

# **Students' Perceptions of Their Own Learning Gains:**

**1998-2003**

Community College Student Experiences Questionnaire (CCSEQ)

Collin County Community College District

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# **Students' Perceived Self-Reported Gains: 1998-2003**

## **Community College Student Experiences Questionnaire (CCSEQ)**

### **Collin County Community College District**

#### **Introduction:**

Collin County Community College District (CCCCD) has administered the Community College Student Experiences Questionnaire (CCSEQ) to its graduates every year since 1998. The CCSEQ is a standardized instrument used to assess the degree of interaction between students and the services provided by the college. The main focus of CCSEQ is on students' involvement in their in-class and out-of-class educational experiences. However, the CCSEQ also offers the opportunity to assess students' perceptions of their gains in various academic and personal areas as a function of their college experience. The objective of the present report is to study the self-perceived gains of CCCC students in comparison to institutions for which data is available. An insight into students' perceived gains as a result of their college experiences would help faculty and administrators develop a better understanding of students' learning. It would also be useful for the quality enhancement planning efforts of the college.

The CCSEQ employs a list of prompts to assess students' self-reported progress in areas related to career preparation, arts, technology, mathematics, science, communication skills, personal development and an understanding of the world in general. The respondents are asked, "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?" This is followed by a list of prompts. In 1998, there were 23 prompts on estimates of gains; two new items were added in 1999<sup>1</sup> and one was revised. Responses are scored on a four-point scale where "Very Little" = 1, "Some" = 2, "Quite a Bit" = 3, and "Very Much" = 4. See Appendix Table 1.

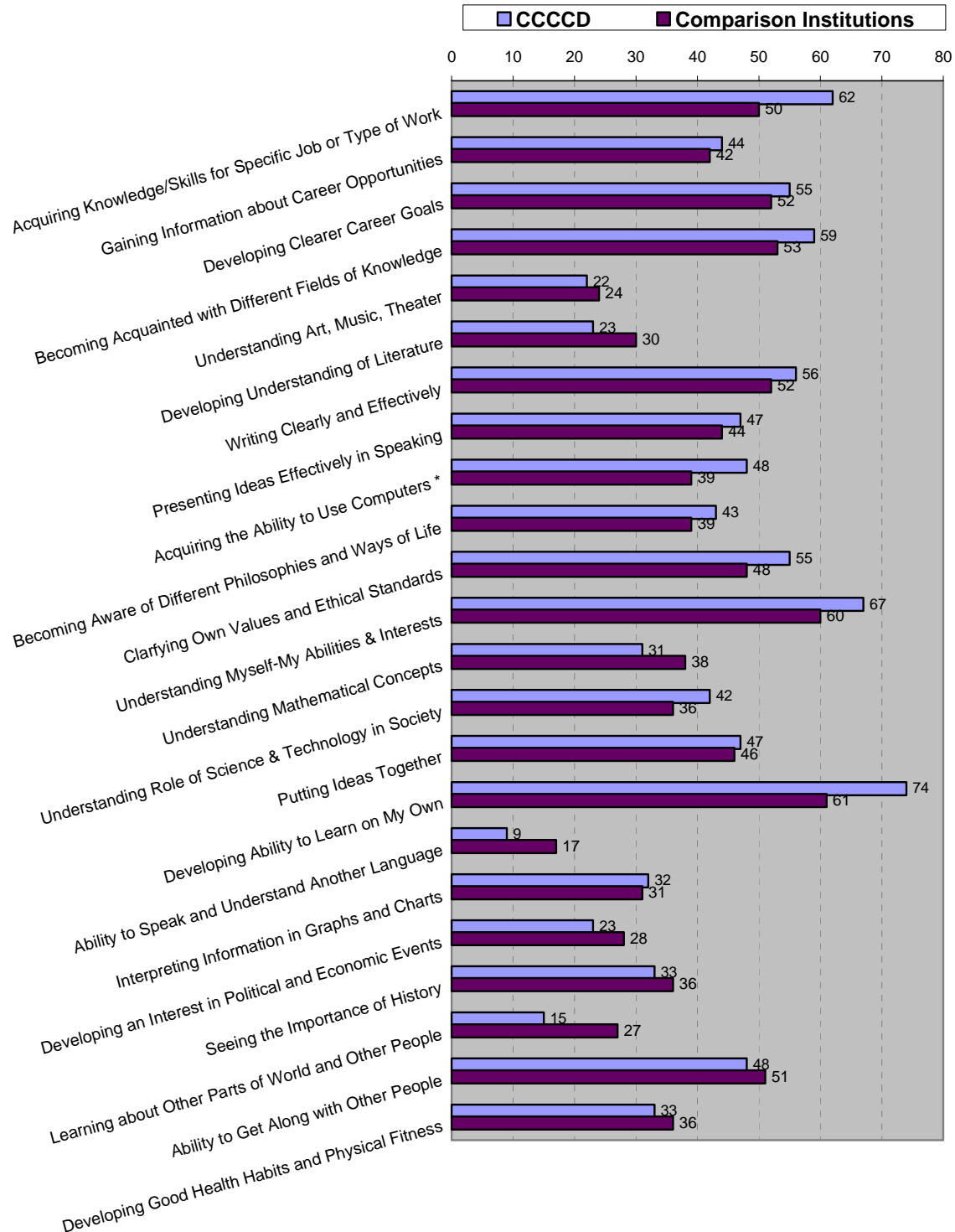
The report consists of five graphs which compare CCCC data from 1998 through 2003 with data from other institutions that had used CCSEQ. However, one caveat should be noted: comparative data for other institutions are not available for each year for which CCCC data are available. Aggregate data for comparison institutions were published in 1995 and 2001. Until such data

