

REPORT

**COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE
(CCSEQ): ADMINISTRATION 2002**

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

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REPORT

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CCSEQ): ADMINISTRATION 2002 COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

INTRODUCTION

About the Objective:

Collin County Community College District administered the Community College Student Experiences Questionnaire (CCSEQ) for the fifth successive year in September 2002. The survey had the following objectives:

- To study what learners (students) do at CCCCD, and how they respond to college's efforts to provide them with a rich educational environment.
- To maintain a steady stream of data about quality of effort invested by students in various activities/facilities offered by the college.
- To study students' perceived gains in various academic and non-academic areas.
- To obtain information about students' satisfaction with various academic programs and support services.

About Community College Student Experience Questionnaire (CCSEQ):

The Community College Student Experiences Questionnaire (CCSEQ) is a standardized survey instrument widely used by institutions to study the degree of interaction between the learners and the college. It provides information about: (1) the amount, breadth, and quality of effort that students devote to their in-class and out-of-class experiences; (2) the perceived progress reported by students in areas relating to career preparation, arts, communication skills, science and the world in general; (3) general student satisfaction with the college environment; and (4) students' demographic, family and work backgrounds. CCSEQ also gives institutions the option to ask twenty locally developed questions. CCCCD availed this option and added twenty additional questions to determine students' satisfaction with specific college courses and services.

The basic concept at the heart of CCSEQ is the "quality of effort" invested by students in learning and in other activities at college. Since all learning requires time and effort, "quality of effort" is measured by the frequency with which students engage in a variety of college activities.

About Data and Methodology:

The CCSEQ was administered in fall 2002 to all graduates between September 1, 2001 and August 31, 2002. Six hundred and thirty six¹ questionnaires were mailed. The completed sample size gave a confidence of plus or minus five points at the 95 % confidence level. In the 2002 survey administration, a number of efforts were undertaken to maximize the survey response rate. Five timed contacts were made with the respondents in the following order: (1) a pre-notice card was mailed few days prior to the questionnaire; (2) a week later, the CCSEQ questionnaire was mailed along with a detailed cover letter², additional questions sheet, and a stamped return envelope; (3) a reminder card followed a week after the questionnaire, expressing thanks to those who had returned the questionnaire and requesting those who had not returned the questionnaire to return it; (4) a replacement questionnaire was mailed to those graduates who did not return the first questionnaires after three weeks; and (5) the final contact was made by a letter expressing thanks and once again requesting to turn in the filled questionnaires. Effort was made to give each contact a special look, different from the earlier contacts. Also, instead of using postage paid envelopes a stamp was affixed to the return envelopes; research indicates that not only does it improve the response rate but it also helps the responses come in faster (Dillman 2000). The above efforts resulted in a response rate of 37 percent, the highest ever achieved in the administration for CCSEQ at CCCC.

About Interpretation of Data:

The concept of quality of effort and the quality of effort scales are important in the understanding of CCSEQ data. An understanding of these concepts will help faculty and administrators develop a clearer picture of the extent of students' involvement in various academic and related activities.

- (a) **Quality of Effort:** This construct is measured by how often students engage in a variety of college activities. The twelve activities that measure the quality of effort are: course activities; library activities; interaction with faculty; student acquaintances; art, music and theater activities; writing activities; science activities; athletic activities; career/occupational activities; computer technology activities; clubs and organizations; and counseling and career planning activities. Under each of the twelve activities is a list of items that represents a

¹ This excludes 42 returned questionnaires that were undeliverable.

² Respondents were instructed that whenever the CCSEQ questionnaire referred to "this term" or to "the current school year" to interpret that to mean the most recent semester or year the respondent completed at CCCC.

specific activity. A respondent is asked about the frequency with which he/she engaged in that specific activity during the last term he/she attended CCCCCD. A total of 98 items are listed under these twelve activities (see Appendix III for instrument). The responses were scored on a four-point scale, where “never” equals 1, “occasionally” equals 2, “often” equals 3, and “very often” equals 4. Figures 1 through 12 present mean responses on the four-point scale.

- (b) **Quality of Effort Scales:** Of the twelve activities listed above, CCSEQ identifies the following nine activities for the quality of effort scales: course activities; library activities; interaction with faculty; student acquaintances; art, music and theater activities; writing activities; science activities; career/occupational activities; computer technology activities. Each scale is formed by summing the scores of all the items listed under an activity for each student³ in the following manner: a student who answers “never” to an item gets one point, “occasionally” gets two points “often” gets three points, and “very often” gets four points. All these points are added to get the scale score for that activity (see Appendix II). If there are ten items under an activity e.g., as in case of course learning activity, and if a respondent scores “very often” on each item he/she will have a scale score of 40, whereas, if a respondent scores “never” on every item he/she will have a score of 10. The higher the score on the scale the greater the degree of involvement of a student on that scale. **Mean quality of effort is calculated by averaging the scale scores for all students to get mean quality of effort** for a particular activity to give an idea of the average effort invested by students; this would represent the quality of effort of all the graduates between September 1, 2001 and August 31, 2002. It is important to remember that each activity has different number of items; hence a different range. Range is represented by extreme scores on a scale. Using the example of course learning activity again, the range would be 10 to 40 (Ethington, Guthrie, and Lehman 2001).

About this Report:

The report is divided into the following sections.

Section I focuses on the demographic, family and work background of students.

³ If any item within a scale is omitted by a student then the scale score for that particular student is not calculated for that particular scale [Ethington, Guthrie, and Lehman 2001].

Section II a and II b relate to students' programs at the college. They furnish information about the number of units taken by students in the last term; total units taken at CCCCD; their grades; time of classes; time spent studying; time spent by them on campus not in class; most important reason for attending college; number of courses taken; whether they were working toward a degree/certificate/transfer; whether they were enrolled in vocational training; and the type of instruction received in various areas of study skills.

Section III relates to the quality of effort invested by students. It presents the frequency with which students were engaged in various items listed under the twelve activities. Mean responses for each item are presented in Figures 1 through 12⁵. The mean responses for the nine activities, that form the quality of effort scales, were compared to data from 40 other community colleges across U.S. that had used CCSEQ. Data for the comparison group was taken from the CCSEQ manual. A higher mean response indicates higher quality of effort/involvement on part of students. For the three activities: athletic activities, clubs and organizations, and counseling and career planning activities, mean responses were not compared with the comparison group because comparative data for these activities were not available.

Section IV presents the quality of effort scales for the nine activities. The CCCCD data are compared with the quality of effort scales for the comparison group of 40 community colleges. The higher the value on the scale, the higher the involvement of the students in the activity. It needs to be kept in mind that different activities have a different number of items so the scales cannot be compared with each other.

Section V provides information about students' perceived gains or progress in various areas related to career, personal values, art-music, and the world in general as a result of their experience at CCCCD. Students indicated their gains or progress for a list of 25 items on a four-point scale. The higher the mean response on the scale, the higher the perceived gain or progress.

Section VI summarizes students' perceptions about the college environment. It provides information about whether the CCCCD graduates would choose to attend CCCCD if they could start all over again; their impressions about the student body; faculty; counselors and advisors; and the college environment.

Section VII relates information generated by the twenty supplemental questions added by CCCCD to determine students' satisfaction with specific offerings and services. It provides information about the extent of students' satisfaction with their major courses and other courses such as developmental education course(s), honors course(s), distance education

course(s), learning communities course(s), cooperative work experience course(s) and service learning course(s). It provides information about the extent to which students were satisfied with services such as academic advice by faculty; Career Services; Writing Center; Math Lab; computer labs; Financial Aid Office; Learning Resource Centers; campus bookstores; programs offered through Student Activities; and the Fine Arts opportunities.

Section I

Demographic, Family and Work Background

Table 1. Age

	Frequency	Percent
18-19 or Younger	6	2.6
20-22	57	24.6
23-27	47	20.3
28-39	56	24.1
40-55	53	22.8
Over 55	9	3.9
Total	228	98.3
No Information	4	1.7
Grand Total	232	100.0

Table 2. Gender

	Frequency	Percent
Male	72	31.0
Female	150	64.7
Total	222	95.7
No Information	10	4.3
Grand Total	232	100.0

Table 3. Ethnicity

	Frequency	Percent
Asian-Pacific Islander	7	3.0
Black, African American	7	3.0
Hispanic, Latino	15	6.5
White	192	82.8
Other	5	2.2
Total	226	97.4
No Information	6	2.6
Grand Total	232	100.0

Table 4. Native Language is English

	Frequency	Percent
Yes	212	91.4
No	15	6.5
Total	227	97.8
No Information	5	2.2
Grand Total	232	100.0

Table 5. Time Spent Working on Job

	Frequency	Percent
None, No Job	47	20.3
1-10 Hours	13	5.6
11-20 Hours	32	13.8
21-30 Hours	34	14.7
31-40 Hours	56	24.1
More than 40 Hours	44	19.0
Total	226	97.4
No Information	6	2.6
Grand Total	232	100.0

Table 6. Affect of Job on Schoolwork

	Frequency	Percent
No Job	43	18.5
Does Not Interfere	57	24.6
Takes Some Time	95	40.9
Takes a Lot of Time	28	12.1
Total	223	96.1
No Information	9	3.9
Grand Total	232	100.0

Table 7. Affect of Family on Schoolwork

	Frequency	Percent
No Family Responsibilities	52	22.4
Does Not Interfere	52	22.4
Takes Some Time	88	37.9
Takes a Lot of Time	32	13.8
Total	224	96.6
No Information	8	3.4
Grand Total	232	100.0

Table 8. In Work-Study Program

	Frequency	Percent
Yes	4	1.7
No	220	94.8
Total	224	96.6
No Information	8	3.4
Grand Total	232	100.0

Section II

(a) College Program

Table 9. Total Units Taken This Term

	Frequency	Percent
Less than 6	67	28.9
6 to 8	44	19.0
9 to 11	27	11.6
12 to 15	64	27.6
More than 15	9	3.9
Total	211	90.9
No Information	21	9.1
Grand Total	232	100.0

Table 10. Total Units Taken at This College

	Frequency	Percent
1-15 Credits	6	2.6
16-30 Credits	50	21.6
31-45 Credits	32	13.8
46 or More Credits	137	59.1
Total	225	97.0
No Information	7	3.0
Grand Total	232	100.0

Table 11. When Classes Meet

	Frequency	Percent
Day Only	75	32.3
Evening Only	53	22.8
Some Day & Evening	69	29.7
Total	197	84.9
No Information	35	15.1
Grand Total	232	100.0

Table 12. Most Grades at This College

	Frequency	Percent
A	98	42.2
A-,B+	72	31.0
B	36	15.5
B-,C+	21	9.1
C,C-	2	.9
Total	229	98.7
No Information	3	1.3
Grand Total	232	100.0

Table 13. Time Spent Studying

	Frequency	Percent
1 to 5 Hours	83	35.8
6 to 10 Hours	80	34.5
11 to 15 Hours	35	15.1
16 to 20 Hours	18	7.8
More than 20 Hours	7	3.0
Total	223	96.1
No Information	9	3.9
Grand Total	232	100.0

Table 15. Most Important Reason for Attending

	Frequency	Percent
Prepare to Transfer	111	47.8
Skills for New Job	60	25.9
Stay Current Advance	30	12.9
Personal Interest	14	6.0
Total	215	92.7
No Information	17	7.3
Grand Total	232	100.0

Table 14. Time on Campus not In Class

	Frequency	Percent
None	55	23.7
1-3 Hours	97	41.8
4-6 Hours	41	17.7
7-9 Hours	17	7.3
10-12 Hours	6	2.6
More than 12 Hours	10	4.3
Total	226	97.4
No Information	6	2.6
Grand Total	232	100.0

