

Program Completers' Perceptions of Learning Outcomes and Learning Support: 2013

Collin College

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September 4, 2014

Table of Contents

<i>Executive Summary</i>	v
Introduction	1
<i>Survey Objectives</i>	1
<i>Survey Methodology</i>	1
<i>Instrument</i>	2
<i>Participants</i>	3
<i>Data Analysis</i>	4
Section I: Respondent Background Information	6
Section II: Perceptions of Learning Outcomes	7
<i>Reliability Analysis</i>	28
Section III: Perceptions of Learning Support	29
Summary	35
APPENDIX A: List of Learning Support Activities and Services Added by Survey Respondents	37
APPENDIX B: Questionnaire	40

List of Figures

Figure 1. Importance of and Satisfaction with Aspects of Learning Support – Mean Responses	31
Figure 2. Perceptions of Importance and Satisfaction Levels for Learning Support Areas in Four Quadrants	34

List of Tables

Table 1. Respondents by Year of Completion and Award Type.....	6
Table 2. Perceptions of Learning Outcomes: Degree Qualification - Specialized Knowledge Subscale	8
Table 3. Perceptions of Learning Outcomes: Degree Qualification - Broad Integrative Knowledge Subscale	9
Table 4. Perceptions of Learning Outcomes: Degree Qualification - Intellectual Skills Subscale	10
Table 5. Perceptions of Learning Outcomes: Degree Qualification – Applied Learning Subscale.....	11
Table 6. Perceptions of Learning Outcomes: Degree Qualification – Civic Learning Subscale	12
Table 7. Perceptions of Learning Outcomes: Texas Core Objective – Communication Skills Subscale.....	13
Table 8. Perceptions of Learning Outcomes: Texas Core Objective – Critical Thinking Skills Subscale	14
Table 9. Perceptions of Learning Outcomes: Texas Core Objective – Empirical and Qualitative Skills Subscale	15
Table 10. Perceptions of Learning Outcomes: Texas Core Objective – Personal Responsibilities Subscale	16
Table 11. Perceptions of Learning Outcomes: Texas Core Objective – Social Responsibilities Subscale	17
Table 12. Perceptions of Learning Outcomes: Texas Core Objective – Team Work Subscale	18
Table 13. Perceptions of Learning Outcomes: SCANS – Basic Skills Subscale	19
Table 14. Perceptions of Learning Outcomes: SCANS – Personal Qualities Subscale	20
Table 15. Perceptions of Learning Outcomes: SCANS – Thinking Skills Subscale	21
Table 16. Perceptions of Learning Outcomes: SCANS – Information Subscale.....	22
Table 17. Perceptions of Learning Outcomes: SCANS – Interpersonal Subscale	23
Table 18. Perceptions of Learning Outcomes: SCANS – Resources Subscale.....	24
Table 19. Perceptions of Learning Outcomes: SCANS – Systems Subscale	25
Table 20. Perceptions of Learning Outcomes: SCANS –Technology Subscale	26
Table 21. Perceptions of Learning Outcomes: Overall Workforce Preparation	27
Table 22. Reliability Analysis for Learning Outcomes Subscales.....	28
Table 23. Program Completer Perceptions: Importance of and Satisfaction with Learning Support Environment.....	32

Executive Summary

This report summarizes the results of a pilot survey conducted in fall 2013 by Collin College's Institutional Research Office. The pilot survey was administered online to 4,445 Collin College certificate, associate degree, and core curriculum completers (henceforth referred to as program completers) of academic years 2012 and 2013 using the Qualtrics survey tool. The survey instrument used in this pilot survey was developed by a subcommittee of the North Texas Community College Consortium's (NTCCC) Research and Institutional Effectiveness Committee (RIEC) in 2012. The purposes of this pilot survey included:

- Determine students' perceptions of their own learning outcomes
- Provide feedback related to perceptions of an institution's learning support environment
- Provide institutions with opportunities to benchmark against one another
- Allow some degree of customization to the instrument to address individual institutional needs
- Online survey administration

The subcommittee developed the survey based on the areas of learning from the Lumina Foundation's Degree Qualifications Profile that were deemed appropriate for an associate degree-granting institution, the U.S. Department of Education SCANS skills, and the Texas Higher Education Coordinating Board's core objectives.

Four hundred nine program completers responded to the survey, yielding a valid overall response rate of 9 percent. Sixty-five percent of the responses came from the 2013 academic year program completers. It is important to note that one of the reasons for the difference in response rates between 2012 and 2013 academic year program completers is that the questionnaires were sent only to completers who had valid email addresses in Collin College's Banner Student System. Sixty-nine percent of the respondents were associate degree graduates, 10 percent were Certificate graduates, and 21 percent were core curriculum completers.

Program completers' perceptions were measured regarding the contributions of their learning experiences at Collin College in developing or strengthening their knowledge, skills, or abilities related to 76 areas of learning. Scales ranged from 1 to 4, where level 1 meant the learning experience had no effect on their knowledge, skills, or abilities and 4 meant that the learning experience had greatly developed or strengthened their knowledge, skills, or abilities.

The majority of the program completers believed that their learning experience at Collin College had to some extent or greatly (levels 3 or 4) developed or strengthened their knowledge, skills, or abilities related to the learning outcomes identified in the pilot survey. The highest mean score (i.e., the highest positive perception) in this section of the pilot survey was 3.5 for the learning outcome indicator "demonstrate a high level of effort and perseverance toward goal attainment." The lowest mean score was 2.9 for the learning outcome indicator "assesses employee skills and distribute work accordingly, evaluate performance and provide feedback."

Areas of learning outcomes with the highest mean scores (i.e., highest positive perceptions) included:

- Demonstrate a high level of effort and perseverance toward goal attainment,
- Complete a project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything I learned within my major field of study,
- Locate, understand, and interpret written information, and
- Set personal goals, monitor progress, and exhibit self-control to attain those goals.

Areas of learning outcomes with the lowest mean scores (i.e., lowest positive perceptions) included:

- Assess employee skills and distribute work accordingly, evaluate performance and provide feedback,
- Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives ,
- Teach others new workplace skills, and
- Negotiate and work toward agreements involving exchange of resources and resolving divergent interests

The areas of learning outcomes were sub-divided into 20 subscales. The number of items included in each subscale ranged from 1 to 11. Reliability (internal consistency) analysis of the subscales indicated that all the subscales had good or excellent internal reliability, as measured by the Cronbach's alpha.

In addition to the 76 areas of learning, perceptions about the importance of 34 aspects of student support were also measured. Dual scales were used to elicit feedback about students' satisfaction with various aspects of student support and to determine how important they found the 34 aspects of student support. Satisfaction was measured using a five-point scale ranging from 1 (totally dissatisfied) to 5 (totally satisfied), and importance was measured using a five-point scale ranging from 1 (not important at all) to 5 (very important).

Program completers found student support services and activities like registration, overall learning experiences, overall classroom instructional quality, overall lab instructional quality, and campus security were the most important to them. Student support services and activities like student organizations and student activities/student life were perceived as the least important. Completers indicated that they were most satisfied with college buildings and facilities, library services quality, library resource availability, overall learning experiences, access to online services, campus safety and security, and admission to the college. They were least satisfied with career counselling, help with job placement, academic advising information accuracy, academic advising service quality, and career counselling service quality.

Differences between students' perceptions of the import of given student support and their levels of satisfaction with those same support services sometimes resulted in negative gaps between importance and satisfaction.

The largest negative gaps between perceived importance and satisfaction occurred in the following student support activities and services;

- academic advising service quality,
- academic advising information accuracy,

- support services for university transfers, and
- career counselling help with job placement

The smallest gaps occurred in the following student support activities and services.

- Student activities/student life,
- College buildings and facilities, and
- Student organizations.

Although program completers believed that Collin College is doing well in many of the areas of learning outcomes and student support, there are still areas that need more attention to meet the student, faculty, and the public's expectations.