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<sup>1</sup> The two new questions were, "Acquiring Ability to Use Computers for Papers, Etc." and "Developing Ability to Work with Others in New Settings."

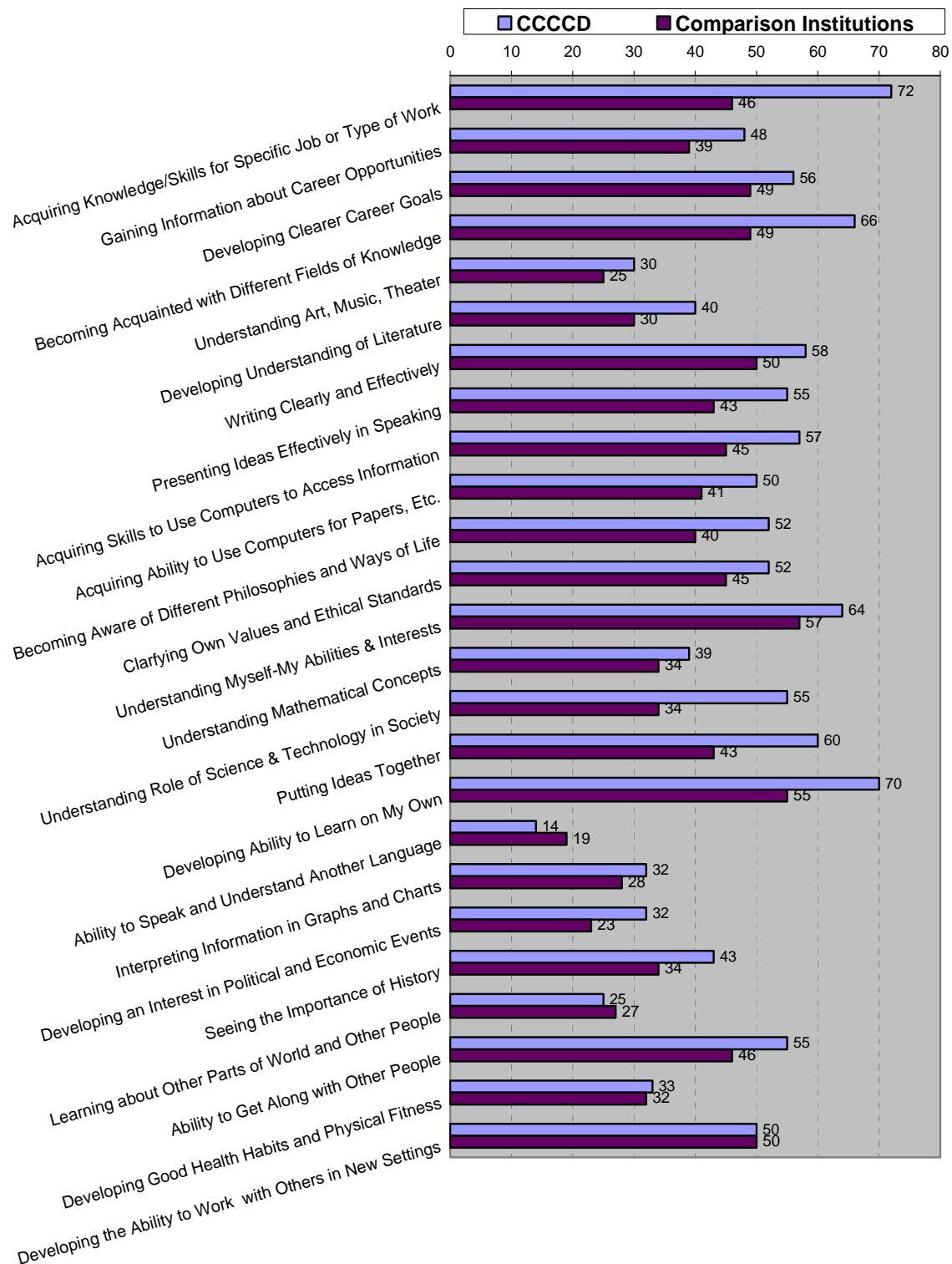
became available every year, the comparison is restricted to the data at hand. The Center for the Study of Higher Education, University of Memphis, is working towards providing updated data for comparative institutions on an annual basis. The present report compares the 1998 data for CCCCD with 1995 aggregate data for institutions that had used CCSEQ. Following 1999, the CCCCD data are compared to published data for comparison institutions in 2001 because the CCSEQ questionnaire was revised in 1999, new items and sections were added, and wording in some prompts was changed. Also, the comparative data published in 2001 are closer in time to 1999 and onwards.