(b) College Courses

Table 16. Number of Courses CCCC Students Took

Course	None	One	More Than 1	No Information	Total	
					F	(N)
College Math (Not Remedial Math)	25.9	31	37.1	6	100.0	(232)
Computer Literacy	23.3	51.3	20.3	5.2	100.0	(232)
Remedial English Class or Classes	53.4	11.6	27.6	7.3	100.0	(232)
English Composition (Not Remedial English)	26.3	23.7	41.4	8.6	100.0	(232)
Fine Arts (Music, Theater, Dance)	42.7	30.6	18.5	8.2	100.0	(232)
Foreign Languages	68.1	12.1	13.4	6.5	100.0	(232)
Humanities	22	26.3	44.4	7.3	100.0	(232)
Remedial Math Class or Classes	52.6	16.8	22.8	7.8	100.0	(232)
Physical or Health Education	30.6	34.5	25.9	9.1	100.0	(232)
Natural Sciences	25.4	6	62.9	5.6	100.0	(232)
Social Sciences	19.4	13.4	59.9	7.3	100.0	(232)
Speech, Communication	25	61.2	6.9	6.9	100.0	(232)

Table 17. Educational Goal

	Yes	No	No Information	Total	
				F	(N)
Working for an AA Degree	36.6	47.8	15.5	100.0	(232)
Working for an AS Degree	37.1	48.7	14.2	100.0	(232)
Working for a Diploma	48.3	33.6	18.1	100.0	(232)
Working for a Certificate	34.1	51.7	14.2	100.0	(232)
Plan to Transfer to a Four Year College/University	60.3	27.6	12.1	100.0	(232)
Enrolled in Occupational/Vocational Program	10.8	75	14.2	100.0	(232)

Table 18. If Enrolled in Vocational Program, Name of Vocational Program

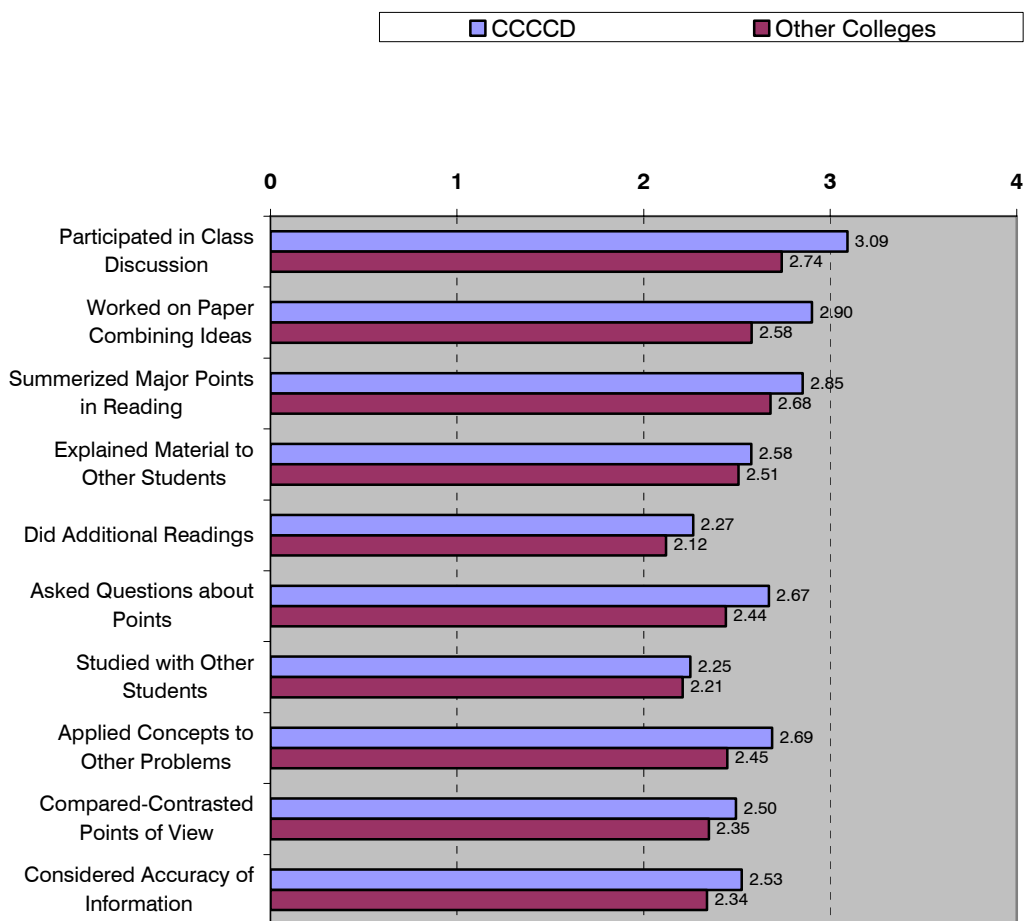
Occupational/Technical Program	Percent Enrolled in Vocational Program
Not Enrolled	48.3
Agriculture	0.4
Business	3.0
Management & Distribution	1.7
Health	7.3
Home Economics	3.9
Technical & Communications	1.0
Trade & Industrial	7.3
Other	26.7
Total	100.0
N	232.0

Table 19. Out-of-Class Instruction Received at the College in Study Skill Areas

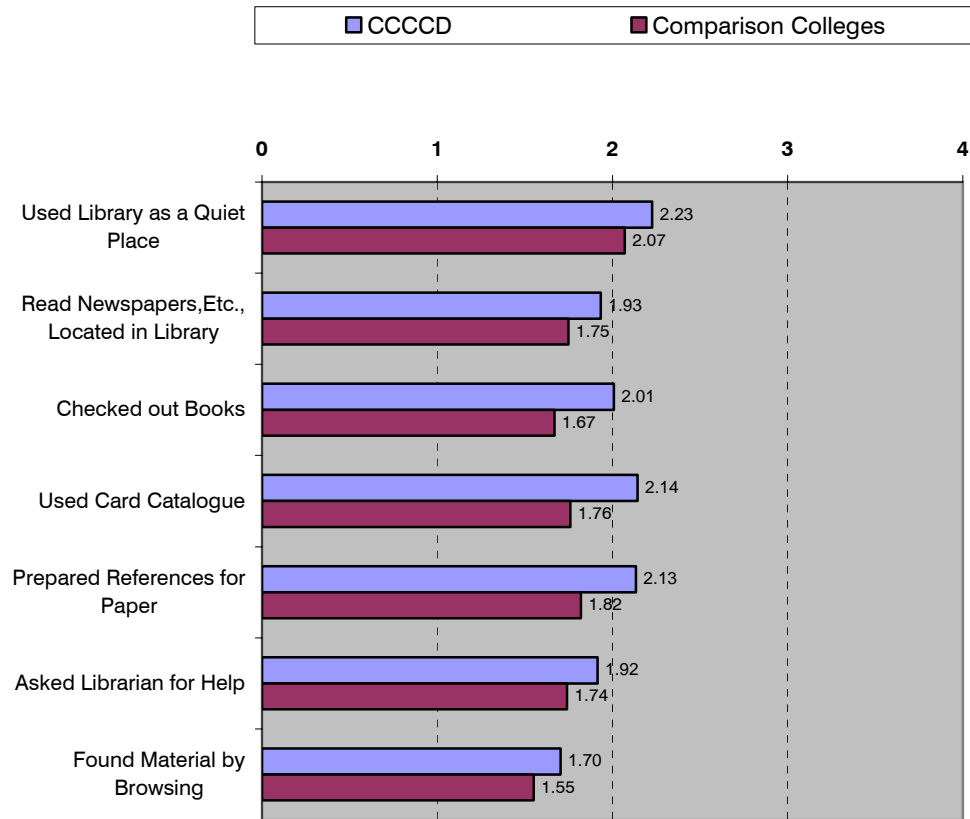
	How Much Out-of-Class Instruction Received				Total	
	None	Some	A Lot	No Information	F	(N)
Memory Skills	81.9	10.8	2.2	5.2	100.0	(232)
Note Taking Skills	82.3	8.2	3.9	5.6	100.0	(232)
Listening Skills	79.7	10.8	3.9	5.6	100.0	(232)
Speaking Skills	80.6	11.2	3	5.2	100.0	(232)
Writing Skills	73.3	17.2	5.6	3.9	100.0	(232)
Reading Skills	83.2	8.2	3.4	5.2	100.0	(232)
Test Taking Skills	81.5	12.1	2.2	4.3	100.0	(232)
Time Management Skills	76.7	35	7	12	100.0	(232)
Problem Solving Skills	78.9	10.8	6	4.3	100.0	(232)

Section III Quality of Effort

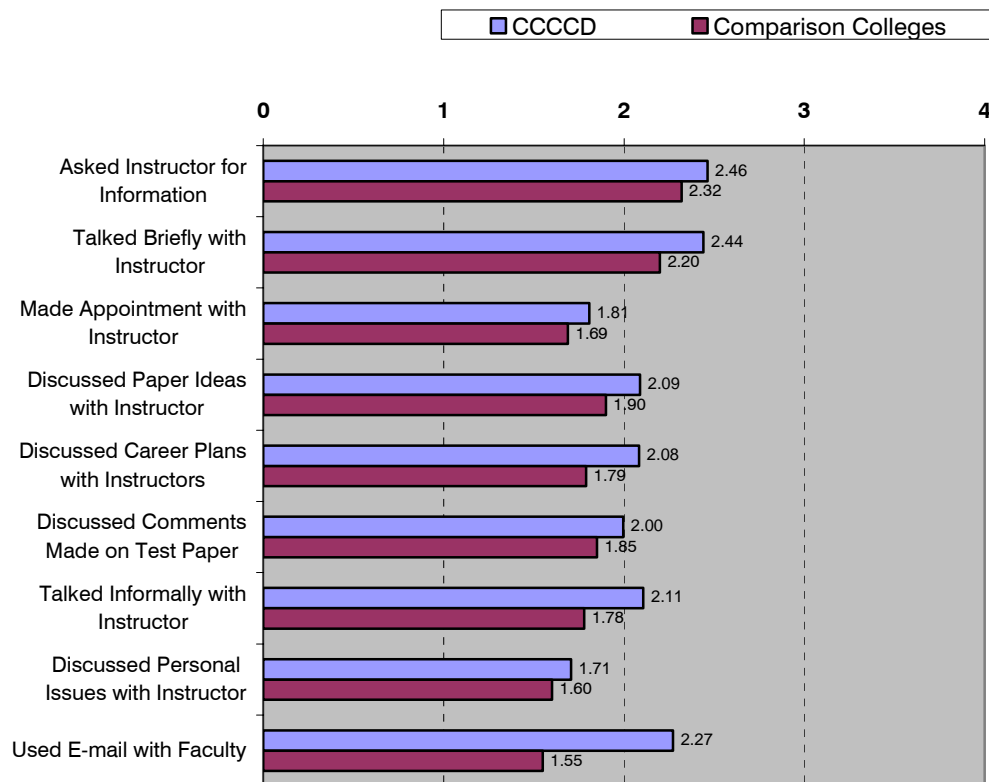
**Figure 1. How Often Have You Done the Following
Course Activities**
(Mean Responses on Four-Point Scale)



