



## A Busy Year for Planning and Research

The 2007-08 Academic year has been a busy one for the Office of Planning and Research. Over 20 projects were scheduled ranging from collaborative work between the College and District's Research offices, to building "data bridges" between the college Research Office and the Elk Grove School District, to administering the Noel-Levitz Student Satisfaction survey.

In addition, The CRC Research Office is working with data from the National Student Loan Clearinghouse to help determine which CRC students actually transfer to 4-year universities. The exciting aspect of receiving this file is that it contains students who are enrolled in private

colleges and universities so the Research Office will be able to determine how many of CRC students transfer to private colleges and universities, an ability that has not been available to the office in the past.

A new study was undertaken by the Research Office during the Spring 2008 semester looking at the traditional student course success rates to see if they differed by instructional mode (i.e. traditional lab and lecture format, Instructional Television, and internet-based instruction), course level or educational goal. Highlights from this study are included in this newsletter.

Another new study undertaken by the

Research Office examined the recommended placements on English and Math assessment tests for students from the Elk Grove School District. Highlights of this study are included in this newsletter as well.

The Noel-Levitz Student Satisfaction survey has recently been administered and the completed surveys have been sent to Noel-Levitz for processing. The college should receive a report from the student surveys later this summer. The results of the survey will be compared to previous results to identify areas of improvement, areas of strength, and areas that need improvement. The results of this survey will also be used for the upcoming Accreditation Self Study and the next Program Review cycle. (2009-2010).

### Outcomes Assessment Task Force

During the 2007-08 academic year, key faculty, staff and administrators have been meeting on a regular basis to investigate how to implement the assessment of student learning outcomes at the college. The task

force is striving to develop systems and resources to support assessment at the course, activity, program, GE, and college level. These resources and systems will be flexible enough to account for the wide

array of learning opportunities and services at the college, and will help individuals design and implement assessment strategies that work best in their learning environment.

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#### Interesting Facts:

- Over 70% of the CRC students who take an online or ITFS class also take a traditional "brick and mortar" class.
- Over 70% of the ESL students who successfully completed an ESL course enrolled in the subsequent ESL course.
- CRC continues to have the highest percentage of students who persist (remain enrolled) from semester to semester in the district.
- Approximately 30% of students who completed an assessment during 05-06 year placed into a basic skills course.

#### Current Projects:

- Study on students who have academic problems
- Follow-up study on Educational Initiative cohorts
- Development of Accreditation surveys
- Research Office and CASSL website redesign
- Creation of new data Web site to support new PrOF pilot projects.



## Student Perceptions of Self-efficacy Study

Dr. Jeanne Edman's study on student's perceptions of their self-efficacy in the academic arena continues this semester with a redesigned survey instrument. After positive reviews from the results of the first administration of the survey (especially from the counselors and faculty involved with the student services programs at the college), Dr. Edman redesigned the survey to incorporate the assessment of several college wide student learning outcomes and to strengthen the survey's ability to address various campus initiatives and projects. Dr. Edman was able to administer the survey in over 40 individual classrooms that spanned the varied curriculum at CRC. More

than 1,500 students were surveyed as a result of the enhanced administration of the survey this semester. Dr. Edman will be working with the Research Office to link the survey respondent data with application and transcript data to compare the student's perception of their efficacy with objective performance measures. Dr. Edman has promised to develop customized analyses for those classes where faculty expressed an interest in seeing the results for their particular class.

Results of this survey will be added to the growing body of SLO assessment at the college.

## Fall 2007 Student Profiles

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

**Enrollment**—For Fall 2007, CRC enrollment was 13,224, an increase of over 15% compared to Fall 2003.

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

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

**Ethnicity**— CRC is very ethnically diverse, with an Asian population of 30%, a Latino population of 16%, and an African American population of 15%.

**Day/Evening**— Nearly 50% of the CRC student population attend exclusively during the day and 22% attended exclusively during the evening. Approximately 20% of the students attended both day and evening.

**Unit load**— Nearly 35% of the CRC student population were full-time students, and 31% of CRC students were taking less than 6 units.

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

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

**Employment**— Nearly 70% of the CRC student population worked, and nearly 22% of the CRC student population worked full-time.

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

## A Closer Look at Student Success

During Fall 2007, the CRC Research Office investigated course success rates for different instructional delivery systems (i.e., Distance Education, Independent Study, Directed study as well as the "traditional" methods of lecture and lab modes of instruction) and different course levels (i.e., Basic Skills, College-level, and Transfer-level). The Research Office also analyzed Educational Goals to investigate whether course success rates varied by these factors.

The overall course success rate at the college was 64.3%. Course success rates by course level (i.e., "Basic Skills," "College-level," or "Transfer-level") indicated that students enrolling in Transfer-level courses had higher course success rates compared with students enrolling in "College-level" or "Basic Skills" courses. Course success rates in Internet-based courses were lower than lecture and lab classes and were relatively unchanged over the course of the study.

More information from this report is available via the Research Reports tab on the CRC Research Office Web site at:

[www.crc.losrios.edu/Faculty\\_&\\_Staff/Research\\_Office.htm](http://www.crc.losrios.edu/Faculty_&_Staff/Research_Office.htm)

## EGUSD Assessment Study

The Research Office identified 1075 students who had attended an EGUSD school, took a reading, writing or mathematics assessment test, and enrolled at CRC during the 05-06 or 06-07 academic years in order to study the recommended placement of students into math, reading and writing.

Incoming students were stronger in writing and reading as compared with mathematics as evidenced by the fact that a greater percentage of students placed in transfer-level writing (44.6%) and transfer-level reading (26.3%) as compared with mathematics (16.7%). In addition, 63.1% Of students in the study placed only one course **below** transfer-level reading or transfer-level writing (35.5%) as compared with transfer-level mathematics (9.6%). Finally, a greater percentage of students placed in basic skills math (30.6%) as compared with basic skills writing (19.7%) or basic skills reading (10.5%).

More information from this study is available via the Research Reports tab on the CRC Research Office Web site at:

[www.crc.losrios.edu/Faculty\\_&\\_Staff/Research\\_Office.htm](http://www.crc.losrios.edu/Faculty_&_Staff/Research_Office.htm)