**Figure 1. Perceived Estimates of Gains by Respondents: 1998**

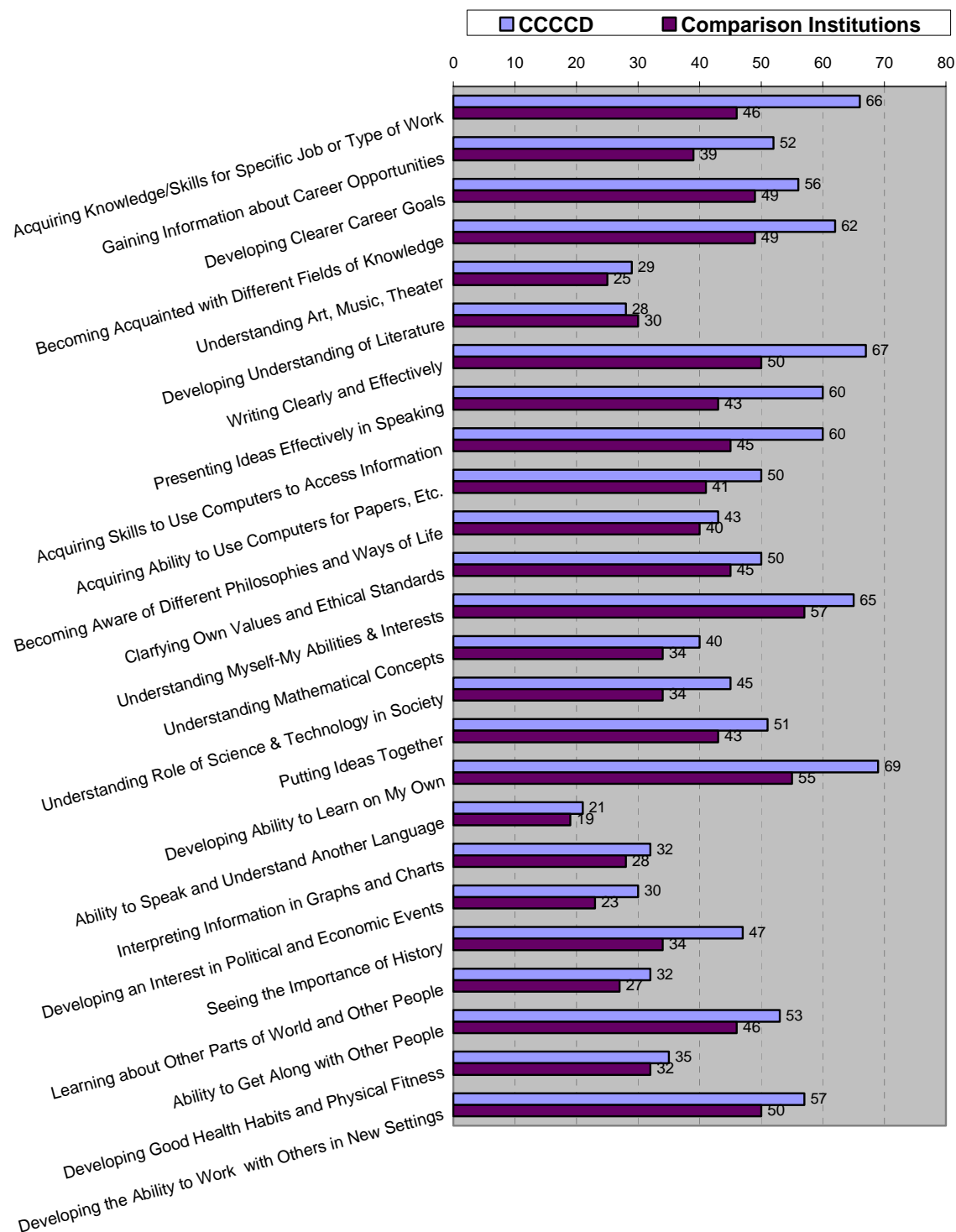


- In 1999 the question asked about the ability to use computers. In 1999, new wording about accessing information from library, the Internet, and the World Wide Web was added.