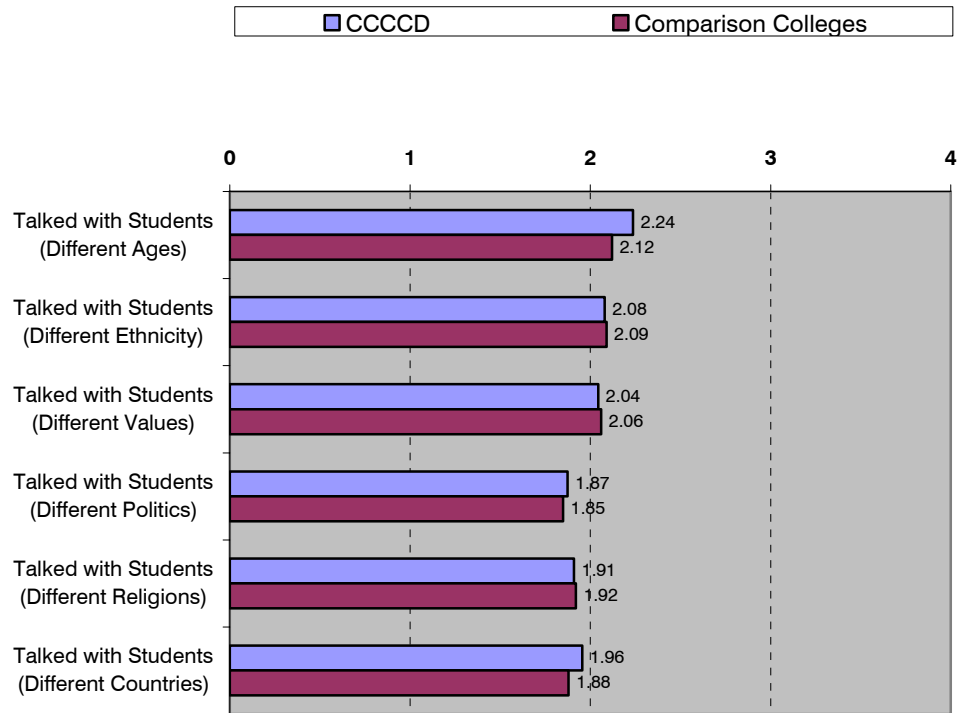
**Figure 2. How Often Have You Done the Following
Library Activities
(Mean Responses on Four-Point Scale)**



**Figure 3. How Often Have You Done the Following Faculty Interaction Activities
(Mean Responses on Four-Point Scale)**



**Figure 4. How Often Have You Done the Following Student Acquaintance Activities
(Mean Responses on Four-Point Scale)**



**Figure 5. How Often Have You Done the Following
Art, Music and Theater Activities
(Mean Responses on Four-Point Scale)**

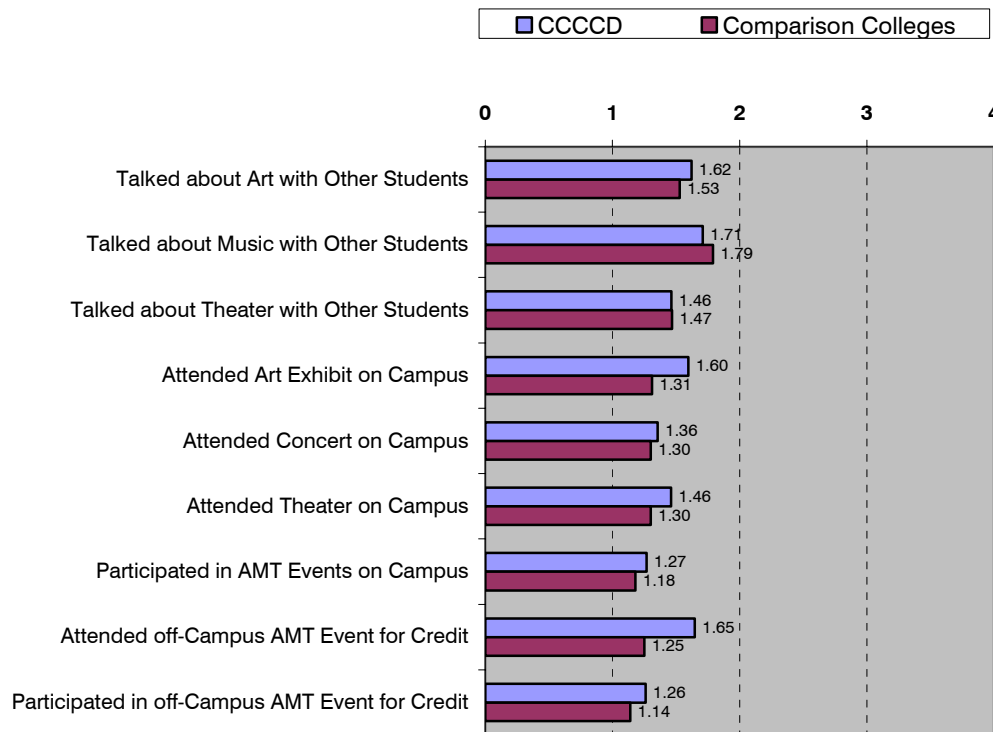
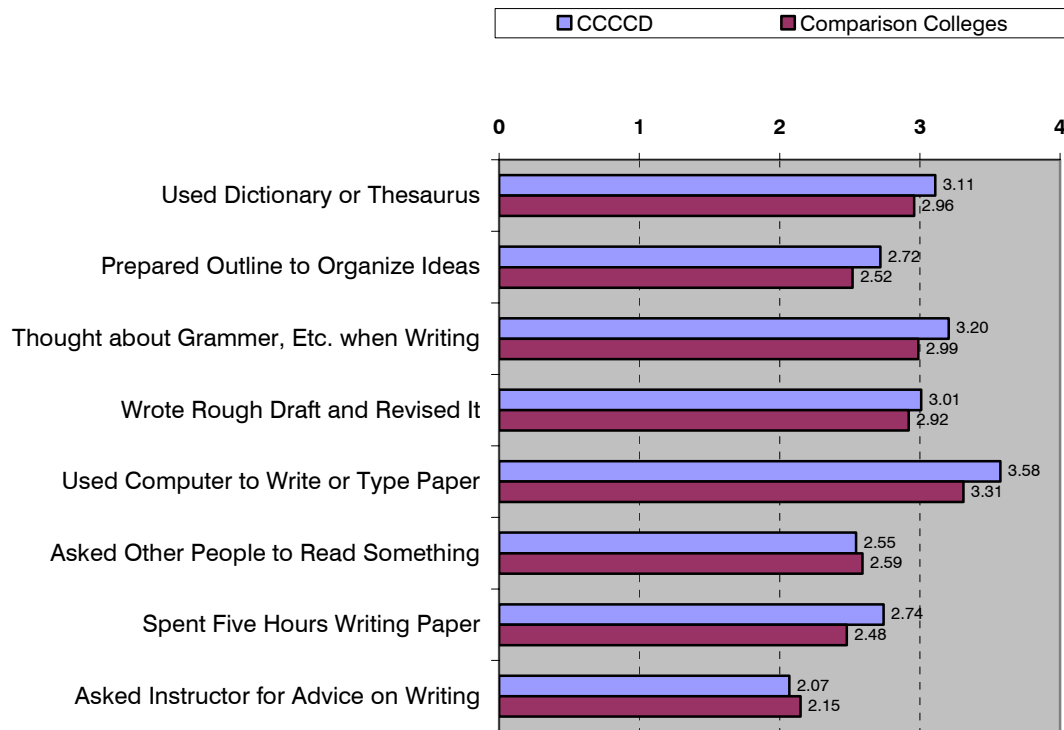
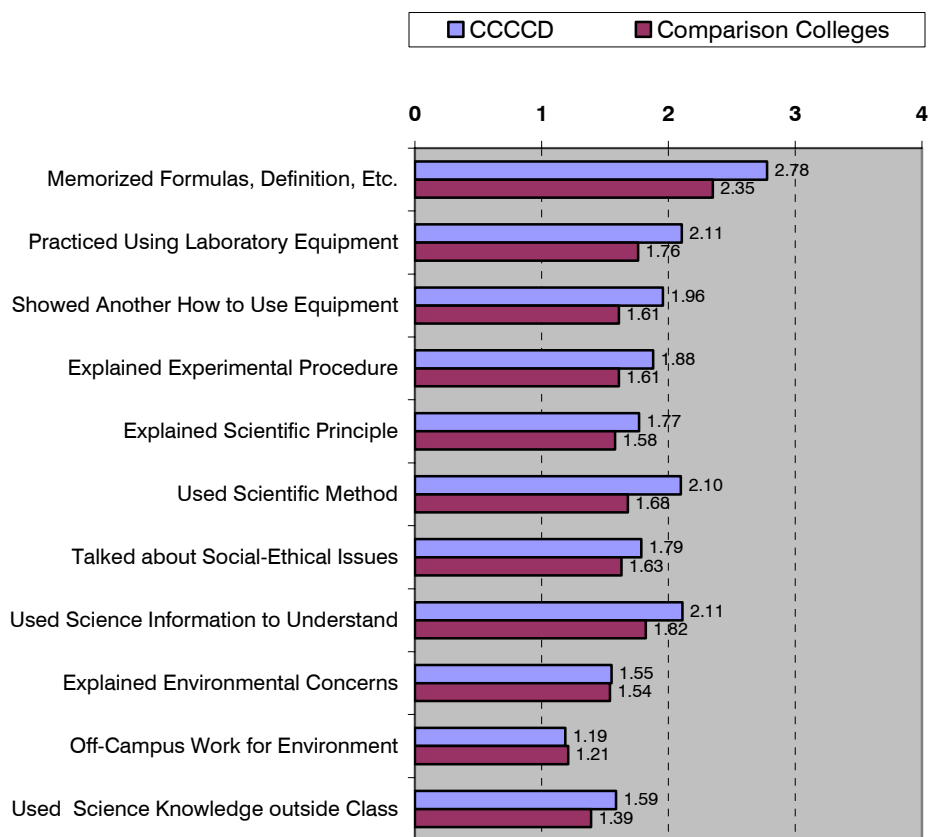


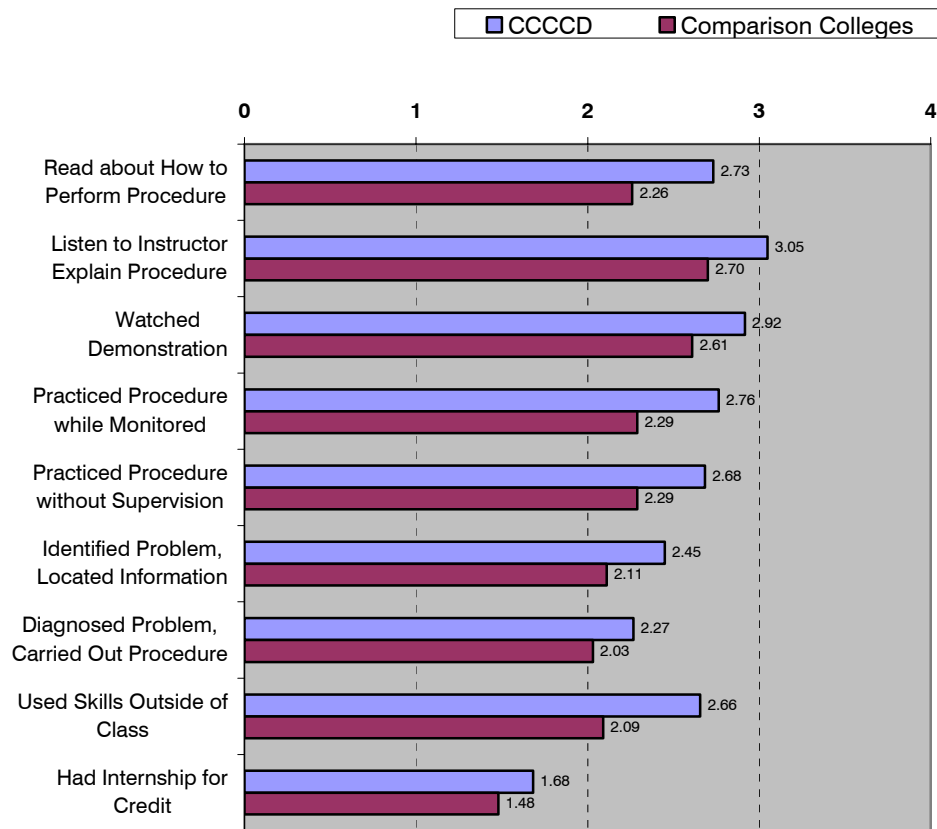
Figure 6. How Often Have You Done the Following Writing Activities
(Mean Responses on Four-Point Scale)