The findings of this pilot survey should be interpreted in light of some of the project's limits. The survey's response rate was low. The sample was not representative of the population of interest. Revising the instrument and exploring avenues to minimize survey fatigue will help increase the response rates for the survey. Different ways of presenting the questionnaire should be tried and tested. Administering the survey immediately after the graduation or program completion time will also help to increase the response rate. Some items in the learning outcomes section as well as in the student support environment need to be further broken down, clarified, and simplified.

Perceptions of Learning Outcomes and Learning Support: 2013

Introduction

Survey Objectives

For the years 1997 to 2010, Collin College conducted program completer follow-up surveys using an adapted form of Community College Student Experiences Questionnaire (CCSEQ). CCSEQ is a standardized instrument that has been widely used by institutions of higher education to study the degree of interaction between the learners (students) and the college.

There were challenges in using this instrument:

- Conducting the survey was expensive.
- Creating the survey was time consuming and cumbersome.
- The college does not have control on the instrument for customization.

The college started its effort to change the survey instrument in 2010. After making unsuccessful searches for alternative instruments in 2010 and 2011, a subcommittee of the North Texas Community College Consortium (NTCCC) was organized and eventually developed a new instrument in 2012.

The key goals of the new survey include:

- Provide institutions with opportunity to benchmark against one another
- Focus on students' perceptions of their own learning outcomes
- Provide feedback to institutions related to perceptions of an institution's learning support environment
- Allow some degree of customization on the instrument to address individual institutional needs
- Make online administration possible

Survey Methodology

This program completer follow-up pilot survey was administered online using Qualtrics in fall 2013. All certificate, associate degree, and core curriculum completers (henceforth referred to as program completers) of academic years 2012 and 2013 who had valid email addresses received an email invitation describing the study and including a link to the survey. Two reminders were sent to the participants who had not yet responded before closing the survey.

Instrument

The survey instrument was developed by a subcommittee of North Texas Community College Consortium (NTCCC). The instrument has two sections; “Perceptions of Learning Outcomes” and “Perceptions of Learning Support.” The items (indicators) used in both sections came from different sources.

A total of 76 items were included in the Perceptions of Learning Outcomes section. In this section, participants were asked to share their perceptions about how much their experiences at Collin College contributed to developing or strengthening their knowledge, skills, or abilities in each of the areas of learning using four-point semantic differential-type scales ranging from 1 (had no effect on my knowledge, skills, or abilities in this area) to 4 (greatly developed or strengthened my knowledge, skills, or abilities in this area). Except completers who completed AAS degrees and core curriculum at the same time, no one was asked to respond to all of the 76 items. Of the 76 items in this section:

- 10 items were appropriate for students who completed all programs,
- 18 items were appropriate for those who completed associate degree or core curriculum,
- 15 items were appropriate for those who completed Associate of Arts (AA) or Associate of Science (AS) degrees or the core curriculum, and
- 33 items were appropriate for those who completed Associate of Applied Science (AAS) degree or certificate.

The Perceptions of Learning Outcomes section focuses on general and workforce education learning outcomes. Three major sources were used for the items (indicators) included in the general education learning outcomes: the Lumina Foundation’s Degree Qualifications Profile (DQP), Texas’ New Core Objectives, and The U.S. Department of Education’s SCANS skills . In addition, one item was developed by NTCC (North Texas Community College Consortium) subcommittee as a general workforce education outcomes measure. The items were grouped into the following subscales. Note that some items appeared on more than one subscale.

Items from Degree Qualifications Profile (DQP) for General Education Learning Outcomes: DQP describes what students should know and be able to do with an associate’s, bachelor’s, or master’s degree. It focuses on five areas of learning. This questionnaire included all associate’s- and general bachelor’s-level knowledge and skills grouped into five subscales.

1. Specialized Knowledge (SK): 9 items
2. Broad, Integrative Knowledge (BIK): 11 items
3. Intellectual Skills (IS): 9 items
4. Applied Learning (AL): 9 items
5. Civic Learning (CL): 6 items

Items from Texas Core Objectives for General Education Learning Outcomes: 6 subscales

1. Communication Skills (CS): 5 items
2. Critical Thinking Skills (CTS): 4 items

3. Empirical & Quantitative Skills (EQS): 7 items
4. Personal Responsibility (PR): 2 items
5. Social Responsibility (SR): 8 items
6. Team Work (TW): 2 items

Items from SCANS for workforce education outcomes: 9 subscales.

1. Foundations:
 - i) Basic Skills (BS): 5 items
 - ii) Personal Qualities (PQ): 5 items
 - iii) Thinking Skills (TS): 6 items
2. Workplace Competencies
 - i) Information (INF): 4 items
 - ii) Interpersonal (INT): 6 items
 - iii) Resources (R): 4 items
 - iv) Systems (S): 3 items
 - v) Technology (T): 3 items

As mentioned, above, the subcommittee added an additional workforce education item that solicited students perceptions about their Overall Workforce Preparation: 1 item

The Perceptions of Learning Support section included 34 items. All participants were asked to share their perception on the importance of and their satisfaction with these 34 aspects of student support. Importance was measured using a five-point semantic differential-type scale ranging from 1 (totally dissatisfied) to 5 (totally satisfied) for satisfaction and ranging from 1(not important at all) to 5 (very important) for importance. Completers were also asked to leave the satisfaction scale blank and select 6 if they had no experience with a given aspect of the student support. Blank items were also provided at the end of the section for any other aspects of the student support that were important but not included in the list. Sources used for the items (indicators) in this section were interviews with and feedback from student development/ student support professionals. See Appendix A for the survey instrument.

Participants

A total of 4,455 questionnaires were distributed to completers of academic years 2012 and 2013 for whom valid email addresses were available. A total of 409 valid responses were collected. A total of 142 [or 34.7 percent of all responses] were received from 2012 program completers and 267 [or 65.3 percent] were received from 2013 program completers). Assuming a representative sample, this response rate allows for generalizations to the population of all program completers with 95 percent confidence plus or minus 4.6 percent.

The response rates differed from item to item. The numbers of responses (response rates) for section I (Perceptions of Learning Outcomes) were as follows:

- 395 (8.9%) for items which were appropriate for all completers,

- 311 (7.7%) for items which were appropriate for associates degree and core completers,
- 233 (6.6%) for items which were appropriate for AA, AS, or core completers, and
- 82 (8.4%) for items which were appropriate for AAS or Certificate completers.

The minimum sample sizes required for 95% confidence levels with 5% margin of error were:

- 354 for items which were appropriate for all completers,
- 351 for items which were appropriate for associates degree and core completers,
- 346 for items which were appropriate for AA, AS, or core completers, and
- 276 for items which were appropriate for AAS or Certificate completers.

With the response rates above, the margin of errors ranged from 4.7 for items which were appropriate for all completers to 10.4 for items which were appropriate for AAS or certificate completers.

The response rates for the Perceptions of Learning Support section also differed from item to item. Some respondents left satisfaction scales blank, selected option 6 (“had no experience”), and responded to the importance scales. The number of respondents to the satisfaction scales ranged from 170 to 275 and for importance scales ranged from 137 to 250 respectively. The number of respondents who selected response 6 also differed from item to item; it ranged from 6 to 135. The minimum sample size required for 95% confidence level with 5% margin of error for this section was 354, so the confidence bands for the Perceptions of Learning Support section are broader than initially planned.

Data Analysis

Data were collected using Qualtrics, an online survey tool. Data were downloaded into Microsoft Excel Spreadsheet and SPSS (version 22). The Qualtrics survey tool was selected for this survey for its collaborative feature which provides an ability to share the survey with colleagues at other institutions within the North Texas Community College Consortium. Descriptive data analysis and data cleaning were completed in SPSS and Excel.

Results

This report presents the data generated by Collin College program completers and core curriculum completers’ with regard to their perceptions of:

- the contribution of their experience at Collin College in developing or strengthening of their knowledge, skills, or abilities related to 76 indicators of learning outcomes, and
- the importance of and satisfaction with learning support activities and services.

The report is divided into three sections. Section I summarizes the background information of the participants in the pilot survey.