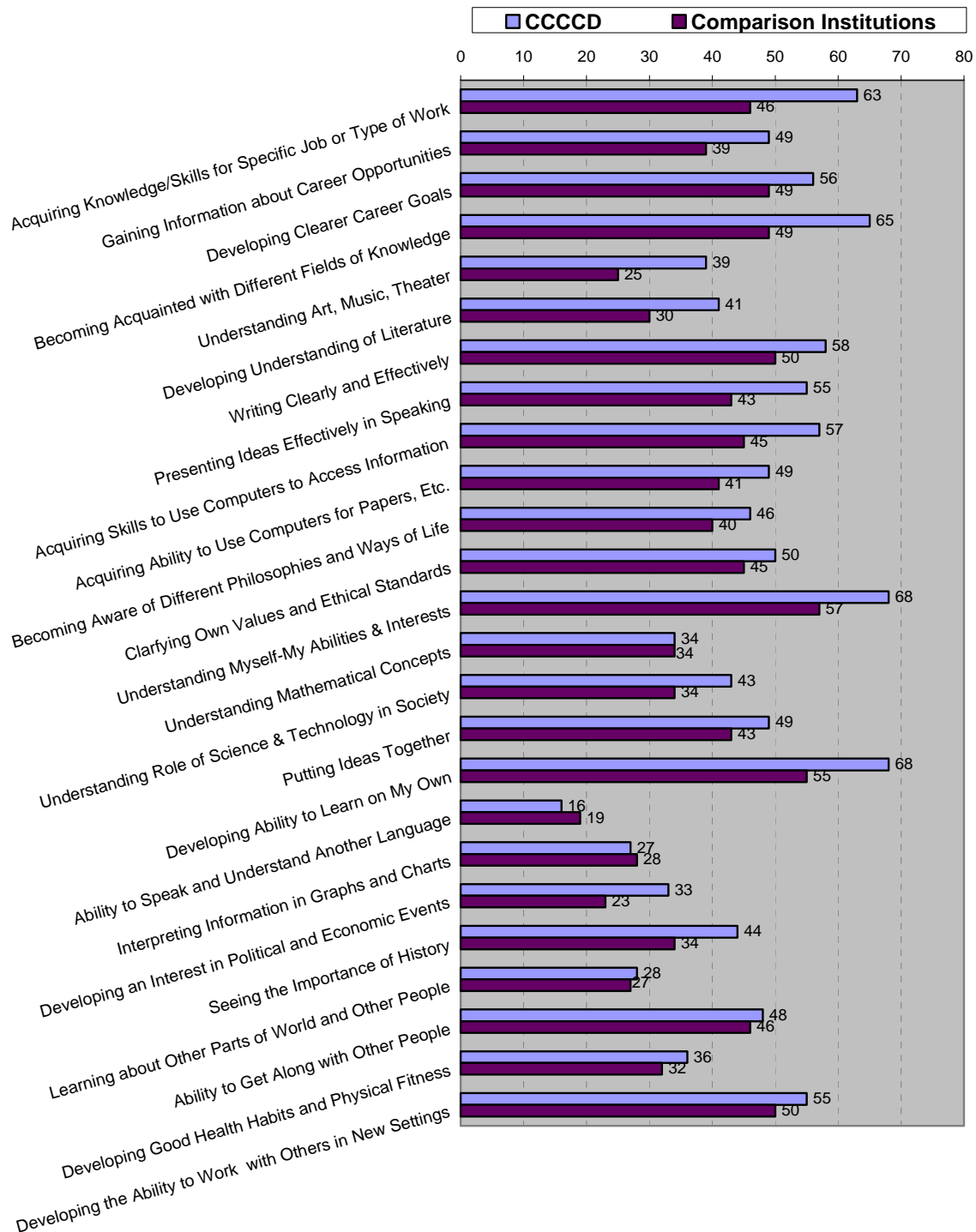
**Figure 2. Perceived Estimates of Gains by Respondents: 1999**