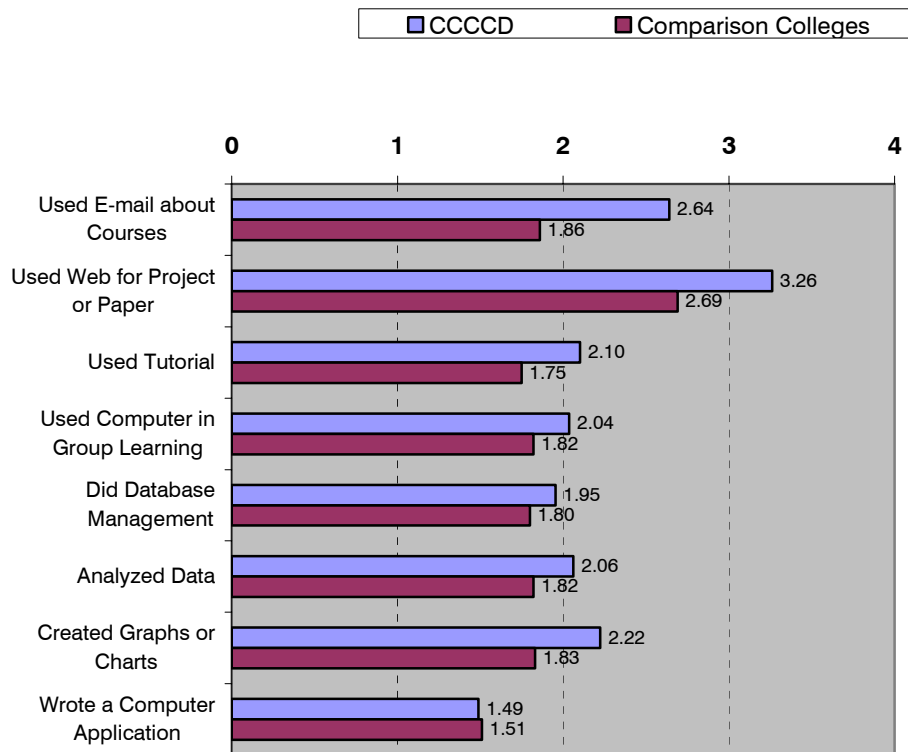
**Figure 7. How Often Have You Done the Following
Science Activities
(Mean Responses on Four-Point Scale)**



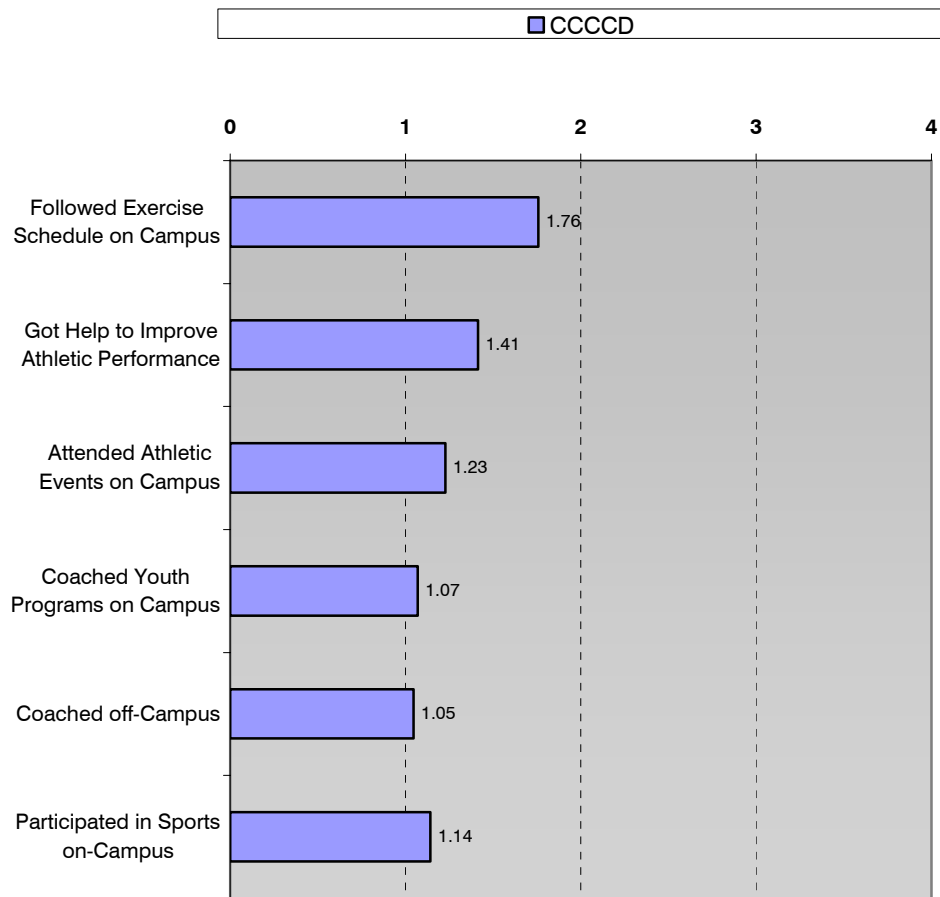
**Figure 8. How Often Have You Done the Following
Career/Occupational Skills Activities
(Mean Responses on Four-Point Scale)**



**Figure 9. How Often Have You Done the Following Computer Technology Activities
(Mean Responses on Four-Point Scale)**

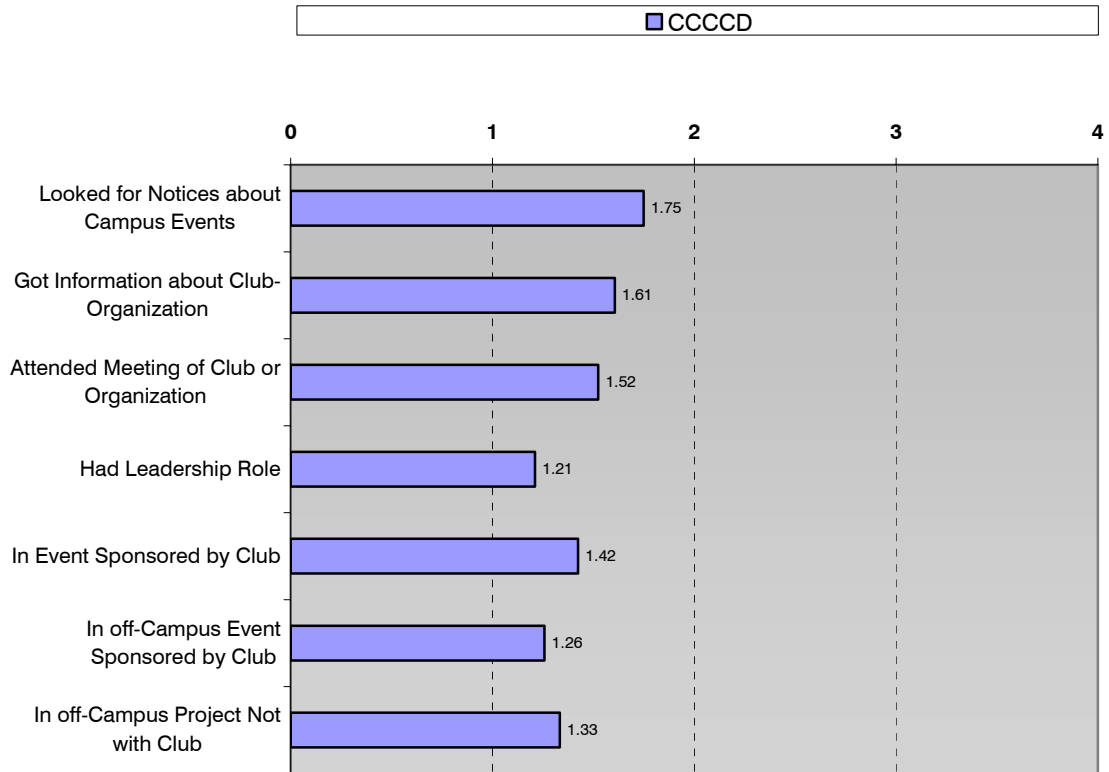


**Figure 10. How Often Have You Done the Following
Athletic Activities*
(Mean Responses on Four-Point Scale)**



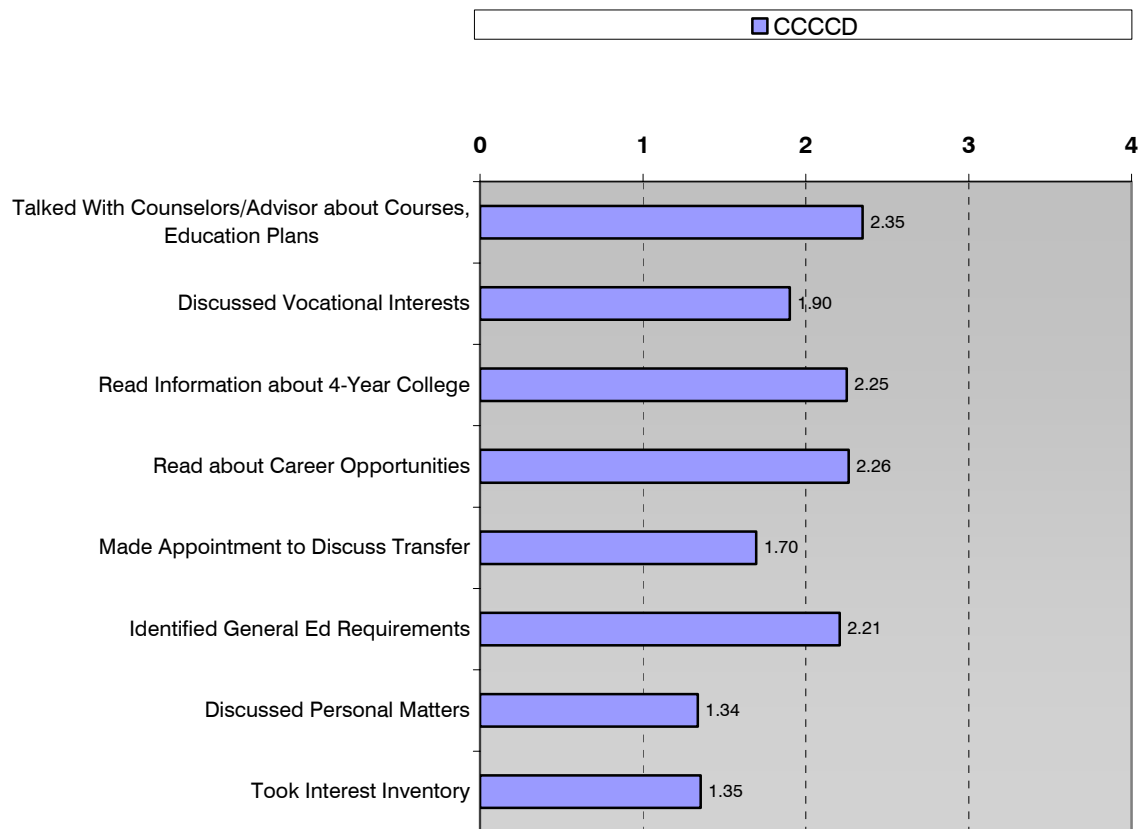
*Mean responses for the comparison colleges are not available for this activity.

**Figure 11. How Often Have You Done the Following Clubs and Organization Related Activities*
(Mean Responses on Four-Point Scale)**



*Mean responses for the comparison colleges are not available for this activity.

**Figure 12. How Often Have You Done the Following Counseling Activities*
(Mean Responses on Four-Point Scale)**



* Mean responses for the comparison colleges are not available for this activity.