Section II summarizes perceptions of learning outcomes. Mean responses for all items (indicators) of learning outcomes are included in this section. The results in this section are subdivided by subscale. Reliability analysis using Cronbach's alpha coefficient is also included to show reliability and internal consistency of the items in each subscale.

Cronbach's alpha coefficients were calculated for each subscale using SPSS. Cronbach's coefficient alpha is a measure of internal consistency reliability, and it was used to assess the internal consistency of the items in each subsection of the Perceptions of Learning Outcomes subscales. Internal consistency tells us the strength of the relationships among the items (indicators).

Section III summarizes the data related to perceptions of learning support. In this section, the mean scores for level of importance, level of satisfaction, and gap between importance and satisfaction is presented for each aspect of student support activities and services. The items are presented in the order of importance to show which items matter most to the program completers. The performance gap for each item identifies areas of learning support where the college is performing well and areas where improvements can be made.

Section I: Respondent Background Information

Table 1. Respondents by Year of Completion and Award Type

by Graduation Year		by Year of Graduation and Award Type (percentages)						
Year	Percentage	Year	AA (n=126)	AS (n=92)	AAS (n=58)	Certificate (n=42)	Core Curriculum (n=84)	AAT (n=7)
2012 (n=142)	34.7	2012	46.0	42.4	41.4	38.1	2.4	42.9
2013 (n=267)	65.3	2013	54.0	57.6	58.6	61.9	97.6	57.1

Award Type	Percentage
AA	30.8
AS	22.5
AAS	14.2
Certificate	10.3
Core	20.5
AAT	1.7

Section II: Perceptions of Learning Outcomes

This section summarizes data for 76 learning outcome indicators which are subdivided into 20 subscales. Completers were asked to share their perceptions about how much their learning experiences at Collin College had contributed to developing or strengthening their knowledge, skills, or abilities in various areas of learning using a four-point semantic differential-type scale where 1 represents “had no effect on my knowledge, skills, or abilities in this area” and 4 represents “greatly developed or strengthened my knowledge, skills, or abilities in this area.” The charts and tables presented in this section show percentages and mean scores for each area of learning subdivided into 20 broad subscales. The number of valid responses for each item is also included. In each subscale, the top mean scores are highlighted in green, the middle mean scores are highlighted in yellow, and the lowest mean scores are highlighted in red.

Overall, the majority of the respondents positively rated the impact of their learning experiences at Collin College on their knowledge, skills or abilities in all learning areas. Students indicated that their knowledge, skills, or abilities in the following learning areas had been developed or strengthened the most due to their learning experience at Collin College.

- Demonstrate a high level of effort and perseverance toward goal attainment (from SCANS Personal Qualities subscale),
- Complete a project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything I learned within my major field of study (from DQP Specialized Knowledge subscale),
- Locate, understand, and interpret written information (from SCANS Basic Skill subscale), and
- Set personal goals, monitor progress, and exhibit self-control to attain those goals (from SCANS Personal Quality).

They indicated that their knowledge, skills, or abilities in the following learning areas had been developed or strengthened the least due to their learning experience at Collin College.

- Assess employee skills and distribute work accordingly, evaluate performance and provide feedback (from SCANS Resources subscale),
- Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives (from SCANS Resources subscale),
- Teach others new workplace skills (from SCANS Internal subscale), and
- Negotiate and work toward agreements involving exchange of resources and resolving divergent interests (from SCANS Interpersonal subscale).

Table 2. Perceptions of Learning Outcomes: Degree Qualification - Specialized Knowledge Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point Scale	
	Response Options				N			Mean Response on 4-point Scale
	1	2	3	4				
Understand the historical context of my major field of study.	7.3	17.1	23.2	52.4	82	3.2		
Use ideas, concepts, designs, or techniques from my major field of study to design a project that addresses a familiar but complex problem...	8.5	12.2	28.0	51.2	82	3.2		
Demonstrate proficiency in the use of tools, technologies, and methods within my major field of study.	4.9	13.4	26.8	54.9	82	3.3		
Explain the scope and principal features of my major field of study including theories and practices.	5.1	12.4	35.9	46.7	396	3.2		
Formulate a complex question or problem using perspectives, theories, and research from both my major field of study and at least one other field of study.	4.9	12.2	35.4	47.6	82	3.3		
Effectively develop, interpret, and express ideas through visual communication.	4.3	12.7	35.0	48.0	394	3.3		
Effectively develop, interpret, and express ideas through oral communication.	4.0	12.1	34.1	49.8	396	3.3		
Define and properly use the current terminology in my major field of study.	5.3	8.9	37.2	48.6	395	3.3		
Complete a project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything I learned within my major field of study.	4.9	8.5	25.6	61.0	82	3.4		

Table 3. Perceptions of Learning Outcomes: Degree Qualification - Broad Integrative Knowledge Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
Examine and describe perspectives on key debates within a variety of subjects and in society.	5.5	15.4	36.0	43.1	311	3.2		
Explain a real-world problem from the perspective of at least two academic subjects, explain how the methods of inquiry and research in those subjects can be brought to bear, and justify the importance of the challenge in a social or global context.	8.1	12.7	36.4	42.8	236	3.1		
Working with others, produce an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	4.8	13.7	33.2	48.4	395	3.3		
Describe how knowledge or practice is developed, tested, and revised in various fields of study.	5.1	12.9	40.2	41.8	311	3.2		
Use perspectives and evidence from at least two academic subjects to analyze and propose a “best approach” to a complex challenge.	6.9	10.7	39.9	42.5	233	3.2		
Working independently, produces an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	4.3	13.2	33.8	48.7	234	3.3		
Describe the ways in which at least two subject areas define, address, and justify the importance of a contemporary challenge or problem.	5.8	11.6	39.0	43.5	310	3.2		
Identify, categorize, and distinguish among concepts, theories, and practical approaches to problems.	4.2	11.3	41.1	43.4	309	3.2		
Assemble evidence relevant to problems, describe the significance of the evidence, and use it in analysis.	3.9	11.3	39.0	45.8	310	3.3		
Recognize and use appropriate methods for interpreting problems related to a variety of subjects.	3.5	11.6	42.4	42.4	311	3.2		
Describe core concepts within at least two academic fields.	3.5	9.6	34.7	52.1	311	3.4		

Table 4. Perceptions of Learning Outcomes: Degree Qualification - Intellectual Skills Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities							
	Student Perceptions in Percentages							
Translate verbal problems into mathematical form, and accurately construct and solve the problems.	8.1	13.2	35.5	43.2	234	3.1		
Describe how cultural perspectives could affect interpretations of a problem in the arts, politics, or global relations.	7.4	12.9	32.2	47.6	311	3.2		
Write substantially error-free prose in both descriptive and persuasive forms for specific audiences.	6.8	13.2	35.2	44.8	310	3.2		
Differentiate and evaluate theories and approaches to complex standard problems within my major field of study.	6.4	13.2	33.6	46.8	235	3.2		
Work collaboratively to address social, personal, or ethical dilemmas.	6.4	12.9	33.5	47.2	233	3.2		
Perform accurate calculations and explain their use in real-world problems.	5.6	13.4	36.7	44.3	395	3.2		
Innovate and think creatively.	5.1	13.7	31.7	49.6	395	3.3		
Using clearly defined standards, evaluate the comparative credibility of competing information sources.	5.9	12.3	33.9	47.9	236	3.2		
Include and appropriately cite multiple information sources in different media in projects, papers, or presentations.	4.3	9.4	33.8	52.6	234	3.4		

