumulative GPA.

Academic Probation: No correlation with any perception scales and GPAs.

ESL vs. Native Speakers

ESL students: Academic efficacy correlated with term and cumulative GPA, Mentoring correlated with term and cumulative GPA, and Social scale correlated with GPA term..

Native English speaking students: Cultural congruity correlated with term and cumulative GPA, Academic efficacy correlated with term and cumulative GPA, and Social scale negatively correlated with term and cumulative GPA.

Academic Load: Full time vs. Part time

Full Time: Academic efficacy correlated with term and cumulative GPA among Full time students.

Part Time: Mentoring was positively associated with term GPA, academic efficacy was associated with both term and cumulative GPA, and social scores were negatively related to term and cumulative GPA among part time students.

Appendix A: Description of the Perception Scales:

Cultural Congruity Scale (Gloria & Robinson Kurpius, 1996). The Cultural Congruity Scale measures the cultural fit of students within the college environment. It consists of 13 items and has been found to be a valid and reliable scale among a variety of ethnic groups (Gloria & Robinson Kurpius, 1996; Gloria, Robinson Kurpius, Hamilton, & Wilson, 1999; Gloria & Ho, 2003). Due to the limitations of the forms used to collect data, the items in the present study were rated on a Likert scale format with scores ranging from 1 (not at all) to 5 (a great deal), instead of 1-7 rating scale of the original instrument. A total of 8 items were reversed scored. The alpha value for our sample was .68. Principle component factor analysis was conducted to determine whether there were two or more constructs assessed by this scale. Two factors emerged with Eigen values greater than 1.00, resulting in a clean factor as no item loaded in both categories. The first factor consisted of 8 items and assessed culture as it relates to “conflict” and includes items such as ethnicity is incompatible and family/school values conflict. The second factor assessed communication and included items such as “talk to friend about school” or talk to family. Chronbach’s alpha for Factor one was .70 and for scale two .71.

College Environment Scale (Based on the University Environment Scale: Gloria & Robinson Kurpius, 1996). This instrument measures students’ perception of the college environment included in the original “University Environment Scale”. As described above, the forms used to collect data only allowed for a rating scale of 1 (Not at all) to 5 (Very true) for each item in contrast to the original instrument which utilized a 1-7 rating. With permission of one of the original authors, the language used in some items was modified to make it appropriate for community college students (e.g., the term “university” was replaced with “college”). A total of 5 items were reversed scored. Only 9 of the 14 original items were included in the calculation of the sum score, as items with 10% or more rated as “Don’t know/Not Applicable” or had missing scores from the 2006 study were eliminated. The alpha value for the eight item college environment scale was .62.

Academic Self Efficacy Scale. The Academic Self Efficacy Scale included several items from Child's Self Efficacy Scale (Bandura, 2006), which measures a student's confidence in a variety of academic skills such as taking notes, learning math, and participating in class discussion. The Child's Self Efficacy Scale was used because its language level appeared appropriate for our community college sample that included a high percentage student enrolled in Basic English and ESL classes. Students rated the 13 items on a scale from 1 (cannot do at all) to 5 (highly certain can do). The Academic Self Efficacy sum score for the present study had an alpha value of .87.

Mentoring scale (Gloria, et al., 1999). This item scale was designed to measure students' perception of academic mentoring and included questions such as identifying the number of mentors and number of role models on campus. Students could select responses from none to "more than 4". The five items were added for a Mentoring sum score. The alpha value was .69.

Peer Social Scale: The authors developed a Peer Social Scale that measured the student's perception of campus peer social life. In this instrument, students were asked to report how many friend they had on campus, rate the quality of their social life, and report how often they socialized on campus. The ratings on these 3 items were added for a Peer Social sum score. Two additional questions that were included on the survey measured the level of club and campus activity participation, and asked students to rate the importance of their campus social life.

College Student Learning Outcomes: As described above, six items assessing specific college student learning outcomes were developed in Likert scale format, as shown in Appendix B.

Cultural Congruity Scale for Community Colleges

These questions are to help us understand how our students feel at the college. For each of the following items, indicate the extent to which you have experienced the feeling or situation at Cosumnes River College. Use the following ratings:



My experience is that at CRC...

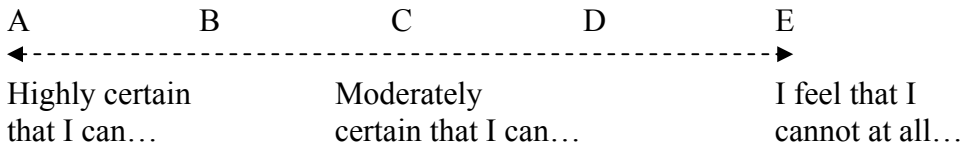
- 10. I feel that I have to change myself to fit in at school. _____
- 11. I try not to show the parts of me that are “ethnically or culturally” based. _____
- 12. I often feel that I have to change myself depending on the ethnicity or cultural background of the person I am with at school. _____
- 13. I feel that my ethnicity or cultural background is incompatible with other students. _____
- 14. I can talk to my friends at school about my family and culture. _____
- 15. I feel I am leaving my family values behind by going to college. _____
- 16. My ethnic or cultural values are in conflict with what is expected at school. _____
- 17. I can talk to my family about my friends from school. _____
- 18. I feel that my language and/or appearance make it hard for me to fit in with other students. _____
- 19. My family and school values often conflict. _____
- 20. I feel accepted at this school. _____
- 21. As a member of my ethnic or cultural group, I feel I belong on this campus. _____
- 22. I can talk to my family about my struggles and concerns at school. _____