Section IV

Table 20. Quality of Effort Scales for Nine Activities

Activities/Items			Mean Quality of Effort			
			CCCCD		Comparison Colleges*	
	Number of Items	Range	Mean	Standard Deviation	Mean	Standard Deviation
QE Course Learning	10	10-40	26.3	6.2	24.4	5.7
QE Library Activities	7	7-28	14.0	4.9	12.4	4.6
QE Faculty Interactions	9	9-36	18.9	5.2	16.7	5.0
QE Student Acquaintances	6	6-24	12.1	4.7	11.9	4.6
QE Art-Music-Theater	9	9-36	13.4	4.0	12.2	4.1
QE Writing Activities	8	8-32	23.0	5.8	21.9	6.2
QE Science Activities	11	11-44	20.8	7.1	18.1	7.4
QE Occupational/Vocational Skills	9	9-36	23.4	7.9	19.9	7.6
QE Computer Technology	8	8-32	17.8	5.6	15.1	5.8

*Source: Ethington, Coriana A, Anne M. Guthrie, and Perry W. Lehman (2001). *Community College Student Experiences Questionnaire. Test Manual and Comparative Data*, Third Edition. Center for the Study of Higher Education. The University of Memphis.

Section V

Table 21. Students' Perceived Gains or Progress in Their Experience at CCCC

Items	In Thinking Over Your Experience at This College Up to Now, to What Extent Do You Think You Have Gained or Made Progress in Each of the Following Areas? (Perceived Gains in Percent)						Mean Responses' On Four-Point Scale
	Very Little = 1	Some = 2	Quite a Bit = 3	Very Much = 4	No Response	F (N)	
Acquiring Knowledge and Skills Applicable to a Specific Job or Type of Work	9.1	25.4	28.0	34.5	3.0	100.0 (232)	2.91
Gaining Information about Career Opportunities	18.5	34.9	24.6	18.5	3.4	100.0 (232)	2.45
Developing Clearer Career Goals	13.8	28.9	30.6	22.4	4.3	100.0 (232)	2.64
Becoming Acquainted with Different Fields Learning about Different Fields of Knowledge	9.5	31.0	33.2	22.0	4.3	100.0 (232)	2.71
Understanding Art, Music, Theater	30.2	29.7	22.8	13.8	3.4	100.0 (232)	2.21
Developing Understanding of Literature	25.9	36.2	19.4	15.5	3.0	100.0 (232)	2.25
Writing Clearly and Effectively	11.6	26.7	34.1	22.0	5.6	100.0 (232)	2.70
Presenting Ideas Effectively in Speaking to Others	10.3	34.1	33.6	19.0	3.0	100.0 (232)	2.63
Acquiring Skills Needed to Use Computers to Access Information	17.2	23.3	29.7	27.6	2.2	100.0 (232)	2.69
Acquiring Skills Needed to Use Computers to Produce Papers, Graphs, Charts, Tables or Data Analysis Etc.	19.8	29.3	25.9	22.4	2.6	100.0 (232)	2.52
Becoming Aware of Different Philosophies, Cultures and Ways of Life.	15.9	33.2	29.3	17.7	3.9	100.0 (232)	2.51
Clarifying Own Values	16.8	29.3	25.9	25.4	2.6	100.0 (232)	2.62
Understanding Myself-My Abilities & Interests	8.6	23.3	35.3	30.6	2.2	100.0 (232)	2.90
Understanding Mathematical Concepts such as Probabilities, Proportions Etc.	25.9	36.2	20.7	14.2	3.0	100.0 (232)	2.24
Understanding the Role of Science & Technology in Society	17.2	38.4	26.7	14.7	3.0	100.0 (232)	2.40
Putting Ideas Together to See Relationships, Similarities and Differences between Ideas	12.5	32.3	35.8	16.4	3.0	100.0 (232)	2.58
Developing Ability to Learn on My Own, Pursue Ideas, and Find Information I Need	8.6	21.6	36.2	30.6	3.0	100.0 (232)	2.92
Developing the Ability to Speak and Understand Another Language	68.1	15.1	6.0	6.5	4.3	100.0 (232)	1.49
Interpreting Information in Graphs & Charts I See in Newspapers, Textbooks, and on TV	23.3	36.2	28.0	9.1	3.4	100.0 (232)	2.24
Developing an Interest in Political and Economic Events	29.7	37.9	15.5	13.4	3.4	100.0 (232)	2.13
Seeing the Importance of History for Understanding the Present as well as the Past	20.3	32.3	24.1	19.8	3.4	100.0 (232)	2.45
Learning More about Other Parts of World and Other People (Asia, Africa, South America, Etc.)	32.8	33.2	17.2	12.9	3.9	100.0 (232)	2.11
Understanding Other People and the Ability to Get Along with Different Kinds of People	14.2	29.3	31.9	20.7	3.9	100.0 (232)	2.61
Developing Good Health Habits and Fitness	25.4	35.3	21.6	13.4	4.3	100.0 (232)	2.24
Developing the Ability to Work with Others in Different Kinds of Situations	12.1	31.0	31.9	21.6	3.4	100.0 (232)	2.65

Section VI

Table 22. Students Perceptions about the CCCCDC Environment

	Yes	Maybe	No	No Response	F (N)
If You Could Start All Over Again Would You Go to This College?	86.6	10.8	0.9	1.7	100.0 (232)

	All	Most	Some	Few or Some	No Response	F (N)
How Many of the Students You Know are Friendly and Supportive of One Another?	10.8	66.8	18.1	3.0	1.3	100.0 (232)
How Many of Your Instructors at This College are Approachable, Helpful, and Supportive?	25.4	58.6	12.5	2.2	1.3	100.0 (232)
How Many of the College Counselors, Advisors, and Department Secretaries You Have Had Contact with Would You Describe as Helpful, Considerate, Knowledgeable?	22.8	43.1	20.7	11.6	1.7	100.0 (232)
How Many of Your Courses at This College Would You Describe as Challenging, Stimulating, and Worthwhile?	23.3	61.2	11.2	3.0	1.3	100.0 (232)

	All of the Time	Most of the Time	Some of the Time	Rarely or Never	No Response	F (N)
Do You Feel That This College is a Stimulating and Often Exciting Place to be at?	21.1	53.4	20.3	3.9	1.3	100.0 (232)

	Yes, Ample Places	Yes, a Few Places	No	No Response	F (N)
Are There Places on the Campus for You to Meet and Study With Other Students?	52.6	41.8	3.0	2.6	100.0 (232)
Are There Places on the Campus for You to Use Computers and Technology?	67.7	29.7	1.3	1.3	100.0 (232)

Section VII

**Table 23. Extent of Student Satisfaction with College Courses and Selected Services
(Additional Questions Added to CCSEQ Survey)**

College Courses /Services	Please Indicate the Extent To Which You Were Satisfied With Each of the Following (Extent of Satisfaction in percent)					Mean Response on Four- Point Scale
	Not Satisfied =1	Somewhat Satisfied =2	Mostly Satisfied = 3	Very Satisfied = 4	Total F (N)	
The Overall Experience at Your Primary Campus (Q 2)	0.0	6.8	41.6	51.6	100.0 (219)	3.45
The Quality of Instruction Received in Major Courses (Q 3)	0.9	7.3	52.1	39.7	100.0 (219)	3.31
The Quality of Instruction Received In Non-Major Courses (Q 4)	1.0	7.9	55.2	36.0	100.0 (73)	3.26
Any Developmental Education Course(s) You Completed (Q 5)	6.4	12.7	47.3	33.6	100.0 (110)	3.08
Any Honors Course(s) You Completed (Q 6)	11.1	11.1	47.6	30.2	100.0 (63)	2.97
Any Distance Learning Course(s) You Completed (Tele-Courses, Online Courses) (Q 7)	10.1	15.2	37.4	37.4	100.0 (99)	3.02
Any Learning Communities Course(s) You Completed (Q 8)	10.7	12.5	46.4	30.4	100.0 (56)	2.96
Any Cooperative Work Experience (CWE) Course(s) You Completed (Q 9)	10.5	19.3	38.6	31.6	100.0 (57)	2.91
Any Experience With Service Learning (Q 10)	7.3	11.0	37.8	43.9	100.0 (82)	3.18
Any Academic or Career Advice Received from the Faculty (Q 11)	6.4	17.3	41.6	34.7	100.0 (173)	3.05
The Services Provided by Career Services (Q 12)	10.7	28.2	35.0	26.2	100.0 (103)	2.77
Writing Center Services (Q 13)	3.1	14.3	46.9	35.7	100.0 (98)	3.15
Math Lab Services (Q 14)	9.4	15.6	42.2	32.8	100.0 (128)	2.98
Computer Labs Services (Q 15)	3.3	11.3	45.7	39.7	100.0 (151)	3.22
Financial Aid Office Services (Q16)	10.5	15.8	33.7	40.0	100.0 (95)	3.03
Learning Resources Center (LRC) at Your Campus (Q 17)	1.3	8.4	43.9	46.5	100.0 (155)	3.35
Campus Bookstore (Q 18)	4.9	22.0	42.9	30.2	100.0 (205)	2.99
The Programs Offered through Student Activities (Q 19)	9.3	7.3	17.2	9.1	100.0 (86)	2.86
Fine Arts Opportunities (Theater, Music, Art, Etc.) (Q 20)	3.6	11.6	45.5	39.3	100.0(112)	3.21

Primary Campus attended by respondents:

Spring Creek = 57.5

Preston Ridge = 13.6

Central Park = 23.4

Courtyard, CCCCD@Allen, Rockwall College Center = 5.6 Primary Campus attended:

References

Dillman, Don A. (2000) *Mail and Internet Surveys. The Tailored Design Method*. Second Edition. John Wiley & Sons Inc.,

Ethington, Corinna A, Marie Ann Guthrie, and Penny W Lehman. (2001) *Community College Student Experiences Questionnaire. Test Manual and Comparative Data*, Third Edition. Center for the Study of Higher Education. The University of Memphis.

Appendices

APPENDIX I

Quality of Effort Invested by CCCC Students in College Activities

	How Often You Have Done Each of the Following (Frequency of Activity in Percent)						Mean Response On Four- Point Scale
	Never = 1	Occasion- ally = 2	Often = 3	Very Often = 4	No Response	Total F (N)	
Course Activities							
Participated in Class Discussion	2.6	20.3	39.7	34.5	3.0	100.0 (232)	3.09
Worked on Paper Combining Ideas	6.0	23.3	41.8	25.9	3.0	100.0 (232)	2.90
Summarized Major Points in Reading	8.6	25.4	34.1	28.4	3.4	100.0 (232)	2.85
Explained Material to Other Students	5.6	44.8	31.5	15.1	3.0	100.0 (232)	2.58
Did Additional Readings	16.8	49.6	18.5	12.1	3.0	100.0 (232)	2.27
Asked Questions about Points	6.5	40.1	29.3	21.1	3.0	100.0 (232)	2.67
Studied with Other Students	20.7	42.7	20.7	12.1	3.9	100.0 (232)	2.25
Applied Concepts to Other Problems	4.3	40.9	32.3	19.4	3.0	100.0 (232)	2.69
Compared-Contrasted Points of View	11.2	38.8	34.1	12.5	3.4	100.0 (232)	2.50
Considered Accuracy of Information	10.8	37.8	34.1	13.8	3.4	100.0 (232)	2.53
Library Activities							
Used Library as a Quiet Place	30.6	30.6	18.1	17.2	3.4	100.0 (232)	2.23
Read Newspapers, Etc., Located in Library	38.8	32.8	17.7	7.3	3.4	100.0 (232)	1.93
Checked out Books	31.9	39.2	18.1	7.3	3.4	100.0 (232)	2.01
Used Card Catalogue	28.9	34.5	23.7	9.5	3.4	100.0 (232)	2.14
Prepared References for Paper	30.6	32.8	23.7	9.9	3.0	100.0 (232)	2.13
Asked Librarian for Help	33.6	41.4	17.7	3.9	3.4	100.0 (232)	1.92
Found Material by Browsing	45.7	37.5	8.6	4.3	3.9	100.0 (232)	1.70