Table 5. Perceptions of Learning Outcomes: Degree Qualification – Applied Learning Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities							
	Student Perceptions in Percentages							
Complete a field-based assignment in my major field of study that employs insights from other fields of study.	10.2	14.9	31.9	43.0	235	3.1		
Identify and compare competing hypotheses in answering a practical problem in a work or community setting.	8.0	15.8	34.4	41.8	311	3.1		
Formulate a question on a topic that addresses more than one academic subject; locate appropriate evidence that addresses the question; evaluate that evidence; and state logical conclusions.	7.7	12.3	37.0	43.0	235	3.2		
Apply learning from the classroom to real-world problems outside the classroom.	4.5	14.8	33.4	47.3	311	3.2		
Analyze a significant concept or method in class based on learning that occurred outside the classroom.	5.2	13.5	36.5	44.8	310	3.2		
Link knowledge and skills from work, community, or research activities with knowledge acquired in academic subjects.	6.8	11.4	36.9	44.9	236	3.2		
Gather, organize, and evaluate evidence addressing a practical problem in a work or community setting.	5.3	12.2	33.9	48.6	395	3.3		
Using concepts, methods, or assumptions related to at least one academic subject, analyze a problem, and explain its real-world implications.	5.1	11.0	37.7	46.2	236	3.3		
Effectively develop, interpret, and express ideas through written communication.	4.1	10.9	31.9	53.2	395	3.3		

Table 6. Perceptions of Learning Outcomes: Degree Qualification – Civic Learning Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Take an active role in local, regional, national, or global communities (work, service, co-curricular activities) and examine social issues encountered and insights gained.	8.1	17.9	31.5	42.5	308	3.1
Collaborate in developing and implementing an approach to a civic issue, evaluating the process, and where applicable, weigh the result.	8.9	15.7	34.3	41.1	236	3.1
Describe my own social and cultural background, including origins, development, assumptions, and predispositions.	9.3	14.1	33.1	43.4	311	3.1
Describe historical and contemporary positions on democratic values and practices, and present my position on a related problem.	7.7	12.9	35.2	44.2	310	3.2
Explain diverse perspectives on a controversial issue, and evaluate the insights gained from different kinds of evidence reflecting scholarly and community perspectives.	5.9	12.7	37.3	44.1	236	3.2
Develop and justify a position on a public issue, and relate this position to alternative views within the community or political environment.	7.6	11.0	35.2	46.2	236	3.2

Table 7. Perceptions of Learning Outcomes: Texas Core Objective – Communication Skills Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Write substantially error-free prose in both descriptive and persuasive forms for specific audiences.	6.8	13.2	35.2	44.8	310	3.2
Organize and process symbols, pictures, graphs, objects, and other information.	4.9	14.6	28.0	52.4	82	3.3
Effectively develop, interpret, and express ideas through visual communication.	4.3	12.7	35.0	48.0	394	3.3
Effectively develop, interpret, and express ideas through oral communication.	4.0	12.1	34.1	49.8	396	3.3
Effectively develop, interpret, and express ideas through written communication.	4.1	10.9	31.9	53.2	395	3.3

Table 8. Perceptions of Learning Outcomes: Texas Core Objective – Critical Thinking Skills Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities						
	Student Perceptions in Percentages						
	Response Options						
	1	2	3	4			
Differentiate and evaluate theories and approaches to complex standard problems within my major field of study.	6.4	13.2	33.6	46.8	235	3.2	
Innovate and think creatively.	5.1	13.7	31.7	49.6	395	3.3	
Analyze, evaluate, and synthesize ideas, concepts, theories, and practical approaches to problems.	4.5	10.4	39.9	45.1	308	3.3	
Include and appropriately cite multiple information sources in different media in projects, papers, or presentations.	4.3	9.4	33.8	52.6	234	3.7	

Table 9. Perceptions of Learning Outcomes: Texas Core Objective – Empirical and Qualitative Skills Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
Identify and compare competing hypotheses in answering a practical problem in a work or community setting.	8.0	15.8	34.4	41.8	311	3.1		
Translate verbal problems into mathematical form, and accurately construct and solve the problems.	8.1	13.2	35.5	43.2	234	3.1		
Organize and process symbols, pictures, graphs, objects, and other information.	4.9	14.6	28.0	52.4	82	3.3		
Perform accurate calculations and explain their use in real-world problems.	5.6	13.4	36.7	44.3	395	3.2		
Gather, organize, and evaluate evidence addressing a practical problem in a work or community setting.	5.3	12.2	33.9	48.6	395	3.3		
Generate informed conclusions based on numerical data and observable facts.	3.2	11.3	36.8	48.7	310	3.3		
Recognize, analyze, interpret, and understand observable facts.	3.6	10.7	35.0	50.8	309	3.3		

Table 10. Perceptions of Learning Outcomes: Texas Core Objective – Personal Responsibilities Subscale

	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning? 1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities Student Perceptions in Percentages					
Areas of Learning	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Connect choices, actions, and consequences to ethical decision making.	5.8	12.4	31.5	50.3	394	3.3
Work collaboratively to address social, personal, or ethical dilemmas.	6.4	12.9	33.5	47.2	233	3.2

Table 11. Perceptions of Learning Outcomes: Texas Core Objective – Social Responsibilities Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
Take an active role in local, regional, national, or global communities (work, service, co-curricular activities) and examine social issues encountered and insights gained.	8.1	17.9	31.5	42.5	308	3.1		
Collaborate in developing and implementing an approach to a civic issue, evaluating the process, and where applicable, weigh the result.	8.9	15.7	34.3	41.1	236	3.1		
Describe my own social and cultural background, including origins, development, assumptions, and predispositions.	9.3	14.1	33.1	43.4	311	3.1		
Explain a real-world problem from the perspective of at least two academic subjects, explain how the methods of inquiry and research in those subjects can be brought to bear, and justify the importance of the challenge in a social or global context.	8.1	12.7	36.4	42.8	236	3.1		
Describe historical and contemporary positions on democratic values and practices, and present my position on a related problem.	7.7	12.9	35.2	44.2	310	3.2		
Describe how cultural perspectives could affect interpretations of a problem in the arts, politics, or global relations.	7.4	12.9	32.2	47.6	311	3.2		
Explain diverse perspectives on a controversial issue, and evaluate the insights gained from different kinds of evidence reflecting scholarly and community perspectives.	5.9	12.7	37.3	44.1	236	3.2		
Develop and justify a position on a public issue, and relate this position to alternative views within the community or political environment.	7.6	11.0	35.2	46.2	236	3.2		

Table 12. Perceptions of Learning Outcomes: Texas Core Objective – Team Work Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Collaborate in developing and implementing an approach to a civic issue, evaluating the process, and where applicable, weigh the result.	8.9	15.7	34.3	41.1	236	3.1
Describe my own social and cultural background, including origins, development, assumptions, and predispositions.	9.3	14.1	33.1	43.4	311	3.1
Examine and describe perspectives on key debates within a variety of subjects and in society.	5.5	15.4	36.0	43.1	311	3.2
Work collaboratively to address social, personal, or ethical dilemmas.	6.4	12.9	33.5	47.2	233	3.2
Working with others, produce an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	4.8	13.7	33.2	48.4	395	3.3

Table 13. Perceptions of Learning Outcomes: SCANS – Basic Skills Subscale

	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
Areas of Learning	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Perform accurate calculations and explain their use in real-world problems.	5.6	13.4	36.7	44.3	395	3.2
Effectively develop, interpret, and express ideas through oral communication.	4.0	12.1	34.1	49.8	396	3.3
Receive, attend to, interpret, and respond to verbal messages and other cues.	10.1	5.1	35.4	49.4	79	3.2
Effectively develop, interpret, and express ideas through written communication.	4.1	10.9	31.9	53.2	395	3.3
Locate, understand, and interpret written information.	7.5	5.0	27.5	60.0	80	3.4

Table 14. Perceptions of Learning Outcomes: SCANS – Personal Qualities Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
Connect choices, actions, and consequences to ethical decision making.	5.8	12.4	31.5	50.3	394	3.3		
Demonstrate understanding, friendliness, adaptability and empathy.	6.1	9.8	25.6	58.5	82	3.4		
Belief in my own self-worth and maintain a positive view of myself.	7.3	8.5	28.0	56.1	82	3.3		
Set personal goals, monitor progress, and exhibit self-control to attain those goals.	4.9	9.8	28.0	57.3	82	3.4		
Demonstrate a high level of effort and perseverance toward goal attainment.	6.1	6.1	20.7	67.1	82	3.5		

