GUAM COMMUNITY COLLEGE

ASSESSMENT

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ACADEMIC YEAR 2001-2002

WHAT ARE GCC STUDENTS LIKE?

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

CCSEQ SURVEY REPORT

GCC

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Accredited by the Western Association of Schools and Colleges

This report was primarily written by Dr. Ray Somera, Chair of the Committee on College Assessment (CCA). Acknowledgment is given to Dr. Gina Charfauros, Assessment Program Specialist (now Registrar) for her valuable assistance in data analysis. Comments and insights from Dr. John Rider, Vice President for Academic Affairs, substantively enriched the report. The thoughtful responses of all student respondents are also valued and acknowledged.

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Executive Summary

This report presents the key findings of a Spring 2002 survey focused on the views and perspectives of six hundred thirty eight (638) students regarding their overall educational experience at Guam Community College (GCC). The survey represents a third assessment piece needed to complete a comprehensive assessment process. An assessment of the college's President and the Board of Trustees represented the first two assessment studies.

Results indicate that a majority of students express an intent to transfer to a 4-year institution. As to how students spend their time, most generally had active levels of classroom involvement while a great majority indicated they were not regular users of library services and resources. Interaction with faculty and other students were reported as "occasional" while involvement in campus clubs and organizations showed a lack of sustained participation. With respect to how students estimate their educational progress or gain, "greater self-understanding of abilities and interests" received the highest mean followed by "developing clearer career goals". In terms of student satisfaction, favorable ratings were focused on "overall educational experience at GCC", "relevance of coursework to future career plans", and "overall quality of instruction". The students, however, also reported they were least satisfied with the physical and social environment of the college. On their knowledge of the college's institutional mission, all students reported that they have a general understanding of the college's mission statement.

The study's conclusions include the following:

- Though GCC students plan their lives around prospective jobs (short term) and further education (long term), their immediate goals concern the development and enhancement of their skills that will make them productive members of the workforce.
- The holistic education of GCC students goes beyond the skills they acquire in the classroom; it also involves their quality social interaction with their peers and teachers through in-class and out-of-class activities.

- GCC students learn occupational skills in their classes, and in the process, they also learn life skills that allow them to gain more social cognition and deeper self-understanding.
- Students value the quality of their overall educational experience at GCC despite its limitations.
- Students are able to connect their educational goals to the college's mission as they work towards becoming productive members of the workforce.

To address the aforementioned conclusions, several recommendations are provided at the end of the report. These recommendations focus on furthering GCC's comprehensive assessment endeavor in the area of student development services.

WHAT ARE GCC STUDENTS LIKE?
CCSEQ SURVEY REPORT

Committee on College Assessment
Guam Community College

1. *Background and Rationale*

CCSEQ is the acronym for **Community College Student Experiences Questionnaire**, a survey instrument utilized on a regular basis by over a hundred community college campuses all over the United States since its development in 1989 (Lehman et. al., 1995). As "an instrument designed to fit the diversity of student characteristics, aims, experiences, and outcomes one finds in community colleges today" (Pace, 1989), the CCSEQ was selected by the GCC Assessment Committee to generate the student data needed to complete a holistic picture of GCC's comprehensive assessment process. This student assessment piece follows completed assessment studies on the performance of the college's president and the functioning of the Board of Trustees in previous semesters.

This report presents selected survey findings of student views and perspectives on their overall educational experience at Guam Community College. The following research questions served to guide the implementation of the study:

- What are the educational goals and intentions of GCC students as they report it?
- How much effort do students put into their college experience with regard to classroom activities, use of the library, interaction with faculty, involvement with other students, participation in campus organizations, among other activities?
- Toward which important educational goals do students report progress or gain?
- How do students rate their level of satisfaction with various components of their college stay?
- To what extent do students know and understand the college's mission?

It is anticipated that the findings and the insights generated from the study will provide the relevant information that would be useful to address programmatic needs in

student development, as well as a better understanding of the students' views of their learning environment and their reported gains in their educational objectives at GCC.

