Program Review (PrOF) Announcements

This Fall 2015, the College will engage in its midterm PrOF reporting period. The College Planning Committee and the Office of Planning and Research is pleased to inform you that you will see several major improvements in the PrOF system. In particular, data from the assessment system is now linked to PrOF so there is no longer a need to look at reports and enter data into PrOF! The Planning and Research Office/CASSL will also be hosting a series of workshops in the fall semester to assist you with this process.

August/September—Big Picture and How to Get Started

October—Making Sense out of the Assessment and Data Related Questions

November—Navigating the Planning Components

Keep an eye out for announcements regarding specific dates, times, and locations as fall approaches. Visit the CRC Planning and Research webpages to access updated PrOF manuals and the 2015 instructional program review data packets (to be posted late July 2015/early August 2015).

Enrollment Steadily Increasing at Elk Grove Center

Enrollment at the Elk Grove Center has steadily increased — from 1,448 students in Fall 2013 to 2,955 in Spring 2015. This constitutes a 204% increase in student enrollment overall.

Additionally, students who are Latino/Hispanic represent the largest ethnic group at the Center, followed by students who are White and students who are Asian. This ranking is somewhat different than the main campus.

The majority of Elk Grove Center students are female and are under the age of 20. This demographic breakdown is very similar to the main campus.
Highlights from our 2015 Student Success Scorecard

Earlier this April 2015, the California Community Colleges Chancellor’s Office released the Student Success Scorecard. The Research Office compared our 2015 performance on these metrics with the 2014 data and noted improvements in the following metrics:

- Fall-to-fall persistence of the overall student cohort (+0.4%)
- Completion of a college-level English or Math course for Basic Skills English or Math students (+1.2% and +1.7% respectively)

The college’s performance in the following metrics decreased this year compared to last year:

- Completion rate for the overall student cohort (-4.4%)
- Completion of 30 units of the overall student cohort (-0.3%)
- CTE completion rate down from 50.9% to 46.4% (-4.5%)

Additional information about the 2015 Scorecard:

- The Research Office also published a 5 year trend analysis of the Student Success Scorecard data
- Readers can also access the College’s 2015 Student Success Scorecard directly from the State Chancellor’s Office

Faculty Research Corner: Increasing Communication Between Instructional and Counseling Faculty

Last summer (2014), the CRC Counseling department, led by Hoyt Fong, approached the College’s faculty researcher, Dr. Jeanne Edman, to request her help with designing a survey to address two research questions: 1) do instructional faculty perceive a need for increased communication with the counseling faculty and 2) what suggestions do the instructional faculty have to enhance the relationships between the counseling and instructional faculty members. An open-ended survey with three questions was created to encourage the instructional faculty to provide specific feedback that may not have been obvious to the counseling faculty or the faculty researcher. During fall 2014 convocation, a member of the counseling department administered the survey at each of the instructional division meetings. The response rate was 94% (140 out of 149 full-time faculty).

The results revealed that a majority of the instructional faculty agreed on the importance of good communication between the instructional and counseling faculty (80%) and that increasing interaction between both faculty groups would improve student success (90%). The Instructional faculty’s most common suggestion towards enhancing the communication link with the counseling faculty was to increase the attendance of counseling faculty at instructional division or department meetings. (Please note: An official report will be published at later time.)

Look for the Fall 2015 Research Brief to read about a Spring 2015 study examining CRC students’ perceptions of counseling services.
Group Differences in Persistence for the 2013-14 Academic Year

The Office of College Planning and Research compared various student demographics (e.g., gender, ethnicity, age, etc.) to identify differences in persistence rate from Fall 2013 to Spring 2014. Those who were over the age of 20 (particularly between 25 and 29 years of age), female, African American, and enrolled in fewer than 15 units had the lowest persistence rates. Although these findings highlight differences between various demographics, we cannot say why the demographic groups differ from one another.

Additionally, students who persisted into spring were more likely to achieve higher success rates and GPAs in Fall 2013. This finding may point to a potential source of student persistence. Those who achieve higher success rates might be more motivated to continue. Future analyses will examine differences in persistence rates moderated by demographic variables. For example, differences between males and females might only be observable in one ethnic group and not another. Additional analyses will include other demographic characteristics like first generation status, socio-economic status, and use of student support services.