Table 15. Perceptions of Learning Outcomes: SCANS – Thinking Skills Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options				N	Mean Response on 4-point scale
	1	2	3	4	N	
Organize and process symbols, pictures, graphs, objects, and other information.	4.9	14.6	28.0	52.4	82	3.3
Identify rules or principles underlying the relationship between two or more objects and apply those rules or principles when solving problems.	6.3	12.5	32.5	48.8	80	3.2
Innovate and think creatively.	5.1	13.7	31.7	49.6	395	3.3
Effectively develop, interpret, and express ideas through visual communication.	4.3	12.7	35.0	48.0	394	3.3
Recognize problems and devise and implement a plan of action.	7.4	8.6	28.4	55.6	81	3.3
Specify goals, identify constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.	6.3	7.5	35.0	51.3	80	3.3
Use efficient learning techniques to acquire and apply new knowledge and skills.	7.4	6.2	30.9	55.6	81	3.4

Table 16. Perceptions of Learning Outcomes: SCANS – Information Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options				N	Mean Response on 4-point scale
	1	2	3	4		
Use computers to process information.	7.4	11.1	21.0	60.5	81	3.4
Gather, organize, and evaluate evidence addressing a practical problem in a work or community setting.	5.3	12.2	33.9	48.6	395	3.3
Effectively develop, interpret, and express ideas through visual communication.	4.3	12.7	35.0	48.0	394	3.3
Effectively develop, interpret, and express ideas through oral communication.	4.0	12.1	34.1	49.8	396	3.3
Effectively develop, interpret, and express ideas through written communication.	4.1	10.9	31.9	53.2	395	3.3
Negotiate and work toward agreements involving exchange of resources and resolving divergent interests.	8.6	23.5	28.4	39.5	81	3.0

Table 17. Perceptions of Learning Outcomes: SCANS – Interpersonal Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Options				N			Mean Response on 4-point scale
	1	2	3	4				
Negotiate and work toward agreements involving exchange of resources and resolving divergent interests.	8.6	23.5	28.4	39.5	81	3.0		
Teach others new workplace skills.	12.4	17.3	29.6	40.7	81	3.0		
Able to satisfy customers' expectations.	12.4	12.4	23.5	51.9	81	3.2		
Working with others, produce an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	4.8	13.7	33.2	48.4	395	3.3		
Effectively develop, interpret, and express ideas through visual communication.	4.3	12.7	35.0	48.0	394	3.3		
Effectively develop, interpret, and express ideas through oral communication.	4.0	12.1	34.1	49.8	396	3.3		
Work well with men and women from diverse backgrounds.	7.4	8.6	23.5	60.5	81	3.4		
Communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.	6.2	9.9	32.1	51.9	81	3.3		
Effectively develop, interpret, and express ideas through written communication.	4.1	10.9	31.9	53.2	395	3.3		

Table 18. Perceptions of Learning Outcomes: SCANS – Resources Subscale

	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
Areas of Learning	Response Options					Mean Response on 4-point scale
	1	2	3	4	N	
Assess employee skills and distribute work accordingly, evaluate performance and provide feedback.	17.3	16.0	22.2	44.4	81	2.9
Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives.	13.6	17.3	28.4	40.7	81	3.0
Acquire, store, allocate, and use materials and space efficiently.	12.2	17.1	23.2	47.6	82	3.1
Select goal-relevant activities, rank them, allocate them, and prepare and follow schedules.	7.4	11.1	25.9	55.6	81	3.3

Table 19. Perceptions of Learning Outcomes: SCANS – Systems Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					N	Mean Response on 4-point scale	
	Response Option				N			Mean Response on 4-point scale
	1	2	3	4				
Distinguish trends, predict impacts on systems operations, diagnose deviations in system performance, and correct malfunctions.	13.6	16.0	27.2	43.2	81	3.0		
Identify modifications to existing systems and develop new or alternative systems to improve performance.	13.6	13.6	30.9	42.0	81	3.0		
Understand how social, organizational, and technological systems work and operate effectively within them.	8.6	13.6	32.1	45.7	81	3.2		

Table 20. Perceptions of Learning Outcomes: SCANS –Technology Subscale

Areas of Learning	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning?					
	1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities					
	Student Perceptions in Percentages					
	Response Options					Mean Response on 4-point scale
	1	2	3	4	N	
Prevent, identify, or solve problems with equipment including computers and other technologies.	8.8	15.0	30.0	46.3	80	3.1
Understand overall intent and proper procedures for setup and operation of equipment.	8.8	10.0	31.3	50.0	80	3.2
Choose procedures, tools, or equipment including computers and related technologies.	5.0	11.3	28.8	55.0	80	3.3

Table 21. Perceptions of Learning Outcomes: Overall Workforce Preparation

	Extent to which learning experiences at Collin College developed or strengthened knowledge, skills, or abilities in these areas of learning? 1=had no effect on my knowledge, skills, or abilities 4=greatly developed or strengthened my knowledge, skills, or abilities Student Perceptions in Percentages					
Areas of Learning	Response Options					Mean Response on 4-point scale
	1	2	3	4	N	
Master entry-level workplace skills necessary to embark on my chosen occupation.	4.9	12.2	24.4	58.5	82	3.4

Reliability Analysis

Table 22 presents the number of items, range of scores, mean score, standard deviation, and alpha scores for each subscale. All the learning outcomes subscales had good or excellent internal reliability, as measured by the Cronbach's alpha. Subscales with alpha coefficients greater than or equal to 0.9 are considered to have excellent internal consistency and subscales with coefficients between 0.7 and 0.9 are considered to have good internal consistency. In the table, all subscales shaded in green exhibited alpha coefficients of 0.9 or higher. Only two subscales, both associated with the Texas core objectives (Critical Thinking and Personal Responsibility) exhibited alpha scores lower than 0.9, and both of those had alpha scores between 0.7 and 0.9. Only respondents who gave answers to all items in the subscale would be considered for Cronbach's alpha calculations. The Broad, Integrative Knowledge (BIK) subscale has the largest alpha coefficient ($\alpha=0.96$). The subscale with smallest alpha coefficient is Personal Responsibility (PR) ($\alpha=0.77$). It is important to note that this subscale includes only two items, and that the number of items has an impact on the size of Cronbach's alpha.

Table 22. Reliability Analysis for Learning Outcomes Subscales

Scales	Number of Items	Range	Mean	Standard Deviation	Cronbach's Alpha
Degree Qualification Profile (DQP)					
Specialized Knowledge (SK)	9	9-36	30.1	6.3	0.94
Broad, Integrative Knowledge (BIK)	11	11-44	35.6	7.9	0.96
Intellectual Skills (IS)	9	9-36	29.2	6.3	0.93
Applied Learning (AL)	9	9-36	28.9	6.6	0.94
Civic Learning (CL)	6	6-24	18.9	4.9	0.94
Texas Core Objectives					
Communication Skills (CS)	5	5-20	16.5	3.8	0.92
Critical Thinking Skills (CTS)	4	4-16	13.2	2.9	0.87
Empirical & Quantitative Skills (EQS)	6	6-24	19.4	4.3	0.91
Personal Responsibility (PR)	2	2-8	6.5	1.6	0.77
Social Responsibility (SR)	8	8-32	25.3	6.4	0.95
Team Work (TW)	5	5-20	15.8	4.0	0.91
SCANS - Foundation					
Basic Skills (BS)	5	5-20	16.6	3.9	0.91
Personal Qualities (PQ)	5	5-20	16.9	4.0	0.94
Thinking Skills (TS)	7	7-28	22.9	5.6	0.95
SCANS - Workplace Competence					
Information (INF)	5	5-20	16.7	3.8	0.91
Interpersonal (INT)	9	9-36	29.3	7.0	0.95
Resources (R)	4	4-16	12.3	3.8	0.92
Systems (S)	3	3-12	9.2	2.9	0.94
Technology (T)	3	3-12	6.6	2.6	0.90

Note that Overall Workforce Preparation has only one item and was not included in this table.