Appendix Table 1 Continued 1

	How Often You Have Done Each of the Following (Frequency of Activity in Percent)						Mean Response On Four- Point Scale
	Never = 1	Occasion- ally = 2	Often = 3	Very Often = 4	No Response	Total F (N)	
Faculty Interaction Activities							
Asked Instructor for Information	10.3	45.3	27.6	13.8	3.0	100.0 (232)	2.46
Talked Briefly with Instructor	9.1	47.8	28.4	11.6	3.0	100.0 (232)	2.44
Made Appointment with Instructor	40.5	39.7	10.8	5.6	3.4	100.0 (232)	1.81
Discussed Paper Ideas with Instructor	22.0	50.0	18.5	6.0	3.4	100.0 (232)	2.09
Discussed Career Plans with Instructors	28.4	41.8	16.8	9.9	3.0	100.0 (232)	2.08
Discussed Comments Made on Test Paper	28.4	46.1	15.9	6.0	3.4	100.0 (232)	2.00
Talked Informally with Instructor	24.6	44.8	20.3	7.3	3.0	100.0 (232)	2.11
Discussed Personal Issues with Instructor	44.8	39.2	9.5	3.4	3.0	100.0 (232)	1.71
Used E-mail with Faculty	21.1	40.1	24.1	11.6	3.0	100.0 (232)	2.27
Student Interaction Activities							
Talked with Students (Different Ages)	23.3	40.5	19.4	13.4	3.4	100.0 (232)	2.24
Talked with Students (Different Ethnicity)	28.9	40.9	16.8	9.9	3.4	100.0 (232)	2.08
Talked with Students (Different Values)	27.6	46.1	13.8	9.1	3.4	100.0 (232)	2.04
Talked with Students (Different Politics)	34.1	45.3	11.6	5.2	3.9	100.0 (232)	1.87
Talked with Students (Different Religions)	34.9	40.1	15.9	5.2	3.9	100.0 (232)	1.91
Talked with Students (Different Countries)	34.5	40.1	13.8	8.2	3.4	100.0 (232)	1.96
Art-Music-Theater Activities							
Talked about Art with Other Students	50.0	34.1	7.3	3.4	5.2	100.0 (232)	1.62
Talked about Music with Other Students	43.5	38.4	9.9	3.0	5.2	100.0 (232)	1.71
Talked about Theater with Other Students	57.3	30.2	6.0	0.4	6.0	100.0 (232)	1.46
Attended Art Exhibit on Campus	51.7	31.9	7.8	3.0	5.6	100.0 (232)	1.60
Attended Concert on Campus	67.7	20.3	6.0	0.4	5.6	100.0 (232)	1.36
Attended Theater on Campus	61.2	24.6	6.9	1.7	5.6	100.0 (232)	1.46
Participated in AMT Events on Campus	78.4	9.9	3.9	2.6	5.2	100.0 (232)	1.27
Attended off-Campus AMT Event for Credit	46.1	37.5	8.6	2.2	5.6	100.0 (232)	1.65
Participated in off-Campus AMT Event For Credit	76.3	11.6	5.2	0.9	6.0	100.0 (232)	1.26

Appendix Table 1 Continued 2

	How Often You Have Done Each of the Following (Frequency of Activity In Percent)						Mean Response On Four- Point Scale
	Never = 1	Occasion- ally = 2	Often = 3	Very Often = 4	No Response	Total F (N)	
Writing Activities							
Used Dictionary or Thesaurus	4.7	20.7	28.9	40.5	5.2	100.0 (232)	3.11
Prepared Outline to Organize Ideas	9.9	32.3	27.2	25.4	5.2	100.0 (232)	2.72
Thought About Grammar, Etc. When Writing	4.7	17.2	26.7	46.1	5.2	100.0 (232)	3.20
Wrote Rough Draft and Revised It	7.8	21.1	28.4	37.5	5.2	100.0 (232)	3.01
Used Computer to Write or Type Paper	3.0	8.6	13.8	69.0	5.6	100.0 (232)	3.58
Asked Other People to Read Something	15.1	35.3	20.7	22.8	6.0	100.0 (232)	2.55
Spent Five Hours Writing Paper	14.2	26.7	23.3	30.6	5.2	100.0 (232)	2.74
Asked Instructor for Advice on Writing	30.2	37.1	17.7	9.5	5.6	100.0 (232)	2.07
Science Activities							
Memorized Formulas, Definition, Etc.	17.2	15.9	30.2	29.7	6.9	100.0 (232)	2.78
Practiced Using Laboratory Equipment	32.8	30.6	16.8	12.9	6.9	100.0 (232)	2.11
Showed Another How to use Equipment	34.1	36.6	14.7	7.8	6.9	100.0 (232)	1.96
Explained Experimental Procedure	36.2	37.1	13.8	5.6	7.3	100.0 (232)	1.88
Explained Scientific Principle	43.1	33.2	12.1	4.7	6.9	100.0 (232)	1.77
Used Scientific Method	32.3	28.9	22.4	9.5	6.9	100.0 (232)	2.10
Talked about Social-Ethical Issues	41.4	34.9	12.1	4.7	6.9	100.0 (232)	1.79
Used Science Information to Understand	29.7	31.5	23.7	8.2	6.9	100.0 (232)	2.11
Explained Environmental Concerns	54.7	27.6	8.6	2.2	6.9	100.0 (232)	1.55
Off-Campus Work for Environment	81.0	8.2	2.6	1.3	6.9	100.0 (232)	1.19
Used Science Knowledge outside Class	57.8	20.3	10.8	4.3	6.9	100.0 (232)	1.59
Athletic Activities							
Followed Exercise Schedule on Campus	55.6	17.2	10.3	11.2	5.6	100.0 (232)	1.76
Got Help to Improve Athletic Performance	67.2	17.7	6.0	3.0	6.0	100.0 (232)	1.41
Attended Athletic Events on Campus	79.3	11.2	1.3	2.6	5.6	100.0 (232)	1.23
Coached Youth Programs on Campus	90.9	1.7	0.4	1.3	5.6	100.0 (232)	1.07
Coached off-Campus	91.8	1.7	0.0	0.9	5.6	100.0 (232)	1.05
Participated in Sports on-Campus	84.5	8.2	0.0	1.7	5.6	100.0 (232)	1.14

Appendix Table 1 Continued 3

	How Often You Have Done Each of the Following (Frequency of Activity in Percent)						Mean Response On Four- Point Scale
	Never = 1	Occasion- ally = 2	Often = 3	Very Often = 4	No Response	Total F (N)	
Career/Occupational Skills*							
Read about How to Perform Procedure	10.3	12.1	12.1	18.5	47.0	100.0 (232)	2.73
Listen to Instructor Explain Procedure	6.5	7.3	16.4	22.8	47.0	100.0 (232)	3.05
Watched Demonstration	8.6	9.5	11.2	22.4	48.3	100.0 (232)	2.92
Practiced Procedure While Monitored	9.1	12.1	12.1	18.1	48.7	100.0 (232)	2.76
Practiced Procedure Without Supervision	11.6	9.9	13.4	16.8	48.3	100.0 (232)	2.68
Identified Problem, Located Information	10.8	18.5	10.8	11.6	48.3	100.0 (232)	2.45
Diagnosed Problem, Carried out Procedure	13.8	18.1	12.1	7.8	48.3	100.0 (232)	2.27
Used Skills Outside of Class	12.9	10.8	8.6	19.0	48.7	100.0 (232)	2.66
Had Internship for Credit	34.1	6.0	5.6	6.0	48.3	100.0 (232)	1.68
Computer Technology Activities							
Used E-mail about Courses	15.5	25.4	18.1	25.9	15.1	100.0 (232)	2.64
Used Web for Project or Paper	4.3	12.9	23.3	43.5	15.9	100.0 (232)	3.26
Used Tutorial	34.5	19.8	16.4	13.4	15.9	100.0 (232)	2.10
Used Computer in Group Learning	32.3	24.6	18.1	8.6	16.4	100.0 (232)	2.04
Did Database Management	35.8	25.9	12.9	9.5	15.9	100.0 (232)	1.95
Analyzed Data	31.5	25.9	15.9	10.3	16.4	100.0 (232)	2.06
Created Graphs or Charts	22.0	32.3	17.2	11.6	16.8	100.0 (232)	2.22
Wrote a Computer Application	59.9	11.6	6.9	5.2	16.4	100.0 (232)	1.49
Clubs and Organizations							
Looked for Notices about Campus Events	41.8	31.9	11.6	3.9	10.8	100.0 (232)	1.75
Got Information about Club-Organization	45.3	34.1	5.6	2.6	12.5	100.0 (232)	1.61
Attended Meeting of Club or Organization	56.0	21.6	4.3	5.2	12.9	100.0 (232)	1.52
Had Leadership Role	77.6	5.6	1.3	3.4	12.1	100.0 (232)	1.21
In Event Sponsored by Club	60.3	20.3	3.9	3.0	12.5	100.0 (232)	1.42
In Off-Campus Event Sponsored by Club	68.5	15.5	2.2	0.9	12.9	100.0 (232)	1.26
In off-Campus Project Not with Club	68.1	12.9	4.3	2.6	12.1	100.0 (232)	1.33

Appendix Table 1 Continued 4

	How Often You Have Done Each of the Following (Frequency of Activity in Percent)						Mean Response On Four- Point Scale
	Never = 1	Occasion- ally = 2	Often = 3	Very Often = 4	No Response	Total F (N)	
Counseling and Career Planning							
Talked With Counselors/Advisors about Courses, Education Plans	17.2	38.8	17.2	15.5	11.2	100.0 (232)	2.35
Discussed Vocational Interests	36.2	31.0	12.9	7.3	12.5	100.0 (232)	1.90
Read Information about 4-Year College	26.3	30.2	16.8	15.9	10.8	100.0 (232)	2.25
Read about Career Opportunities	23.7	31.9	19.4	13.8	11.2	100.0 (232)	2.26
Made Appointment to Discuss Transfer	48.7	24.6	10.3	5.6	10.8	100.0 (232)	1.70
Identified General Ed Requirements	30.2	24.6	20.3	14.2	10.8	100.0 (232)	2.21
Discussed Personal Matters	65.1	18.1	3.9	1.3	11.6	100.0 (232)	1.34
Took Interest Inventory	65.1	17.2	5.2	1.3	11.2	100.0 (232)	1.35

* This section relates to only those students who are enrolled in a career/occupational program, so "no response" seems to be high.