2. *Methodology and Sampling*

Six hundred thirty eight (638) GCC students actively participated in the survey. Sampling was purposive. Classes with enrollments over 15 were pre-selected out of a list of Spring 2002 course offerings from the Registrar's Office. These classes represented a cross-section of the college's course offerings, like SO 130 (Introduction to Sociology), AC 115 (Fundamentals of Bookkeeping/Accounting), CS 151 (Windows Applications), OA 104 (Business Math), HS 150 (Welcome to Hospitality), among others. Student leaders from the college's Council of Postsecondary Student Association (COPSA) were identified and subsequently trained to administer the surveys, along with specific guidelines for distribution, collection, and submission of completed questionnaires to the Assessment Committee.

Data collection occurred during a two-week period, from February to March 2002. Completed questionnaires were sent off-island for scoring by the Center for the Study of Higher Education, University of Memphis, where CCSEQ is currently administratively based. Survey results were received from the Center in mid-April 2002.

3. *Results and Discussion*

Table 1 (see *Appendix A*) presents the socio-demographic profile of the six hundred thirty eight (638) student respondents who participated in the survey study. In this sample, the students' ages varied considerably, ranging from 18 or younger to over 55 years old. Although respondents who belonged to the 20-22 age range comprised the majority at about 25% (n=158), students who were aged 18 or younger and 23-27 were equally represented at 23% (n=147) and 22.7 (n=145). The other sizable group was the 28-39 age range at about 21% (n=132). It is also worthwhile to note that more mature students, aged 40-55 (6.4%, n=41) and those over 55 years old (1.9%, n=12) were represented in the study sample.

In **Table 2** (see *Appendix B*), student respondents report how they spend their time outside the classroom, particularly as this relates to their currently-held job. Though majority of the respondents indicated they were not currently employed (n=276, 43.3%), almost a quarter of the total respondents (n=123, 19.3%) reported working for 31-40 hours per week. It is likely that this latter group of student respondents are employed full-time, and attend school part-time. The remaining respondents reveal that they spend 1-10 hours (10.3%), 11-20 hours (7.1%), and 21-30 hours (7.8%) in work-related activities. A few respondents (11.4%) even reported working beyond the typical 40- hour work week. In general, these self-reports validate the commonly-held picture of the community college student enrolled in many campuses across the United States today: *that of the working student struggling to balance responsibilities in school, family and the workplace.*

How does this impact on students' performance in school and in their respective families? Although a good number of students claim that this "does not interfere" in their school work (23.2%) and family responsibilities (30.1%), there seems to be a tacit recognition on their part that there is a certain toll that it inflicts on school work (33.5%) and on family (45.3%) when the responses, "takes some time," and "takes a lot of time" are combined. Interestingly, the student respondents in this study perceive that holding a job (simultaneous with being a student) weighs more on their family, rather than their school, responsibilities.

Reflecting the demographic reality in most college campuses across the country, female respondents (n=400) in this study outnumbered male respondents (n=219) by almost 2 to 1. As for ethnic background, almost 79% (n=503) of the respondents identified themselves as Asian-Pacific Islander. (Undoubtedly, this all-inclusive category is a limitation of the instrument since it did not allow for finer ethnic distinctions to be made.) A smaller sample of Native Americans (8%), African Americans (1.1%), Hispanics (.5%), and Caucasian (2.4%) were also represented. Interestingly, where native tongue is concerned, these same respondents identified English as their native language (55%) while the other 45% did not do so.