Section III: Perceptions of Learning Support

In this section there were 34 items for which completers were asked to share their perception of the level of importance they placed on each service or activity using a scale of 1 to 5, where 1 represents “not important at all” and 5 represents “very important.” They were also asked to rate their satisfaction with each service or activity using another five-point scale where 1 represented “totally dissatisfied” and 5 represented “totally satisfied.” When participants had not experience with a given service or activity, they were asked to leave the satisfaction scale blank and select 6 for “no experience” on the importance scale. Blank items were provided at the end of the Perceptions of Learning Support section to allow participants to identify and rate their perceived importance and satisfaction with aspects of the learning support environment which were not included among the 34 items provided.

Figure 1 compares how important various aspects of student learning support were to program completers with how satisfied they were with those same aspects of learning support. The performance gap is calculated by subtracting the mean satisfaction rating from the mean importance rating.

The mean scores for the five-point importance scale ranged from 4.0 to 4.8. The mean scored for the satisfaction scale ranged from 3.4 to 4.5. Based on the mean scores, registration, overall learning experiences, overall classroom instructional quality, overall lab instructional quality, and campus security were found to be the most important aspects of student support and student organizations and student activities/student life were found to be the least important. Students indicated that they were most satisfied with college buildings and facilities, library services quality, library resource availability, overall learning experiences, access to online services, campus safety and security, and admission to the college. They were least satisfied with career counselling help with job placement, career counselling service quality, academic advising information accuracy, and academic advising service quality.

Large positive performance gaps reflect program completers who think the services are important to them, but they are not satisfied with the services they received. Small performance gaps reflect the services for which the importance and satisfaction are more closely associated with each other; i.e., a given service or activity may be seen as important and satisfaction is high, or satisfaction is lower but the given support service or activity is not viewed as particularly important.

The results of this pilot survey identified academic advising service quality, academic advising information accuracy, support services for university transfers, and career counselling help with job placement as services and activities showing the largest positive performance gaps. Areas with the smallest performance gaps include student activities/student life, college buildings and facilities, and student organizations.

In table 23, responses are aggregated to contrast percentages of completers who selected the “dissatisfied” or “not important” ends of the scales (values of 1 or 2) vs. the percentages of completers who selected the “satisfied” or “important” ends of the scales (values of 4 or 5).

Percentages of completers who indicated that they had no experience with given aspects of learning support are also included. Neutral responses (responses of 3) are not reflected in the table, so the percentages representing dissatisfied and satisfied responses will sum 100 percent.

Figure 2 presents the perceived importance and satisfaction levels of the various aspects of learning support broken into four quadrants. It distinguishes between service areas with high importance/low satisfaction (quadrant 1), high importance/high satisfaction (quadrant 2), low importance/high satisfaction (quadrant 3), and low importance/low satisfaction (quadrant 4) based on the mean scores of each area. This chart summarizes which areas mattered most to the program completers, where Collin College is meeting their expectations, and where the College might focus improvement efforts.

- Quadrant 1 includes Academic Advising Accuracy Information, Academic Advising Service Quality, Financial Aid Service Quality, and Support Services for Transferring to Universities
- Quadrant 2 includes Financial Aid Availability of Funds, Access to Instructors outside Class, Tutoring & Other Learning Support Services, Usefulness of Information on College Web Site, College Buildings and Facilities, Computer Labs, Library Resource Availability, Instructors' Concern about Individuals, Access to Online Services, Library Service Quality, Quality of Online Services, Admission to the College, College Web Site Navigation, Overall Lab Instructional Quality, Campus Safety and Security, Overall Classroom Instructional Quality, Overall Learning Experiences, and Registration for Classes.
- Quadrant 3 includes Bookstore, Student Activities/Student Life, and Student Organizations.
- Quadrant 4 includes Career Counseling Help with Job Placement, Career Counseling Service Quality, and Student Complaint Processes.

Several learning support areas fell on the borders between quadrants, so they are not clearly in any specific quadrant. They include Opportunities for Informal Dialog with Instructors, Instructional Tech Support, Access to Information Technology, Access to College Information, Testing Services, and Access to Administrators.

Blank items were included at the end of the Student Support section of the questionnaire to allow program completers to add learning support activities and services that were important to them but were not included among the 34 items provided. They rated the importance of the aspects of learning support that they added, and they also rated their satisfaction levels with their additional services and activities. Appendix A includes a complete listing of the services and activities identified and rated by the survey participants.

Figure 1. Importance of and Satisfaction with Aspects of Learning Support – Mean Responses

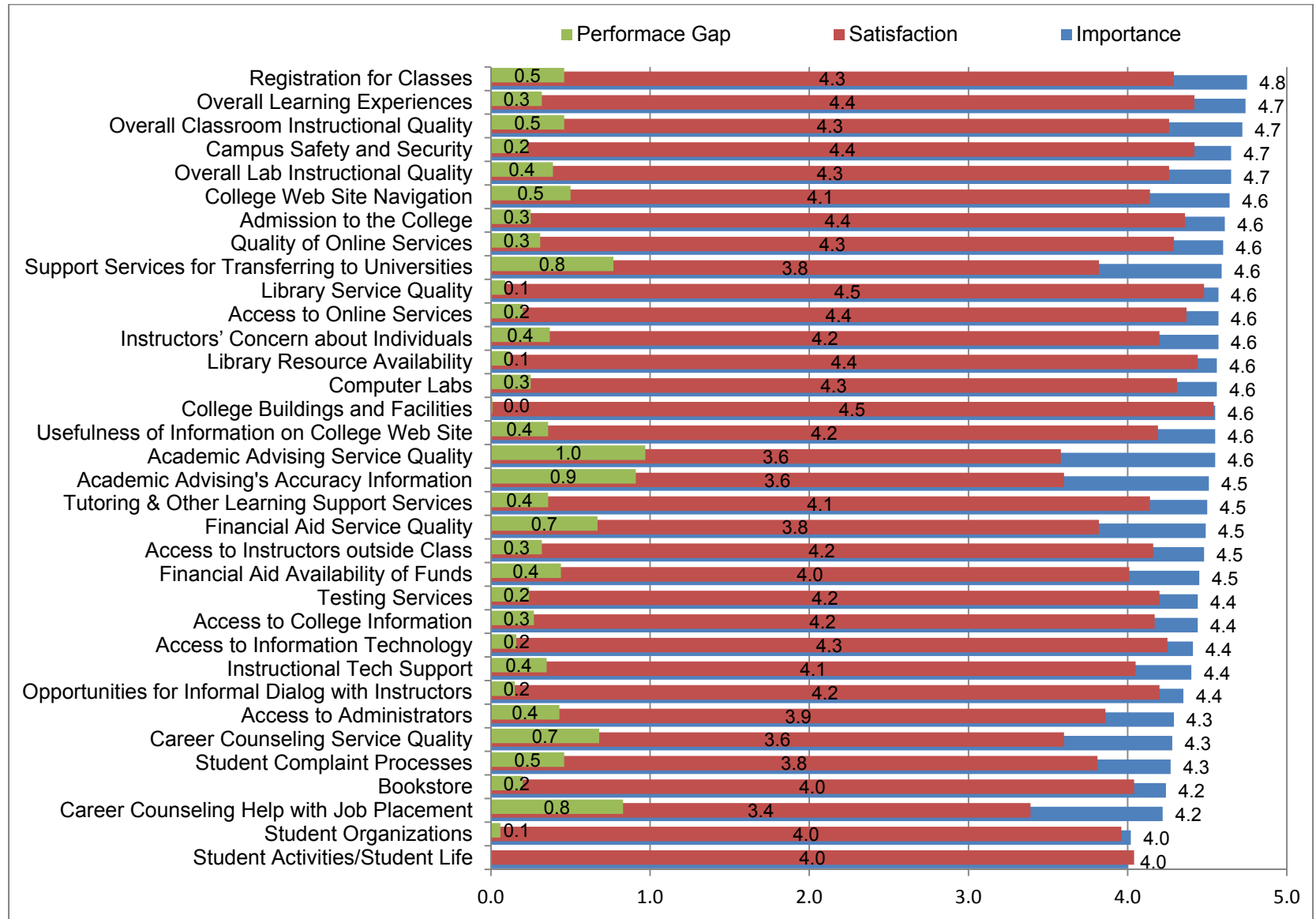


Table 23. Program Completer Perceptions: Importance of and Satisfaction with Learning Support Environment

