

Using Peer Interviews in Student Participation Assessment:

Introduction: One of CRC's college wide student learning outcomes is "Be actively involved in campus life and express a sense of engagement with the campus culture." Results from our Student Perception Survey in Spring 2008 indicated that only about 20% of CRC students participated in campus clubs or outside class activities. The research office developed a qualitative approach to explore the reasons students fail to participate in campus life outside of the classroom. Students were trained in structured interview techniques and interviewed more than 170 students. A subset of the sample included very active students who participated in student government or newspaper. The goals were:

- Obtain a more in depth analysis as to why students fail to participate in clubs/activities.
- Determine what students gain when they do participate
- Determine what activities/clubs are of interest to students
- Include qualitative data in the study-provide more detailed responses to supplement earlier research

Findings: A total of 57% of students indicated they had no time to participate and 42% had no interest. 70% said they would be more likely to participate if they received class credit. Many students (27%) indicated they would participate if they had more time and some students suggested activities or clubs they would like on campus. Students who do participate believe campus activities are valuable.

Conclusion: It may be unreasonable to expect a large percentage of CRC students to participate in outside class activities and clubs since many have outside work/family commitments. However, those who do participate find great value in these activities.

More details about this study are available at

http://www.crc.losrios.edu/Documents/research/StudentParticipation_12_14_10v2.pdf

A Student Peer Interview Study of the Impact of Attending CRC on Cultural Competence and Ethnic Identity

A core value of CRC both at the college and GE level is to help students develop an increased respect and awareness of cultural diversity. In the present study, students were trained in peer interview techniques and used the structured interview method to interview other students. A total of 171 students were interviewed, yielding the following results:

- More than 60% believed that attending CRC increased their respect for cultural diversity.
- Nearly 65% stated that attending CRC had increased their awareness that there are within group cultural differences.
- Approximately 61% agreed that attending CRC increased their awareness of the cultural practices of historically underrepresented minority groups.
- Slightly more than 34% of students indicated that CRC has impacted their cultural/ethnic identity,
- Approximately 33% said that CRC helped increased their ethnic pride and self- esteem.

Lower scores on the development of ethnic identity/ethnic pride were often due to the students stating that their ethnic identity was developed prior to attending college which is not surprising given the ethnic/cultural diversity of the South Sacramento/Elk Grove communities. Students' ethnic and self-identities are complex and range from ethnic group (Hmong, Asian, etc) to skateboarder or athlete. The majority of students indicated that they have had a variety of campus cross cultural experiences and describe their campus social interactions as positive. These findings indicate that CRC is successful in developing a cross cultural awareness and competency among students, but many students have developed their cultural/ethnic awareness and identity prior to coming to college.

More details about this topic are available at

http://www.crc.losrios.edu/Documents/research/Copy%20of%20CASSL%20Student%20interviews%20for%20GE%20cultural%20competence_V3.pdf