Additional information provided by **Table 3** (see *Appendix C*) completes the profile of GCC students who filled out the survey instrument for this study. As these

figures reflect, these students have generally earned 15 credits total (42.2%) while their average credit load during the semester was 12-15 credits (40%) as well. Their class schedules showed a combination of day and evening classes (42.3%), with some of them having enrolled in evening only (33.4%) and day only (22.7%) classes. Most of their grades so far at the college hover around A- or B+ (31%); about 18% (n=114) however reported no grades yet as it was their first semester at the college. Insofar as studying is concerned, a majority of students reported that their study time ranged from 1 to 5 hours per week (56%, n=355), 6-10 hours (28.2%, n=180), even more than 10 hours (15%, n=94)) for a number of them. It is also notable that the group of students who come to campus only for their classes and those who "hang out" for 1-3 hours per week (excluding class time) are relatively equally represented (34% and 38% respectively). Those who reported that they spend from 4 to 12 hours on campus per week (outside of class time) comprise a sizable 26.5%.

In general, what are GCC students' educational goals and their intentions for attending the college? The varied responses to these intertwining questions are illustrated in a bar graph (see **Figure 1**, *Appendix D*) and pie chart (see **Figure 2**, *Appendix E*), respectively. These figures reflect perceived educational goals of students at the time the survey was taken (Spring 2002). Insofar as intentions are concerned, a great majority of respondents (68.3%) revealed plans to transfer to a 4-year institution, 57.7% of them stated they were working towards an AS degree, 34.2% working for a certificate, while a lesser number (26.2% and 21.3% respectively) were working for either an AA degree or a diploma. It must also be noted that this question merely surveyed intent and it is likely that many respondents indicated overlapping goals, since the question merely asked for a "yes" or "no" response.

How are these goals "translated" into intentions for attendance at the college? Among the prominent responses given were skill development for prospective jobs (42%), transfer preparation (34%), skill enhancement for current job (15%), and personal enrichment (4%).

Upon enrollment at the college, how do students spend their time? **Table 4** (see *Appendix F*) presents various modalities of students' level of participation in the courses they are enrolled in, use of library services and resources, interaction with faculty, as well

as peer involvement in the context of their holistic college experience. As the figures in the table reflect, the mean scores for course involvement among GCC students indicate generally good levels of active involvement. For example, participation in class discussions was reported favorably (mean 2.78, s.d. .843), followed by work on a paper or project (mean 2.62, s.d. .905), and summary of information from readings or notes (mean 2.59, s.d. .874). In contrast, however, critical thinking skills however lagged behind with application of concepts and principles (mean 2.55, s.d. .866), comparison and contrast of varying viewpoints (mean 2.39, s.d. .864), and ascertaining the accuracy and credibility of information from variable sources (mean 2.37, s.d. .898) receiving the lowest mean scores.

Insofar as library use is concerned, a great majority of the students who responded to the survey reported that they were not "regular users" of library resources and services. The modal response of "1" (Never) to all seven items that probed into library use was in fact most revealing. This means that of the 638 students surveyed for this study, a great majority of them reported that they have *never* used the library as a quiet place to read (mean 2.10, s.d. 1.059), *never* checked out books to read at home (mean 1.66, s.d. .877), and *never* found some interesting material to read just by browsing in the stacks (mean 1.77, s.d. .914), among other library activities. The generally low standard deviation values (ranging from .877 to 1.059) of these variables point to the seeming consensus of the respondents in many of these perceptions. Interestingly, these findings seem consistent with the report that a good number of students only come to campus for limited time periods because of other equally-important responsibilities.

Of nine (9) variables that probed into levels of interaction with faculty, students reported "occasional" (modal score of 2) interaction when it came to asking for information about grades, make-up work or assignments (mean 2.53, s.d. .898), talking briefly with instructor after class about course content (mean 2.25, s.d. .851), discussing ideas for a term paper or project with an instructor (mean 2.04, s.d. .868), engaging the instructor in a conversation about a test or paper that was just returned (mean 1.93, s.d. .854), and talking with instructor about events of mutual interest (mean 1.85, s.d. .858). A majority of students also reported that they have "never" (modal score of 1) made an appointment for office consultation with an instructor (mean 1.65, s.d. .846), discussed

career, interests and ambitions (mean 1.87, s.d .875), nor engaged the instructor in a conversation of class performance, as well as personal issues (mean 1.72, s.d. .875). Also, it is interesting to note that though electronic mail was not used by a great majority of student respondents to communicate with their instructors (modal score of 1), there is a great divergence of opinions among them (s.d. 1.03) when it comes to its frequency of use (mean, 2.06).