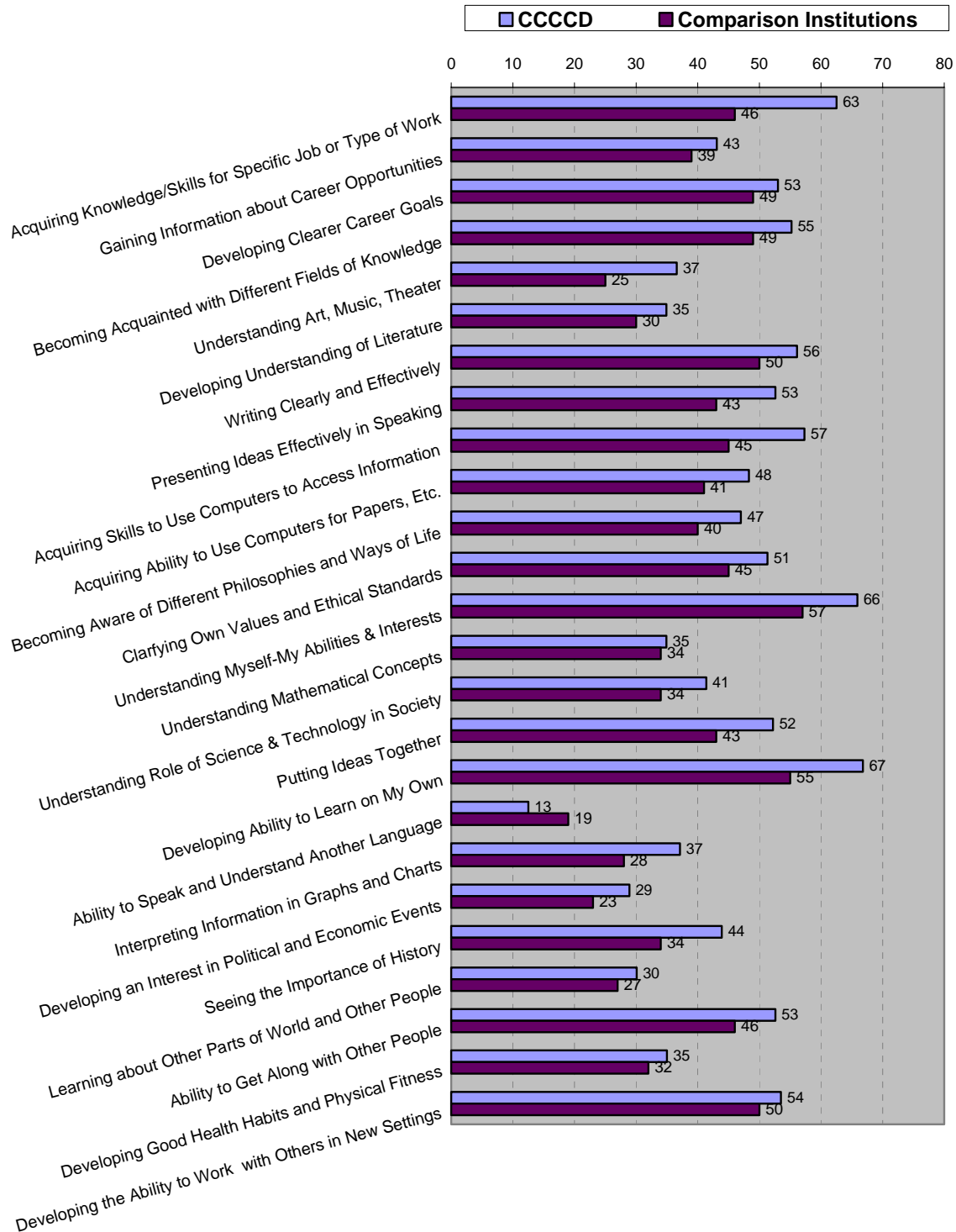
**Figure 3. Perceived Estimates of Gains by Respondents: 2000**



