CALIFORNIA COMMUNITY COLLEGES
AND
RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

#87-0290
In 1986-87, the Learning Assessment Retention Consortium (LARC) conducted Year 1 of the LARC Student Outcomes Study. The study included the participation of 29 colleges and 7,500 students who were enrolled in developmental writing courses during Fall 1986. The study is the first of its kind in the state to jointly measure student outcomes, including skills acquisition, student goals satisfaction, and retention in courses, and programs. This study project, to be conducted from July 1, 1987 to August 31, 1988, will continue and expand that study in three areas, or components: First, the 1986-87, 7,500 study students the original 29 participating colleges will be tracked and surveyed to further evaluate the outcomes experienced. Second, the student outcomes evaluation model will be expanded to address developmental reading programs. Between 15 and 20 colleges will be selected to implement the model in that area; approximately 3,000 students will be included in this effort. Finally, a descriptive study of developmental curriculum in California community colleges will provide the project with the ability to relate student outcomes findings to curriculum practices.
LARC Student Outcomes
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1. Specific Educational Program Being Addressed
2. Specific Problems Being Addressed
3. Population To Be Served
4. Objectives
5. Workplan Narrative
6. Expected Outcomes
7. Evaluation Plan
8. Dissemination Plan
9. Budget Narrative
Overview and Objectives

This proposal outlines a study plan by which the Learning Assessment Retention Consortium (LARC) can continue and expand the 1986-87 Student Outcomes Study for a second year, 1987-88.
While the potential outcomes, or results and impacts, of postsecondary education are many, the LARC Research Sub-committee selected three intended community college outcomes to be measured in the study:

1) Student persistence in courses and in college.

2) Student educational goal satisfaction.

3) Skills acquisition in courses.

A few colleges in California had, as of the beginning of 1986-87, conducted remedial programs evaluations. One need that became apparent was for colleges to participate in coordinated research, where definitions of terms and measurement criteria were standardized. In this way, the comparability of the results would make the findings more valuable and meaningful. Colleges would have the ability to compare their findings with those of like colleges. And, a combined data base would make it possible to make informational statements about groups of community college programs.

Using pre- and post-testing, student questionnaires, and data collection from college records, 29 colleges, including 7500 students in the total sample, implemented the outcomes evaluation model in Fall 1986.

The continuation and expansion of the study for 1987-88 proposes the following three objectives, or components, and corresponding activities:

1) TO PROVIDE FOLLOW UP OUTCOMES INFORMATION ABOUT THE STUDENTS STUDIED IN PHASE I/YEAR 1 OF THE STUDY.
Given that student outcomes are not fully realized within one semester following an educational experience, the students among the 7500 who successfully completed the developmental writing course in which they were enrolled in Fall 1986 will be contacted via telephone and/or mail questionnaire to determine the progress of their educational, career, and personal development. Former students will also be asked to assess their current writing skills as they relate to their Fall 1986 writing course and the subsequent use of those skills learned. All 7500 students will be followed to identify enrollment trends. Any of the original 29 colleges may participate in the follow-up. Colleges will be funded for the follow-up activities.

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2) TO EXTEND THE STUDENT OUTCOMES EVALUATION MODEL TO ADDRESS DEVELOPMENTAL READING PROGRAMS.
The original evaluation model will be used to evaluate student outcomes for developmental reading courses. The same model will be used in measuring skills acquisition, student goal satisfaction and retention in courses and college was pilot tested in 1986-87 on developmental writing students. All 106 colleges will be invited to apply to participate. Approximately 15 will be chosen on the basis of demographic and geographical representativeness and reading program characteristics. Colleges will be provided pre- and
post-testing materials (they will have a choice between two tests) to measure skills gain and pre- and post-questionnaires to measure student goal satisfaction. Colleges will also be required to submit student records information.

3) COMPLETE AND ANALYZE SURVEYS TO DESCRIBE DEVELOPMENTAL WRITING AND READING PROGRAMS IN ALL COMMUNITY COLLEGES. The results will be analyzed together with the results of the writing and reading outcomes study, thus connecting curriculum practices to outcomes.