How do students interact with their fellow students? Most respondents reported "occasional" interaction with peers when it comes to discussions with much older or much younger students (mean 2.17, s.d. .949), serious conversations with others about multicultural issues (mean 2.13, s.d. .961), serious discussions with peers whose life philosophy or personal values were very different (mean 1.85, s.d. .901), serious discussions with other students who come from foreign countries (mean 2.0, s.d. .960). When it comes to discussions with peers on the subject of politics (mean 1.85, s.d. .901) or religion (mean 1.79, s.d. .924), the majority of the student respondents reported their seeming reluctance to address this issue by saying "never".

Table 5 (see *Appendix G*) presents students' assessment of their computer literacy skills, extra-curricular involvement, as well as their participation in career planning. Regarding computer literacy, most respondents reported that they have used the Internet for a class-related assignment or project (mean 2.9, s.d. 1.064), used email to communicate with an instructor (mean 2.4, s.d. 1.155), among other class work that had a direct bearing to computer use. Interestingly, though the mean values for the eight (8) variables received moderate mean scores (ranging from 1.9 to 2.9), the standard deviation for each of these variables are relatively high (ranging from 1.064 to 1.155). This means that the perceptions of utility of computer technology in general as it relates to course-related work are widely divergent among the student respondents. Is computer use germane to the class content? Is it part of the curriculum or merely a tool that students use to fulfill class requirements? Answers to these and other related questions can provide useful insights towards the meaningful interpretation of the above findings. Moreover, whether the issue of access has something to do with these perceptions is a relevant question to ask and is therefore an important area of inquiry for future research.

Involvement in campus clubs and organizations is another area where student respondents generally reported lackluster interest. The modal score of "1" or *never* to seven (7) variables under this category is very revealing of students' attitudes about campus organizations in general. These variables included the following: looked for notices about campus events (mean 1.74, s.d. .875), read or asked about a student club (mean 1.62, s.d. .835), attended a club meeting (mean 1.42, s.d. .787), served as a club officer (mean 1.32, s.d. .734), participated in a club-sponsored project or event (mean 1.41, s.d. .795), participated in an off-campus, club-sponsored event (mean 1.39, s.d. .782), attended an off-campus, community event (mean 1.40, s.d. .804). The generally low standard deviation (ranging from .734 to .875) point to a high level of consensus among the survey respondents. These findings highlight the urgent need for carefully-designed programs that would cater to students' varied interests, and at the same time, provide them with the motivation for greater participation in campus activities. Providing them with reasons to stay on campus (including a designated place to stay or "hang out") will undoubtedly serve as an impetus for greater student involvement in campus organizations and events.

Insofar as counseling and career planning is concerned, the survey respondents answered "occasionally" (modal answer of 2) to these variables: talked with a counselor about registration issues (mean 2.49, s.d. .905), discussed vocational interests and ambitions (mean 2.16, s.d. .956), read information about a 4-year institution which you were interested in (mean 2.17, s.d. 1.009), read materials about career opportunities (mean 2.46, s.d. .927). On the other hand, these other variables received a modal answer of 1 or *never*: made an appointment with a counselor to discuss transfer plans to a 4-year institution (mean 1.64, s.d. .891), talked about personal matters related to college performance (mean 1.79, s.d. .922), and completed an interest inventory or survey to help direct career goals (mean 1.55, s.d. .816).