APPENDIX II

Quality of Effort Scales: CCCCCD

QE: Course Learning

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
12	2	0.9	0.9	0.9
14	2	0.9	0.9	1.8
15	4	1.7	1.8	3.6
16	1	0.4	0.5	4.1
17	7	3.0	3.2	7.2
18	4	1.7	1.8	9.0
19	10	4.3	4.5	13.6
20	6	2.6	2.7	16.3
21	8	3.4	3.6	19.9
22	10	4.3	4.5	24.4
23	17	7.3	7.7	32.1
24	26	11.2	11.8	43.9
25	17	7.3	7.7	51.6
26	10	4.3	4.5	56.1
27	15	6.5	6.8	62.9
28	10	4.3	4.5	67.4
29	8	3.4	3.6	71.0
30	11	4.7	5.0	76.0
31	9	3.9	4.1	80.1
32	8	3.4	3.6	83.7
33	5	2.2	2.3	86.0
34	5	2.2	2.3	88.2
35	6	2.6	2.7	91.0
36	3	1.3	1.4	92.3
37	1	0.4	0.5	92.8
38	6	2.6	2.7	95.5
39	3	1.3	1.4	96.8
40	7	3.0	3.2	100.0
Total	221	95.3	100.0	
Missing System Total	11	4.7		
	232	100.0		

Mean = 26.31
Standard Deviation = 6.19
Minimum = 10
Maximum = 40

QE: Library Activities

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
7	28	12.1	12.6	12.6
8	11	4.7	4.9	17.5
9	9	3.9	4.0	21.5
10	13	5.6	5.8	27.4
11	15	6.5	6.7	34.1
12	14	6.0	6.3	40.4
13	14	6.0	6.3	46.6
14	15	6.5	6.7	53.4
15	17	7.3	7.6	61.0
16	19	8.2	8.5	69.5
17	13	5.6	5.8	75.3
18	17	7.3	7.6	83.0
19	10	4.3	4.5	87.4
20	8	3.4	3.6	91.0
21	5	2.2	2.2	93.3
22	5	2.2	2.2	95.5
23	2	0.9	0.9	96.4
24	2	0.9	0.9	97.3
25	1	0.4	0.4	97.8
26	1	0.4	0.4	98.2
28	4	1.7	1.8	100.0
Total	223	96.1	100.0	
Missing System Total	9	3.9		
	232	100.0		

Mean = 14.03
Standard Deviation = 4.93
Minimum = 7
Maximum = 28

QE: Faculty

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
10	1	0.4	0.5	0.5
11	7	3.0	3.2	3.6
12	11	4.7	5.0	8.6
13	11	4.7	5.0	13.5
14	13	5.6	5.9	19.4
15	21	9.1	9.5	28.8
16	19	8.2	8.6	37.4
17	15	6.5	6.8	44.1
18	18	7.8	8.1	52.3
19	19	8.2	8.6	60.8
20	15	6.5	6.8	67.6
21	12	5.2	5.4	73.0
22	8	3.4	3.6	76.6
23	12	5.2	5.4	82.0
24	8	3.4	3.6	85.6
25	10	4.3	4.5	90.1
26	3	1.3	1.4	91.4
27	5	2.2	2.3	93.7
28	4	1.7	1.8	95.5
31	2	0.9	0.9	96.4
32	3	1.3	1.4	97.7
33	2	0.9	0.9	98.6
35	1	0.4	0.5	99.1
36	2	0.9	0.9	100.0
Total	222	95.7	100.0	
Missing System	10	4.3		
Total	232	100.0		

Mean = 18.94
Standard Deviation = 5.24
Minimum = 10
Maximum = 36

QE: Student Acquaintances

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
6	39	16.8	17.5	17.5
7	14	6.0	6.3	23.8
8	7	3.0	3.1	26.9
9	7	3.0	3.1	30.0
10	10	4.3	4.5	34.5
11	14	6.0	6.3	40.8
12	47	20.3	21.1	61.9
13	14	6.0	6.3	68.2
14	10	4.3	4.5	72.6
15	14	6.0	6.3	78.9
16	6	2.6	2.7	81.6
17	11	4.7	4.9	86.5
18	9	3.9	4.0	90.6
19	5	2.2	2.2	92.8
20	4	1.7	1.8	94.6
21	1	0.4	0.4	95.1
22	2	0.9	0.9	96.0
23	3	1.3	1.3	97.3
24	6	2.6	2.7	100.0
Total	223	96.1	100.0	
Missing System	9	3.9		
Total	232	100.0		

Mean = 12.10
Standard Deviation = 4.68
Minimum = 6
Maximum = 24

QE: Art-Music-Theater

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
9	44	19.0	20.5	20.5
10	19	8.2	8.8	29.3
11	25	10.8	11.6	40.9
12	18	7.8	8.4	49.3
13	17	7.3	7.9	57.2
14	19	8.2	8.8	66.0
15	21	9.1	9.8	75.8
16	10	4.3	4.7	80.5
17	8	3.4	3.7	84.2
18	10	4.3	4.7	88.8
19	8	3.4	3.7	92.6
20	2	0.9	0.9	93.5
21	5	2.2	2.3	95.8
22	3	1.3	1.4	97.2
24	4	1.7	1.9	99.1
26	1	0.4	0.5	99.5
30	1	0.4	0.5	100.0
Total	215	92.7	100.0	
Missing System	17	7.3		
Total	232	100.0		

Mean = 13.35
Standard Deviation = 4.00
Minimum = 9
Maximum = 30

QE: Writing Activities

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
8	7	3.0	3.2	3.2
9	1	0.4	0.5	3.7
11	1	0.4	0.5	4.2
12	1	0.4	0.5	4.6
13	3	1.3	1.4	6.0
14	4	1.7	1.9	7.9
15	4	1.7	1.9	9.7
16	10	4.3	4.6	14.4
17	9	3.9	4.2	18.5
18	7	3.0	3.2	21.8
19	9	3.9	4.2	25.9
20	11	4.7	5.1	31.0
21	10	4.3	4.6	35.6
22	15	6.5	6.9	42.6
23	12	5.2	5.6	48.1
24	22	9.5	10.2	58.3
25	10	4.3	4.6	63.0
26	14	6.0	6.5	69.4
27	14	6.0	6.5	75.9
28	13	5.6	6.0	81.9
29	10	4.3	4.6	86.6
30	10	4.3	4.6	91.2
31	12	5.2	5.6	96.8
32	7	3.0	3.2	100.0
Total	216	93.1	100.0	
Missing System	16	6.9		
Total	232	100.0		

Mean = 22.96
Standard Deviation = 5.76
Minimum = 8
Maximum = 32

QE: Science Activities

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
11	30	12.9	14.0	14.0
12	9	3.9	4.2	18.1
13	12	5.2	5.6	23.7
14	7	3.0	3.3	27.0
15	3	1.3	1.4	28.4
16	8	3.4	3.7	32.1
17	6	2.6	2.8	34.9
18	1	0.4	0.5	35.3
19	10	4.3	4.7	40.0
20	18	7.8	8.4	48.4
21	9	3.9	4.2	52.6
22	10	4.3	4.7	57.2
23	10	4.3	4.7	61.9
24	14	6.0	6.5	68.4
25	16	6.9	7.4	75.8
26	5	2.2	2.3	78.1
27	9	3.9	4.2	82.3
28	7	3.0	3.3	85.6
29	6	2.6	2.8	88.4
30	7	3.0	3.3	91.6
31	3	1.3	1.4	93.0
32	4	1.7	1.9	94.9
33	4	1.7	1.9	96.7
34	2	0.9	0.9	97.7
35	1	0.4	0.5	98.1
36	1	0.4	0.5	98.6
38	1	0.4	0.5	99.1
39	1	0.4	0.5	99.5
44	1	0.4	0.5	100.0
Total	215	92.7	100.0	
Missing System	17	7.3		
Total	232	100.0		

Mean = 20.82
Standard Deviation = 7.08
Minimum = 11
Maximum = 44

QE: Occupational/Vocational Skills

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
9	13	5.6	11.1	11.1
11	1	0.4	0.9	12.0
12	1	0.4	0.9	12.8
14	2	0.9	1.7	14.5
15	2	0.9	1.7	16.2
17	5	2.2	4.3	20.5
18	6	2.6	5.1	25.6
19	7	3.0	6.0	31.6
20	6	2.6	5.1	36.8
21	6	2.6	5.1	41.9
22	3	1.3	2.6	44.4
23	5	2.2	4.3	48.7
24	5	2.2	4.3	53.0
25	8	3.4	6.8	59.8
26	4	1.7	3.4	63.2
27	6	2.6	5.1	68.4
28	3	1.3	2.6	70.9
29	1	0.4	0.9	71.8
30	6	2.6	5.1	76.9
31	3	1.3	2.6	79.5
32	3	1.3	2.6	82.1
33	10	4.3	8.5	90.6
34	6	2.6	5.1	95.7
35	1	0.4	0.9	96.6
36	4	1.7	3.4	100.0
Total	117	50.4	100.0	
Missing System	115	49.6		
Total	232	100.0		

Mean = 23.35
Standard Deviation = 7.86
Minimum = 9
Maximum = 36

QE: Computer Technology

Scale Scores	Frequency	Percent	Valid Percent	Cumulative Percent
8	5	2.2	2.6	2.6
9	2	0.9	1.1	3.7
10	7	3.0	3.7	7.4
11	11	4.7	5.8	13.2
12	5	2.2	2.6	15.8
13	6	2.6	3.2	18.9
14	19	8.2	10.0	28.9
15	17	7.3	8.9	37.9
16	11	4.7	5.8	43.7
17	19	8.2	10.0	53.7
18	17	7.3	8.9	62.6
19	9	3.9	4.7	67.4
20	10	4.3	5.3	72.6
21	12	5.2	6.3	78.9
22	3	1.3	1.6	80.5
23	4	1.7	2.1	82.6
24	7	3.0	3.7	86.3
25	7	3.0	3.7	90.0
26	4	1.7	2.1	92.1
27	1	0.4	0.5	92.6
28	3	1.3	1.6	94.2
29	3	1.3	1.6	95.8
30	2	0.9	1.1	96.8
31	1	0.4	0.5	97.4
32	5	2.2	2.6	100.0
Total	190	81.9	100.0	
Missing System	42	18.1		
Total	232	100.0		

Mean = 17.84
Standard Deviation = 5.55
Minimum = 8
Maximum = 32

APPENDIX III CCSEQ Questionnaire

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

The main purpose of asking you to complete this questionnaire is to learn more about how community college students spend their time. The information obtained from you and from other community college students from all over the country will help administrators and faculty members provide programs which will benefit student learning and development within the college experience.

At first glance, you may think it will take a long time to fill out this questionnaire, but you can actually complete it in 20 to 30 minutes. You will find when you have finished it, that your answers provide a kind of self-portrait of what you have been giving and getting in your college experience.

The ultimate benefit from this or any other survey depends on the thoughtful responses and willing participation of those who are asked to help. Your willingness to participate is important and very much appreciated.

We do not ask you to write your name on the questionnaire. On the last page there is space for a student identification number if it is requested by your college.

The responses will be read by an electronic scanning device. Please use a #2 soft black lead pencil and mark your answers clearly in the spaces provided. Erase cleanly any response you wish to change.



This questionnaire is available through:

CCSEQ
Dr. Patricia H. Murrell
Center for the Study of Higher Education
The University of Memphis
Memphis, TN 38152
Phone: (901) 678-2775
Fax: (901) 678-4291
email: ccseqlib@cc.memphis.edu

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by C. Robert Pace, Patricia H. Murrell,
Jack Friedlander and Penny W. Lehman

(revised March, 1999)

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DIRECTIONS: Indicate your responses by filling in the appropriate space under each question.

BACKGROUND, WORK, FAMILY

Age

- ☐ 18-19 or younger
☐ 20-22
☐ 23-27
☐ 28-39
☐ 40-55
☐ Over 55

Sex

- ☐ Male
☐ Female

What is your racial or ethnic identification?

- ☐ Native American
☐ Asian or Pacific Islander
☐ Black, African-American
☐ Hispanic, Latino
☐ White
☐ Other: What? _____

Is English your native language?

- ☐ Yes
☐ No

During the time college is in session, about how many hours a week do you usually spend working on a job for pay?

- ☐ none, I don't have a job
☐ 1-10 hours
☐ 11-20 hours
☐ 21-30 hours
☐ 31-40 hours
☐ more than 40 hours

If you have a job, how does it affect your college work?

- ☐ I don't have a job
☐ my job does not interfere with my school work
☐ my job takes some time from my school work
☐ my job takes a lot of time from my school work

If you have family responsibilities, how does this affect your college work?

- ☐ I don't have family responsibilities
☐ those responsibilities do not interfere with my school work
☐ those responsibilities take some time from my school work
☐ those responsibilities take a lot of time from my school work

Are you in a work-study program?

- ☐ Yes
☐ No

COLLEGE PROGRAM

How many credits are you taking THIS term?

- ☐ Less than 6
☐ 6 to 8
☐ 9 to 11
☐ 12 to 15
☐ More than 15

Including the credits you are now taking, what is the total number of course credits you have taken at this college?

- ☐ 1-15 credits
☐ 16-30 credits
☐ 31-45 credits
☐ 46 or more credits

When do the classes you are now taking meet?

- ☐ day only
☐ evening only
☐ some day and some evening

Up to now, what have most of your grades been at this college?

- ☐ A
☐ A-, B+
☐ B
☐ B-, C+
☐ C, C-
☐ lower than C-
☐ No grades, this is my first term.