Services	Importance		Satisfaction		No Experience	
	% Unimportant	% Important	% Dissatisfied	% Satisfied	Count	%
Academic Advising's Accuracy Information	4.5	86.5	21.6	61.2	23	21.0
Academic Advising Service Quality	3.3	89.6	21.3	58.4	14	13.5
Access to Administrators	6.3	78.4	12.9	65.7	42	34.9
Admission to the College	2.8	89.9	5.9	84.9	7	7.2
Registration for Classes	2.0	94.8	8.0	82.9	7	6.9
Bookstore	6.5	79.4	10.6	73.3	11	12.2
Career Counseling Help with Job Placement	8.2	80.3	25.6	46.0	135	62.7
Career Counseling Service Quality	6.8	82.2	18.0	55.6	124	60.1
Access to College Information	3.7	87.2	8.0	80.7	16	15.5
College Web Site Navigation	1.2	92.7	10.6	76.6	6	6.1
Usefulness of Information on College Web Site	1.2	89.5	8.5	79.3	7	7.3
Computer Labs	2.6	90.8	5.4	81.0	27	22.9
Access to Instructors outside Class	3.8	86.3	8.4	78.6	20	18.8
Instructors' Concern about Individuals	1.2	89.6	5.3	78.0	13	12.7
Opportunities for Informal Dialog with Instructors	4.2	83.6	6.8	78.9	18	17.7
Financial Aid Availability of Funds	6.8	85.8	11.3	70.1	99	53.6
Financial Aid Service Quality	5.2	87.9	17.0	63.1	94	51.7
Access to Information Technology	2.4	87.0	5.7	81.1	52	37.4
Instructional Tech Support	2.1	84.8	10.3	71.8	77	47.6
Library Resource Availability	2.1	90.3	3.8	85.8	19	17.4
Library Service Quality	1.7	90.4	4.5	88.3	17	15.8
Overall Classroom Instructional Quality	0.8	94.7	5.9	83.5	8	7.8
Overall Lab Instructional Quality	1.7	93.7	5.9	81.8	17	15.4

Services	Importance*		Satisfaction*		No Experience**	
	% Unimportant	% Important	% Dissatisfied	% Satisfied	Count	%
Support Services for Transferring to Universities	3.2	92.0	15.9	64.5	77	45.6
Overall Learning Experiences	1.2	94.7	4.4	88.5	7	6.9
Student Activities/Student Life	11.9	69.5	10.0	71.1	94	57.5
Student Complaint Processes	7.3	76.6	14.1	59.4	132	63.3
Student Organizations	12.7	69.3	9.8	66.5	100	59.1
Testing Services	3.7	88.5	7.3	78.0	36	28.9
Tutoring & Other Learning Support Services	3.4	87.2	7.8	74.0	84	49.1
Campus Safety and Security	2.2	93.8	4.8	86.9	35	27.2
College Buildings and Facilities	2.4	90.2	3.3	91.8	9	9.1
Access to Online Services	2.5	90.4	4.9	84.5	15	14.2
Quality of Online Services	1.7	91.2	5.3	81.4	17	15.7



*These percentages do not include the program completers who selected “6=no experience”.

**These percentages were calculated by adding the number of program completers who selected “6=no experience” with the students who indicated their level of satisfaction and taking the proportion. The completers who indicated having no experience with the aspects of student services were not included for the calculation of satisfaction level.

Figure 2. Perceptions of Importance and Satisfaction Levels for Learning Support Areas in Four Quadrants



Note: Six learning support areas fell on the borders between quadrants: Opportunities for Informal Dialog with Instructors, Instructional Tech Support, Access to Information Technology, Access to College Information, Testing Services, and Access to Administrators.

Summary

This pilot survey explored how Collin College program completers perceive the impact of their Collin learning experiences on their learning outcomes. It also provides feedback about how they perceive the College's learning support services and activities. Results obtained indicated that majority of program completers believe that their experiences at Collin College developed or strengthened their knowledge, skills, or abilities in all areas of learning. More specifically students believe that their knowledge, skills, or abilities had been developed or strengthened most in learning areas such as:

- Demonstrate high level of effort and perseverance toward goal attainment
- Compete project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything learned within my major field of study
- Locate, understand, and interpret written information
- Set personal goals, monitor progress, and exhibit self-control to attain those goals

While still positive, learning areas with lowest perceived outcomes include:

- Assess employee skills and distribute work accordingly, evaluate performance and provide feedback
- Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives
- Teach others new workplace skills
- Negotiate and work toward agreements involving exchange of resources and resolving divergent interests

The results also indicate that registration, overall learning experiences, overall classroom instructional quality, overall lab instructional quality, and campus security are the most important aspects of student learning support. Program completers also indicated that they are satisfied most with college buildings and facilities, library services quality, library resource availability, overall learning experiences, access to online services, campus safety and security, and admission to the college.

Student learning support activities and services which showed the largest gaps between perceived importance and perceived satisfaction include academic advising service quality, academic advising information accuracy, support services for university transfers, and career counselling help with job placement. The smallest performance gaps were exhibited in student activities/student life, college buildings and facilities, and student organizations.

Survey participants also identified and rated the importance and satisfaction levels with student learning support activities and services beyond the 34 areas provided by the questionnaire. Students added areas such as quality of professors, quality of the curriculum, quality of instruction, advising support, financial aid services, availability of online and on-campus courses, etc.

The findings of this pilot survey should be interpreted in light of some project limits. The sample size was not as large as had been hoped, so confidence bands are broader than intended. Revising the instrument and exploring avenues to minimize survey fatigue will help increase the response rates for the survey. Some items in the learning outcomes section need to be further broken down and simplified.

APPENDICES

**APPENDIX A: List of Learning Support Activities and Services
Added by Survey Respondents**

Table A. List of Learning Support Activities and Services Added by Survey Respondents

Prompt: "If there are any other aspects of student support that were important to you but were not included in the list on previous page, please list and rate them below."

Importance 1=Not important at all 5=Very important	Aspects of Student Support	Satisfaction 1=totally dissatisfied 5=totally satisfied
5	Quality of Professors	2
5	Current, up-to-date, relative knowledge of professors	1
5	Quality of Professors	5
5	Professors attitude	1
5	Instructor concern for Students	2
5	help from teachers	5
5	Professors never posted grades on blackboard	1
5	Ability to review my tests	1
5	Support against racial discrimination from white professors	1
4	online courses excellence	5
5	Opportunity to explore aspects of chosen field of study	5
5	Quality of the curriculum for my major	5
5	Availability of honors classes	3
5	Classes at SC compared to classes at UT Dallas.	5
5	Specifically, Math lab	5
5	Get class you need	1
5	Job Placement Fitting	3
5	Phone support advising/financial aid	1
1	Dean of students	1
5	Admissions office	1
5	Better advising on classes needed for major	1
5	Job placement assistance	1
5	Stimulation	4
5	Financial aid	1
5	navigation to accept financial aid online	1
5	Financial aid awareness/VRAP	1
5	Financial Aids level of concern about students	1
4	ASL	3

Prompt: "If there are any other aspects of student support that were important to you but were not included in the list on previous page, please list and rate them below."

Importance 1=Not important at all 5=Very important	Aspects of Student Support	Satisfaction 1=totally dissatisfied 5=totally satisfied
5	Affordability	5
5	Access to Degree Audits/Auditors	2
5	Library hours	2
5	PSB TESTING DATES/TIMES	1
5	Records/Transcript Submissions	1
5	Internships	3
5	My Experience at Collin	5
	Lost and found services	5
5	Student desks with attached chairs	1
5	How to set up your own business	1
5	Your toilet paper is inadequate-NOT kidding.	1
4	Campus size	5

APPENDIX B: Questionnaire

Table B. Questionnaire

B1. Items Presented to All Program Completers

Section I: Perceptions of Learning Outcomes

As you reflect on your time at Collin College, to what extent do you think your learning experiences there developed or strengthened your knowledge, skills, or abilities in the following Areas of Learning? &...

