



## Exciting Research Projects

The 2008-09 academic year continues to be a busy time for the CRC Research Office as it supports your work and programs!

First, it has been a year **filled with surveys!** We have been busy analyzing and disseminating the CRC results of the **Noel-Levitz** and the **LRCCD employee survey**. We designed and analyzed Web-based surveys to support **accreditation**, and to assess **GE and program SLOs** for CASSL and several administrative support programs. Survey results have influenced the accreditation self-study and have informed College-wide and program planning.

We also worked with the **Math and English departments** to support the validation of their assessment tests.

In addition, Dr. Jeanne Edman continued her assessment of **self-efficacy of CRC students** and its

relation to student performance. Dr. Edman shared her findings with various shared governance committees and other groups. Her results demonstrated that self-efficacy was not correlated with achievement for many student groups. Dr. Edman's project also provided information relevant to the **assessment of several College-wide SLOs**.

We also conducted a study to help the **Chemistry** department understand the relationship between Chemistry 300 grades and grades in Chemistry 400 (the next course in the sequence). It was surprising to find that many students did not enroll in the next course until one **or more** years after their completion of Chemistry 300.

We have generated College-wide and program-level data to support **accreditation**

and the pilot testing of the revised **PrOF** form.

We also supported the College's **strategic planning process** by providing data that assessed the impact of the previous plan and data about current and anticipated changes in the community we serve.

We are supporting the work of the **Matriculation Committee** by identifying the number of students who meet with a counselor to complete a Student Educational Plan subsequent to their completion of an online orientation.

We also provided information to support the **Academic Senate's** assessment of the compressed calendar.

For more information visit the Research Website or contact Brad Brazil, Research Analyst (x7385).

## Research Office Website Revamped!

The CRC Research Office has had a "Web presence" in cyberspace for more than 10 years. During the past year, Kathy and Brad reviewed and reorganized the Website to enhance access to the plethora of information on the site. Research is

posted on pages that designate whether their primary function is to provide an overview of **our College**, analyze our **student population**, analyze **student success**, or analyze the **community we serve**. Other pages feature **cohort studies**, provide

links to other Websites, or provide information to support research at CRC.

The Research Office Website can be found via the **Research** link under the "faculty and staff" tab on the CRC home page.

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### Some Interesting Facts:

- Over 70% of CRC students who enroll in an online or ITFS class also enroll in at least one traditional "brick-and-mortar" class.
- Over 70% of ESL students who completed an ESL course enrolled in the subsequent ESL course the following semester.
- The LRCCD District Environmental Scan predicts CRC will have 16,374 students in 2012 and 23,295 students in 2017.

### Current Projects:

- Web based survey development
- Accreditation Self-Study document support
- Development of Web-based SLO Assessment reporting
- ECE Survey analysis



## Students Chime In Regarding G.E. Outcomes

During the Spring 2009 semester, the Research Office conducted a web-based survey asking CRC students who had completed 56 or more College units to assess the efficacy and impact of the General Education component of their coursework.

Over 500 students were invited via e-mail to participate in the web-based survey and there was a 23 percent response rate from the students. The Research Office was pleased to learn that this was an effective way to solicit input from our students, because this process can be automated and extended to other cohorts.

Most respondents indicated that their experience at the College contributed to the acquisition of the abilities outlined in our general education student learning outcomes. Key responses included the following:

Nearly 80% of the respondents felt that attending CRC helped them **to be a better citizen.**

Nearly 90% of the respondents felt that attending CRC helped them to **present information in an organized way.**

Over 90% of the respondents felt that attending CRC helped them to **use knowledge appropriately.**

Over 80% of the respondents felt that attending CRC helped them to **use their understanding of what is morally right or wrong in a specific situation.**

Nearly 80% of the respondents felt that attending CRC helped them to **evaluate information to determine if it is objective.**

## Did You Know?

Research prepared by the Los Rios District's Research Office indicates the following:

**Day/Evening**— Nearly 55% of the CRC student population attend exclusively during the day, 22% attend exclusively during the evening, and approximately 23% of the students attend both day and evening.

**Unit load**— Nearly 39% of the CRC student population are full-time students, and 32% of CRC students are taking less than 6 units.

**Employment**— Nearly 70% of the CRC student population is working, and nearly 20% of the CRC student population works full-time.

**Educational Goal** — Nearly 60% of the CRC student population state that their educational goal is to transfer. Nearly 20% of the CRC students have an educational goal of obtaining a AA Degree or Certificate.

### **The Research Office does more than conduct research**

Although approximately 68% of our work is devoted to conducting, analyzing and disseminating research, close to 25% of our work is split between consulting and programming. The remaining time is spent providing data to program faculty/staff and/or developing models.

### **The Research Office supports the Strategic Plan**

Although the majority of our work (60%) supports the College's work in the areas of access and growth, student success and teaching and learning effectiveness, 31% of our work supports initiatives in the areas of organizational effectiveness. Almost 10% supports the College in the area of community and economic development.

## Outcomes Assessment Task Force News

For the past academic year, the Outcomes Assessment Task Force (OATF) has been meeting to develop faculty-based outcomes assessment rubrics and criteria to share with the faculty interested in the development of formal assessment of student learning outcomes.

Faculty from all divisions participated by assessing one or more student learning outcomes in their classrooms and reporting on their findings. The Research Office has supported this work by collating their input onto an Excel spreadsheet and is in the initial development phases of a Web-based collection and reporting mechanism. This will enable faculty and staff to enter the findings of their formal assessment of student learning outcomes. This information will automatically be stored in a central repository and will be made accessible to the College through various report functions. This process will enable the information to be available to programs in support of PrOF, Unit Planning and grant development. The process will also support the College-wide analysis and utilization of assessment results for planning and decision-making.

## Enhancing Program Review

Although the Research Office has provided extensive data to support Program Review for instructional programs for many years, the Administrative areas of the College (such as Admissions/Records, Facilities, Instruction) have been hampered by the difficulty in systematically collecting data that is relevant to their program review. The Research Office has worked with Cory Wathen, the Director of Administrative Services, to develop tools to assess various aspects of printing, mail and facilities maintenance services. It is hoped that these tools can be adapted to help other administrative and student support programs assess and improve their services.

In addition, the Research Office has consulted with the planning committee as they evaluated and revised the PrOF instrument. We think you will be pleased by the new instrument and the information and data we will be providing to support your next PrOF (which will occur during Fall 09).