About how many hours a week do you usually spend studying or preparing for your classes?

- ☐ 1 to 5 hours
☐ 6 to 10 hours
☐ 11 to 15 hours
☐ 16 to 20 hours
☐ more than 20 hours

About how many hours a week do you usually spend on the college campus, not counting time attending classes?

- ☐ none
☐ 1 to 3 hours
☐ 4 to 6 hours
☐ 7 to 9 hours
☐ 10 to 12 hours
☐ more than 12 hours

What is the most important reason you are attending THIS COLLEGE at this time? (Mark ONLY ONE answer.)

- ☐ To prepare for transfer to a four-year college or university
☐ To gain skills necessary to enter a new job or occupation
☐ To gain skills necessary to retrain, remain current, or advance in a current job or occupation.
☐ To satisfy a personal interest (cultural, social).
☐ To improve my English, reading, or math skills.

COLLEGE COURSES

DIRECTIONS: Indicate whether you have taken (or are now taking) any courses in the following areas:

	None	One	More than 1
College Math (not remedial math)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Class or classes (to prepare you to take a college level English composition course.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Composition (not remedial English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Arts (such as music, theater, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities (such as history, literature, philosophy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math class or classes (to prepare you to take a college level math course.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sciences (such as astronomy, biology, physics, chemistry, geology, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speech, Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: Answer each of the following questions.

	Yes	No
Are you working for an AA degree?	<input type="radio"/>	<input type="radio"/>
Are you working for an AS degree?	<input type="radio"/>	<input type="radio"/>
Are you working for a diploma?	<input type="radio"/>	<input type="radio"/>
Are you working for a certificate?	<input type="radio"/>	<input type="radio"/>
Do you plan to transfer to a four year college or university?	<input type="radio"/>	<input type="radio"/>
Are you currently enrolled in an occupational/vocational program?	<input type="radio"/>	<input type="radio"/>

If you are enrolled in a vocational program, which of the following categories best describes your occupational/technical program? (MARK ONE):

- ☐ I am not enrolled in an occupational/technical program.
- ☐ Agriculture (such as agricultural business, management, mechanics, or production; animal science; horticulture; landscaping; conservation; etc.)
- ☐ Business (such as accounting; bookkeeping; data processing; office supervision; personnel and training; secretarial programs; etc.)
- ☐ Management and Distribution (such as real estate; fashion merchandising; small business management; financial services marketing; food marketing; marketing management; institutional management; etc.)
- ☐ Health (such as dental services; diagnostic and treatment services; medical laboratory technologies; mental health and human services; nursing services; rehabilitation services; etc.)
- ☐ Home Economics (such as interior design; clothing and textiles; food and nutrition; food production; child care; etc.)
- ☐ Technical and Communications (such as computer programming; educational media technology; radio and television technology; architectural technology; civil technology; electrical and electronic technology; environmental control technology; industrial technology; engineering technology and robotics; etc.)
- ☐ Trade and Industrial (such as cosmetology; law enforcement; construction trades; heating and air conditioning; industrial equipment maintenance; aircraft mechanics; auto body repair; automotive mechanics; architectural, civil, or mechanical drafting; commercial art; commercial photography; truck and bus driving; tool and dye making; welding; etc.)
- ☐ Other occupational/technical programs not listed above.

LEARNING AND STUDY SKILLS

How much OUT-OF-CLASS instruction have you received at the college in each of the following learning and study skills areas?

	None	Some	A Lot
Memory skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Note taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COURSE ACTIVITIES

	Never	Occasionally	Often	Very Often
Participated in class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project which combined ideas from different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from readings or notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain the material to another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did additional readings on topics that were introduced and discussed in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked questions about points made in class discussions or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied course materials with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied principles and concepts learned in class to understand other problems or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared and contrasted different points of view presented in a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered the accuracy and credibility of information from different sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LIBRARY ACTIVITIES

	Never	Occasionally	Often	Very Often
Used the library as a quiet place to read or study material you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read newspapers, magazines, or journals located in the library or on-line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checked out books and other materials to read at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the card catalogue or computer to find materials the library had on a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a bibliography or set of references for a term paper or report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked the librarian for help in finding materials on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found some interesting material to read just by browsing in the stacks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FACULTY

	Never	Occasionally	Often	Very Often
Asked an instructor for information about grades, make-up work, assignments, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked briefly with an instructor after class about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made an appointment to meet with an instructor in his/her office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career and/or educational plans, interests, and ambitions with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed comments an instructor made on a test or paper you wrote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked informally with an instructor about current events, campus activities, or other common interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your school performance, difficulties or personal problems with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used electronic mail (E-mail) to communicate with your instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT ACQUAINTANCES

	Never	Occasionally	Often	Very Often
Had serious discussions with students who were much older or much younger than you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose ethnic or cultural background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT MARK IN THIS AREA

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COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COURSE ACTIVITIES

	Never	Occasionally	Often	Very Often
Participated in class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project which combined ideas from different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from readings or notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain the material to another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did additional readings on topics that were introduced and discussed in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked questions about points made in class discussions or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied course materials with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied principles and concepts learned in class to understand other problems or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared and contrasted different points of view presented in a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered the accuracy and credibility of information from different sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LIBRARY ACTIVITIES

Used the library as a quiet place to read or study material you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read newspapers, magazines, or journals located in the library or on-line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checked out books and other materials to read at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the card catalogue or computer to find materials the library had on a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a bibliography or set of references for a term paper or report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked the librarian for help in finding materials on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found some interesting material to read just by browsing in the stacks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT MARK IN THIS AREA

FACULTY

	Never	Occasionally	Often	Very Often
Asked an instructor for information about grades, make-up work, assignments, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked briefly with an instructor after class about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made an appointment to meet with an instructor in his/her office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career and/or educational plans, interests, and ambitions with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed comments an instructor made on a test or paper you wrote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked informally with an instructor about current events, campus activities, or other common interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your school performance, difficulties or personal problems with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used electronic mail (E-mail) to communicate with your instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT ACQUAINTANCES

Had serious discussions with students who were much older or much younger than you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose ethnic or cultural background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

ART, MUSIC, THEATRE ACTIVITIES

	Never	Occasionally	Often	Very Often
Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about music (classical, popular, musicians, etc.) with other students at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about theater (plays, musicals, dance, etc.) with other students at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit on the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a concert or other musical event at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a play, dance, concert, or other theater performance at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in an art exhibit, musical event, or theatre performance at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WRITING ACTIVITIES

	Never	Occasionally	Often	Very Often
Used a dictionary [or computer (word processor) spell-check/thesaurus] to look up the proper meaning, definition, and/or spelling of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared an outline to organize the sequence of ideas and points in a paper you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about grammar, sentence structure, paragraphs and word choice as you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrote a rough draft of a paper or essay and revised it before handing it in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer (word processor) to write or type a paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked other people to read something you wrote to see if it was clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent at least 5 hours or more writing a paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCIENCE ACTIVITIES

	Never	Occasionally	Often	Very Often
Memorized formulas, definitions, technical terms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skills in using laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed a classmate how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attempted to explain an experimental procedure to a classmate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tested your understanding of some scientific principle by seeing if you could explain it to another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment/project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used information you learned in a science class to understand some aspect of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did paid or volunteer work OFF-CAMPUS to help the environment after learning about environmental issues in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied information or skills you learned in a science class to work (either volunteer or paid) outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATHLETIC ACTIVITIES

	Never	Occasionally	Often	Very Often
Followed a regular exercise program on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought athletic instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an athletic event on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coached or assisted with youth athletic programs on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coached or assisted with OFF-CAMPUS youth athletic programs for course credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a sport on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

CAREER/OCCUPATIONAL SKILLS

DIRECTIONS: If you are enrolled in a career/occupational program or a course in which you learn occupational skills, answer the following items.

- | | Never | Occasionally | Often | Very Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Read about how to perform a procedure (occupational task, vocational skill). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listened to an instructor explain how to do a procedure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Watched an instructor demonstrate how to do a procedure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practiced a procedure while being monitored by an instructor or other student. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practiced a procedure without supervision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identified that there was a problem and located information from an instructor or other resource about what to do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diagnosed a problem and carried out the appropriate procedure without having to consult any resource. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applied occupational skills learned in class to a job situation outside of class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in an internship, cooperative, practicum, etc. with a local business, facility, or organization for course credit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COMPUTER TECHNOLOGY

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Used E-mail to communicate with an instructor or other students about a course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used the World Wide WEB or INTERNET [or other computer network] to get information for a class project or paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used a computer tutorial to learn material for a course or remedial program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used computers in a group (cooperative) learning situation in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used a computer for some type of database management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used a computer to analyze data for a class project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used a computer to create graphs or charts for a class paper or project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wrote an application using existing software or programming languages. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

CLUBS AND ORGANIZATIONS

- | | Never | Occasionally | Often | Very Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Looked for notices about campus events and student organizations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read or asked about a student club or organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended a meeting of a student club or organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assumed a leadership role (held an office, headed a committee, etc.) in a student organization or club. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a campus project or event sponsored by a student organization or club. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a project or event OFF-CAMPUS which was sponsored by a student organization or club. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a project or event OFF-CAMPUS which was not sponsored by a student organization or club. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COUNSELING AND CAREER PLANNING

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Talked with a counselor/advisor about courses to take, requirements, educational plans. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed your vocational interests, abilities and ambitions with a counselor/advisor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read information about a particular 4-year college or university that you were interested in attending. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read materials about career opportunities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talked with a counselor/advisor about personal matters related to your college performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have taken interest inventories or surveys (e.g. Strong-Campbell Interest Inventory, Kuder Occupational Interest Survey, etc.) to help you direct your career goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ESTIMATE OF GAINS

DIRECTIONS: In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please mark one response for each item.)

<i>I have gained or made progress in:</i>	Very Little	Some	Quite a bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining information about career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing clearer career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming acquainted with different fields of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and enjoyment of art, music, and theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting ideas and information effectively in speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills needed to use computers to access information from the library, the INTERNET, the World Wide WEB, or other computer networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills needed to use computers to produce papers, reports, graphs, charts, tables, or data analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of different philosophies, cultures, and ways of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming clearer about my own values and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding myself-my abilities and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>I have gained or made progress in:</i>	Very Little	Some	Quite a bit	Very Much
Understanding mathematical concepts such as probabilities, proportions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the role of science and technology in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting ideas together to see relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to learn on my own, pursue ideas, and find information I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to speak and understand another language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an interest in political and economic events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing the importance of history for understanding the present as well as the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding other people and the ability to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing good health habits and physical fitness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to get along with others in different kinds of situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COLLEGE ENVIRONMENT

If you could start over again would you go to this college?

- ☐ yes
☐ maybe
☐ no

How many of the students you know are friendly and supportive of one another?

- ☐ all
☐ most
☐ some
☐ few or none

How many of your instructors at this college do you feel are approachable, helpful, and supportive?

- ☐ all
☐ most
☐ some
☐ few or none

How many of the college counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, knowledgeable?

- ☐ all
☐ most
☐ some
☐ few or none

How many of your courses at this college would you describe as challenging, stimulating, and worthwhile?

- ☐ all
☐ most
☐ some
☐ few or none

Do you feel that this college is a stimulating and often exciting place to be?

- ☐ all of the time
☐ most of the time
☐ some of the time
☐ rarely or never

Are there places on the campus for you to meet and study with other students?

- ☐ yes, ample places
☐ yes, a few places
☐ no

Are there places on the campus for you to use computers and technology?

- ☐ yes, ample places
☐ yes, a few places
☐ no

ADDITIONAL QUESTIONS

DIRECTIONS: If your college asks you to reply to additional questions, provide your answers in the spaces below.

	A	B	C	D
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Identification Number

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

THANK YOU FOR YOUR PARTICIPATION

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DO NOT MARK IN THIS AREA

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