Please turn to the next page

Self Efficacy-Academic

These questions are designed to help us get a better understanding of the kinds of things that are difficult for students. Please rate how certain you are that you can do each of the things described below by writing the appropriate number.

Rate your degree of confidence by recording a number from A to E using the scales below:



	Confidence
My experience is that at CRC I can...	
23. Ask teachers to help me when school work is difficult.	_____
24. Ask another student to help me when school work is difficult.	_____
25. Learn mathematics.	_____
26. Learn reading, writing, and language skills.	_____
27. Finish my homework assignments on time.	_____
28. Get myself to study when there are other distractions.	_____
29. Always concentrate on lectures during class.	_____
30. Take good notes during class instruction.	_____
31. Use the library to get information for class assignments.	_____
32. Organize my school work.	_____
33. Remember well the information presented in class and textbooks.	_____
34. Motivate myself to do school work.	_____
35. Participate actively in class discussions.	_____

Please turn to the next page

46. There is someone on campus that you identify as a role model.
- a. no one
 - b. 1 person
 - c. 2-3 persons
 - d. 4 or more persons
47. How many friends do you have on campus?
- a. none
 - b. 1-2
 - c. 3-4
 - d. more than 4
48. How would you rate your social life on campus?
- a. poor
 - b. fair
 - c. good
 - d. excellent
49. How important is your social life at CRC?
- a. not important
 - b. somewhat important
 - c. quite important
 - d. very important
50. How many campus clubs or activities do you participate in?
- a. none
 - b. 1-2
 - c. 3-4
 - d. more than 4

APPENDIX C: DESCRIPTION OF COURSES SAMPLED FOR THE STUDY

Student perception Survey Data collection:

Sample included a total of 1705 students from 60 classes from the following divisions/departments:

Business and Family Sciences

Accounting

Early Childhood

Careers and Technology

Allied Health

Medical Assisting

Emergency Medical Technician

Communications, Visual, and Performing Arts

Art

Communication Studies

Photography

Humanities and Social Sciences

Social Sciences

English, Reading

ESL

Foreign Language

History

Humanities

Physical Education and Athletics

Science, Mathematics, Engineering

Biology

Chemistry (including lab)

Mathematics

Student Services

Human Services

Student Services

Student perception Survey Data collection:

Courses sampled from the following divisions/departments (some include multiple sections)

Business and Family Sciences

Accounting

ACCT 301

ACCT 311

Early Childhood

ECE 300

ECE 314

ECE 330

Careers and Technology

Allied Health

AH 110

Medical Assisting

MEDA 230

Emergency Medical Technician

EMT 100

Architecture

ARCH 320

Automotive Mechanics Technology

AMT 320

Communications, Visual, and Performing Arts

Art

ART 300

ART 324

ARTH 300

Communication Studies

COMM 301

Photography

PHOTO 302

PHOTO 310

Humanities and Social Sciences

Social Sciences

ANTH 310

PSYC 300

PSYC 330

SOCSC 325

SOC 300

SOC 321

English, Reading
ENGWR 51
ENGWR 101
ENGWR 300
ENGWR 302
ENGLT 321
ENGRD 310

ESL
ESLW 320

Foreign Language
SPAN 401
SPAN 402
VIET 401

History
HIST 312
HIST 321

Humanities
HUM 320

Physical Education and Athletics
FITNS 331
PACT 320
HEED 342

Science, Mathematics, Engineering
Biology
BIOL 366

Chemistry (including lab)
CHEM 400
CHEM 401

Mathematics
MATH 120
MATH 420
STAT 300

Student Services
Human Services
HSER 302
HCD 310
PUENTE

Sampling: Goal to get large, diverse sample of students from a variety of courses representing the college's major divisions.

Multiple courses in all major divisions except Learning Resources

Certain courses were selected to increase sample size for:

African Americans (low number first survey)

History of the U.S.: African American Emphasis (3 sections)

College Success with African American emphasis

Asians (to allow for separate analyses by Asian cultural groups)

Vietnamese

Asian Humanities

Asian Experience in America (Social Sciences)

Also included Basic Skills and College transfer courses for Math and English, for example:

Math included both Intermediate Algebra and Differential Equations

English included: Developmental Writing and American Literature

ESL and Reading

College Success courses

Vocations/Technical courses such as:

Automotive Ignition Systems

Architectural Design and Communications

Medical Language for Health-Care Providers

Day, evening and Saturday classes

Large and small classes