



Meet the Director of Planning and Research



Meet Kathy McLain—the new Dean of College Planning of Research, who recently transitioned from her role as the Dean of Science, Mathematics and Engineering. One of Kathy's primary responsibilities is to enhance the college's utilization of data in the planning and decision making processes at the college. In addition, Kathy is responsible for overseeing the ongoing development of the Center for the Advancement of Staff and Student Learning

and for facilitating and monitoring the development and administration of grants.

In her role, Kathy oversees Brad Brazil (Research Analyst) and works with Dr. Jeanne Edman (Faculty Research Associate), Dr. Marybeth Buechner (CASSL faculty developer) and Colette Harris and Roseanna Coelho (Co-Chairs of the Professional Development Committee). She also appreciates the administrative support she receives from Nancy Edmonson and Linda Neal.

Kathy's planning efforts thus far have been focused on helping the college prepare for the next WASC Accreditation

site visit in 2009. During Kathy's short tenure as the Dean of Planning and Research, some very exciting research has been produced. One of the studies examined the flow of student enrollments in the district and found that 35% of the students who reside in the CRC service area do not attend CRC, but enroll at other Los Rios colleges.

In addition to her new position, Kathy is enjoying the prospect of becoming a grandmother for the first time and completing her Ph.D. in Adult and Postsecondary Education soon. You can contact Kathy at (916)691-7144.

CASSL News

Welcome Marybeth! The research office staff are excited that Marybeth's tenure in the CASSL has been extended for two more years and has been increased from 40% to 80%. We thank the

Professional Development Committee and President Rodriguez for their support of this expanded position. Be on the lookout for new types of offerings in the CASSL next fall

including Pizza Fridays and a Seminar Series that provides college employees the opportunity to explore issues related to teaching and leadership in greater depth.

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Some Interesting Facts:

- CRC is the most ethnically diverse college in the district - Nearly 70% of the college is comprised of ethnic minorities.
- CRC has the highest Fall-to-Spring Persistence rate compared to the other colleges in the District.
- CRC is looking at expanding their educational offerings to Amador County. Currently the Research Office is conducting a needs assessment of Amador County residents.

Current Projects:

- Amador County Survey
- Education Initiative research
- Elk Grove Center research
- Student Self-efficacy study



CASSL News—continued

Consider participating at one of the following CASSL sponsored events!

SLO Institute - May 23rd and 24th at Casa de los Niños. - This institute provides an overview of the assessment of course-embedded outcomes at CRC and is designed to give faculty a chance to strengthen their knowledge and efforts in this area.

The CASSL Colloquium – Colleges and Cultures on August 22nd at CRC. The theme for this year is “How do we measure what our students are learning.” There will be break out sessions on assessment and grading

strategies as tools to help student learning, culturally proficient assessment, and helping incoming freshmen transition to college-level learning assessment.

For more information about CASSL or these events, please contact Dr. Marybeth Buechner at (916)691-7404.

Fall Student Profiles

Research prepared by the Los Rios District’s Research Office indicate the CRC student population has the following characteristics:

Enrollment—For fall 2006, CRC enrollment was 12, 563, an increase of nearly 10% compared to fall 2002.

Age— Nearly 60% of the CRC student population are under the age of 25.

Gender— Nearly 60% of the CRC student population is female.

Ethnicity— CRC is very ethnically diverse, with an Asian population of 30%, a Latino population of 15%, and a African American population of 14%.

Day/Evening— More than 50% of the CRC student population attend exclusively during the day and 25% attend exclusively during the evening. More than 20% of the students attend both day and evening.

Unit load— More than 35% of the CRC student population are full-time students, and 30% of CRC students are taking less than 6 units.

First Generation Student—Nearly 40% of the CRC students reported that they were a “first generation” college student.

Income Level—Nearly 30% of the CRC student population report that their household income is below the poverty level (based on US Dept of Health and Human Services definition using household size and household income).

Employment— 70% of the CRC student population is working, and nearly 25% of the CRC student population works full-time.

Educational Goal — More than 50% of the CRC student population stated that their educational goal is to transfer. Nearly 20% of the CRC students have an educational goal of obtaining a AA Degree or Certificate.

Where do CRC students come from?

As part of the overall planning efforts to build an Elk Grove Educational Center, the CRC Research Office examined where CRC students live.

The results were surprising. Using mapping software and “geocoding” student’s mailing addresses, the results show that CRC students come to the college from all over the Sacramento region.

Another interesting finding from the study is that approximately 35% of the CRC students who come from the Elk Grove School District do not attend CRC, but travel to other Los Rios colleges. The study found that the students who do not attend CRC take approximately the same type of courses as CRC students.

Educational Initiative research findings

During Spring 2007, the Research Office conducted a number of research projects comparing the students who were part of the Educational Initiative strategies conducted during fall 2006. The Educational Initiative students academic performance were compared to similar groups of students to see if the strategies improved student success.

In general, students participating in one or more of the Educational Initiative strategies performed better than comparable groups of students.

- Educational Initiative students completed more units.
- Educational Initiative students were more likely to see a counselor.
- Educational Initiative students had higher fall to spring persistence rates.