It is important to understand that you are not being asked to rate yourself or your current abilities within the following areas of learning. **Rather, you are being asked to share your perceptions about how much your learning experiences at Collin College contributed to developing or strengthening your knowledge, skills, or abilities.**

The items listed on the left are various areas of learning. Please use the 4-point scale on the right to indicate how your experience at Collin had an effect on each area of learning where:

1=had no effect on my knowledge, skills, or abilities in this area

4=greatly developed and strengthened my knowledge, skills, or abilities in this area

Areas of Learning

	1	2	3	4
Explain the scope and principal features of my major field of study including theories and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define and properly use the current terminology in my major field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others, produce an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform accurate calculations and explain their use in real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gather, organize, and evaluate evidence addressing a practical problem in a work or community setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovate and think creatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively develop, interpret, and express ideas through written communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively develop, interpret, and express ideas through oral communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively develop, interpret, and express ideas through visual communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect choices, actions, and consequences to ethical decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2. Items Presented to AAS Degree or Certificate Completers

	1	2	3	4
Understand the historical context of my major field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate proficiency in the use of tools, technologies, and methods within my major field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate a complex question or problem using perspectives, theories, and research from both my major field of study and at least one other field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use ideas, concepts, designs, or techniques from my major field of study to design a project that addresses a familiar but complex problem..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything I learned within my major field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master entry-level workplace skills necessary to embark on my chosen occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize and process symbols, pictures, graphs, objects, and other information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a high level of effort and perseverance toward goal attainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief in my own self-worth and maintain a positive view of myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate understanding, friendliness, adaptability and empathy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set personal goals, monitor progress, and exhibit self-control to attain those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select goal-relevant activities, rank them, allocate them, and prepare and follow schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire, store, allocate, and use materials and space efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess employee skills and distribute work accordingly, evaluate performance and provide feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach others new workplace skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate and work toward agreements involving exchange of resources and resolving divergent interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well with men and women from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computers to process information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose procedures, tools, or equipment including computers and related technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand overall intent and proper procedures for setup and operation of equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent, identify, or solve problems with equipment including computers and other technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how social, organizational, and technological systems work and operate effectively within them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distinguish trends, predict impacts on systems operations, diagnose deviations in system performance, and correct malfunctions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify modifications to existing systems and develop new or alternative systems to improve performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to satisfy customers' expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locate, understand, and interpret written information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive, attend to, interpret, and respond to verbal messages and other cues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specify goals, identify constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize problems and devise and implement a plan of action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify rules or principles underlying the relationship between two or more objects and apply those rules or principles when solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use efficient learning techniques to acquire and apply new knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B3. Items Presented to Associate's Degree or Core Curriculum Completers

The items listed on the left are various areas of learning. Please use the 4-point scale on the right to indicate how your experience at Collin had an effect on each area of learning where:

1=had no effect on my knowledge, skills, or abilities in this area

4=greatly developed and strengthened my knowledge, skills, or abilities in this area

Areas of Learning

	1	2	3	4
Describe how knowledge or practice is developed, tested, and revised in various fields of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine and describe perspectives on key debates within a variety of subjects and in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe core concepts within at least two academic fields.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and use appropriate methods for interpreting problems related to a variety of subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assemble evidence relevant to problems, describe the significance of the evidence, and use it in analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the ways in which at least two subject areas define, address, and justify the importance of a contemporary challenge or problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, categorize, and distinguish among concepts, theories, and practical approaches to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, evaluate, and synthesize ideas, concepts, theories, and practical approaches to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how cultural perspectives could affect interpretations of a problem in the arts, politics, or global relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write substantially error-free prose in both descriptive and persuasive forms for specific audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply learning from the classroom to real-world problems outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze a significant concept or method in class based on learning that occurred outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and compare competing hypotheses in answering a practical problem in a work or community setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe my own social and cultural background, including origins, development, assumptions, and predispositions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe historical and contemporary positions on democratic values and practices, and present my position on a related problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take an active role in local, regional, national, or global communities (work, service, co-curricular activities) and examine social issues encountered and insights gained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize, analyze, interpret, and understand observable facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate informed conclusions based on numerical data and observable facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B4. Items presented to AA or AS degree or Core Curriculum Completers

The items listed on the left are various areas of learning. Please use the 4-point scale on the right to indicate how your experience at Collin had an effect on each area of learning where:

- 1=had no effect on my knowledge, skills, or abilities in this area
- 4=greatly developed and strengthened my knowledge, skills, or abilities in this area

Areas of Learning

	1	2	3	4
Use perspectives and evidence from at least two academic subjects to analyze and propose a "best approach" to a complex challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working independently, produce an investigative, creative, or practical work that draws on specific theories, tools, and methods from at least two academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain a real-world problem from the perspective of at least two academic subjects, explain how the methods of inquiry and research in those subjects can be brought to bear, and justify the importance of the challenge in a social or global context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate and evaluate theories and approaches to complex standard problems within my major field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include and appropriately cite multiple information sources in different media in projects, papers, or presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using clearly defined standards, evaluate the comparative credibility of competing information sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate verbal problems into mathematical form, and accurately construct and solve the problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively to address social, personal, or ethical dilemmas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Link knowledge and skills from work, community, or research activities with knowledge acquired in academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate a question on a topic that addresses more than one academic subject; locate appropriate evidence that addresses the question; evaluate that evidence; and state logical conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a field-based assignment in my major field of study that employs insights from other fields of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using concepts, methods, or assumptions related to at least one academic subject, analyze a problem, and explain its real-world implications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain diverse perspectives on a controversial issue, and evaluate the insights gained from different kinds of evidence reflecting scholarly and community perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and justify a position on a public issue, and relate this position to alternative views within the community or political environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate in developing and implementing an approach to a civic issue, evaluating the process, and where applicable, weigh the result.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B5. Learning Support Environment Items: Presented to All Program Completers

Section II: Learning Support Environment

The items listed in the center column, below, identify various aspects of student support at Collin College that are intended to enhance, reinforce, or sustain students' learning experiences and environments.

- On the left, please tell us how satisfied you were with each aspect of student support.
- On the right, please tell us how important each aspect of student support was for you.
- If you had no experience with a given aspect of student support, leave the satisfaction and importance scales blank, and select "6=No experience" on the right.

Satisfaction 1=totally dissatisfied 5=totally satisfied						Importance 1=not important at all 5=very important					6=No experience
1	2	3	4	5		1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Academic Advising's Accuracy Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Academic Advising Service Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Access to Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Admission to the College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Registration for Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Career Counseling Help with Job Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Career Counseling Service Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Access to College Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. College Web Site Navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Usefulness of Information on College Web Site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Access to Instructors outside Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Instructors' Concern about Individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Opportunities for Informal Dialog with Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Financial Aid Availability of Funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Financial Aid Service Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Access to Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Instructional Tech Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Library Resource Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Library Service Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Overall Classroom Instructional Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Overall Lab Instructional Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Support Services for Transferring to Universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Overall Learning Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Student Activities/Student Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Student Complaint Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Testing Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Tutoring & Other Learning Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Campus Safety and Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. College Buildings and Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Access to Online Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Quality of Online Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B6. Invitation to Add Ratings of Learning Support Areas Not Included Above

If there are any other aspects of student support that were important to you but were not included in the list on previous page, please list and rate them below.

Column Options ▾						Column Options ▾				
My Level of Satisfaction 1=totally dissatisfied 5=totally satisfied						Importance to Me 1=not important at all 5=very important				
1	2	3	4	5		1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

IF YOU ARE READY TO SUBMIT YOUR RESPONSES, PLEASE CLICK ON THE SUBMIT BUTTON BELOW.

If you have any questions about the survey or experience problems submitting your responses, please email tgelan@collin.edu.