Students Who Maintain Levels of Success Are More Likely to Persist

Students who did not reenroll in the Fall 2014 semester showed declines in student success rates across the preceding Fall 2013/Spring 2014 semesters. This finding was also observed when the analysis was repeated for students in the 2012-13 and 2011-12 academic years. Please note that this analysis did not exclude students who earned a degree or certificate in one of the preceding terms.

<table>
<thead>
<tr>
<th>Semester Course Success Rate</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Did Not Persist</td>
<td>73%</td>
<td>65%</td>
</tr>
<tr>
<td>Persist</td>
<td>77%</td>
<td>76%</td>
</tr>
</tbody>
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On average students who did not persist from Fall 2013 to Fall 2014 had an 8% decrease in their course success rate from fall to spring. This is compared to a 1% decline for students who did persist.

The trend in performance for students who did not persist could be explained in a number of ways. For example, students who experience a decline in their performance may be less motivated to continue with their studies. Alternatively, adverse life experiences may cause a decline in a student’s success and prevent a student from reenrolling in fall.
What is the Institutional Effectiveness Partnership Initiative?

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort put forth by the California Community Colleges Chancellor’s Office’s Institutional Effectiveness Division and the College of the Canyons. The purpose of the initiative is to strengthen institutional effectiveness with the goal of reducing the number of accreditation sanctions and audit issues. Overall, the intended outcome for the system is to improve student success. Part of the implementation of IEPI includes state funds for local assistance ($2.5 million; SB 852 Budget Act of 2014). There are three components of the IEPI: 1) colleges/districts will set goals using the IEPI framework of indicators; 2) IEPI will provide/assign “Technical Assistance Teams” (also called “Partnership Resource Teams”) for colleges who request assistance; and 3) IEPI will connect colleges to institutional effectiveness-related professional development opportunities.

The framework of indicators was developed by the IEPI Advisory Committee Workgroup, whose 50 statewide members include representation from the ASCCC, CEOs, CCCT, CIOs, ACBO, CSSOs, RP Group, and others. The indicators are focused on four segments: student success, accreditation status, fiscal viability, and state/federal compliance. The goals derived in the four areas must be implemented by June 30, 2015 (Education Code section 84754.6; SB 852 Budget Act of 2014; SB 876 Education Finance; and, SB 860 Education finance: education omnibus trailer bill). This year, the College is required to set a goal for the fall term course student success rate and accreditation status; the District sets the goals for fiscal health and federal/state compliance. As of right now, the system does not expect to impose sanctions on colleges/districts who do not meet their goals, given that they have “tried to implement changes and measured the effectiveness” (IEPI FAQ).

For colleges/districts unable to meet their goals across subsequent years, Technical Assistance Teams (Partnership Resource Teams) will be made available at an institution’s request to develop improvement plans. Grants up to $150,000 may also be provided to help colleges implement these plans; however, grants will be dispersed based upon institutional need. Additionally, professional development opportunities related to institutional effectiveness will be made available to all colleges in the system whether or not they request assistance.

To find out more you can visit:
- CCCCO Institutional Effectiveness Division
- Institutional Effectiveness Partnership Initiative (hosted by College of the Canyons)
- IEPI – Monitoring Portal (Screenshots)

Cosumnes River College Office of Planning and Research’s New Research Analysts

Paul Meinz, PhD
Paul has six years of experience as a psychological scientist. He earned a Ph.D. in Psychology from Western University, Canada, and a Master’s degree in Psychology from the University of California, Berkeley. His dissertation research focused on how children attend to social information as a function of early experiences with primary caregivers. He is excited to apply his knowledge of research practices and statistics to improving student success at CRC. In his free time, he is writing a book on human attachment relationships.

Sabrina Sencil
Sabrina’s professional experience in institutional research spans nearly 8 years. Before coming to CRC, she worked at UC Davis for five years and a little over 2 years at San Joaquin Delta College. She earned her Master’s in Higher Education Administrative Leadership from the University of San Diego. Her passion and dedication to improving student success at the community college is what guided her into a professional career in institutional research. When she’s not busy digging into the data, she’s spending time with her family.

Some of our summer projects:
- Review and improve the Research and Planning websites
- Enhance the Assessment Reporting System
- Generate 2015 PrOF Data Packets