**Figure 4. Perceived Estimates of Gains by Respondents: 2001**

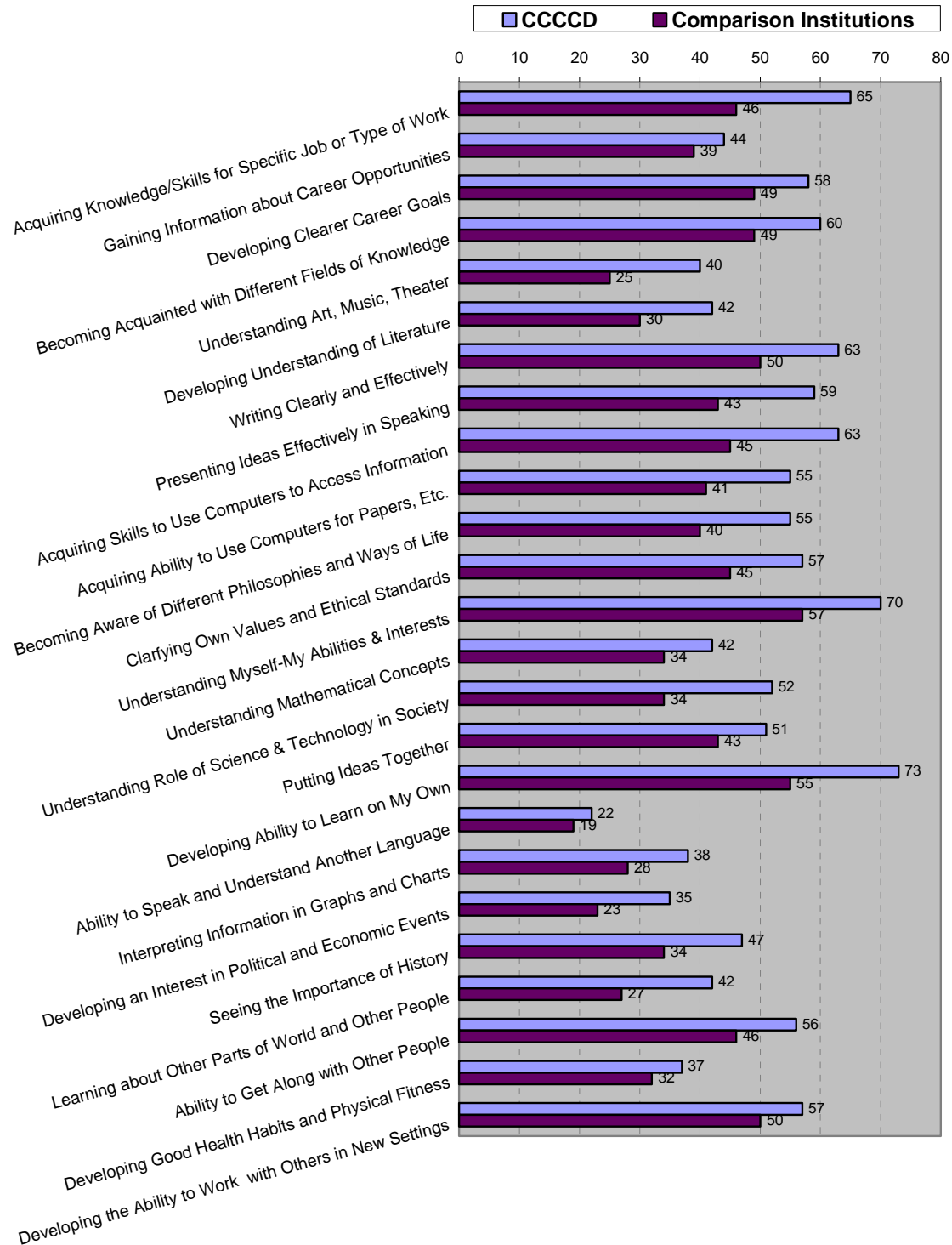


**Figure 5. Perceived Estimates of Gains by Respondents: 2002**





**Figure 6. Perceived Estimates of Gains by Respondents: 2003**



## *References*

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

Lehman, Penny W.; Corinna Ethington A; and Tissy B. Polizzi. *CCSEQ: Test Manual and Comparative Data. Second Edition*. The University of Memphis, Center for the Study of Higher Education, 1995.

## **Appendix**

## Appendix Table 1

### 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.)

	Very Little	Some	Quite a bit	Very Much		Very Little	Some	Quite a bit	Very Much
<i>I have gained or made progress in:</i>					<i>I have gained or made progress in:</i>				
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"/>	Understanding mathematical concepts such as probabilities, proportions, etc.	<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"/>	Understanding the role of science and technology in society.	<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"/>	Putting ideas together to see relationships, similarities, and differences between ideas.	<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 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 an understanding and enjoyment of art, music, and theater.	<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"/>
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	<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"/>
Writing clearly and effectively.	<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"/>
Presenting ideas and information effectively in speaking to others.	<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"/>
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"/>	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"/>
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"/>	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"/>
Becoming aware of different philosophies, cultures, and ways of life.	<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"/>
Becoming clearer about my own values and ethical standards.	<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"/>
Understanding myself-my abilities and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					