As a consequence of their community college experience, how do CCSEQ respondents estimate their educational progress or gain while at GCC? **Table 6** (see *Appendix h*) presents these results. Of 25 variables included in this category, "greater self-understanding of abilities and interests", received the highest mean (3.01, s.d. .971), followed by "developing clearer career goals" (mean 2.77, s.d. .938), and "developing the

ability to get along with others in different kinds of situations" (mean 2.77, s.d. .995). "Understanding other people and the ability to get along with different kinds of people" (mean 2.75, s.d. .943) and "developing the ability to learn on my own, pursue ideas, and find information I need" (mean 2.75, s.d. .914) are two other variables that were rated favorably by the respondents. It is worthwhile to note that these estimate of gains reported here are actually *general education outcomes* that students are expected to learn in the course of their respective programs of study, as outlined in the GCC Catalog, 2002-2003. Understandably, because of the vocational emphasis of the curriculum, "developing an understanding and enjoyment of art, music, and theater" (mean 1.83, s.d. .935) and "developing an understanding and enjoyment of literature" (mean 2.08, s.d. .953), "developing the ability to speak and understand another language" (mean 2.04, s.d. .990) received the lowest mean scores of the 25 variables that sought to elicit self-reports of estimate of gains or progress from student respondents.

Table 7 (see *Appendix I*) presents the reported satisfaction index of GCC students based on perceived overall quality of educational experience at the college. Of 10 variables in this section, all of them were rated "satisfactory" by student respondents (modal score is 3 for all variables). Interestingly, the top three (3) variables that garnered the highest mean scores include "overall educational experience at GCC" (mean 3.04, s.d. .681), "relevance of coursework to future career plans" (mean 2.99, s.d. .649) and "overall quality of instruction" (mean 2.98, s.d. .620). The "quality of academic advising" (mean 2.85, s.d. .673) and the "overall sense of community among students" (mean 2.83, s.d. .681) were rated almost equally. The high level of consensus among the respondents are evidenced by the low standard deviation across the variables (ranging from .620 to .758).

Despite the generally high level of satisfaction with the educational quality at GCC, students however also reported that they were least satisfied with the physical and social environment at the college, particularly in the areas of "leadership opportunities for students" (mean 2.70, s.d. .731), "physical environment of the whole college" (mean 2.68, s.d. .758) and the "vibrancy of campus life and student activities" (mean 2.54, s.d. .757). These findings validate earlier results on students' seeming lack of participation

in campus activities. In this light, these results do highlight the very challenging work that lies ahead for student services in general and student development in particular.

GCC students' knowledge and understanding of the college's institutional mission statement is highlighted in **Table 8** (see *Appendix J*). All ten (10) variables included in this section received a modal score of 3. This means that all respondents reported that they have at least a general understanding of the college's mission statement. Most respondents indicated that the "mission statement defines the image of the college" (mean 2.99, s.d. .681) and that it "communicates the goals and objectives of the college to the larger Guam community" (mean 2.92, s.d. .649), and most of all, the "mission statement effectively conveys the vocational orientation of the college" (mean 2.90, s.d. .620). The low mean score for the "mission statement is for administrators only" (mean 2.33, s.d. .757) perhaps indicate that students generally know and understand that the mission statement covers not only administrators but all stakeholders' interests, including theirs.

4. *Conclusions and Recommendations*

In light of the aforementioned discussion of results, the following conclusions are given:

(1) Though GCC students plan their lives around prospective jobs (short term) and further education (long term), their immediate goals concern the development and enhancement of their skills that will make them productive members of the workforce.

(2) The holistic education of GCC students goes beyond the skills they acquire in the classroom; it also involves their quality social interaction with their peers and teachers through in-class and out-of-class activities.

(3) GCC students learn occupational skills in their classes, and in the process, they also learn life skills that allow them to gain more social cognition and deeper self-understanding.

(4) Students value the quality of their overall educational experience at GCC despite its limitations.

(5) Students are able to connect their educational goals to the college's mission as they work towards becoming productive members of the workforce.

The following specific recommendations are given in the context of the aforementioned conclusions:

(a) Institute and systematize procedures to monitor retention and transfer rate of GCC students in order to validate students' educational intent in a longitudinal time frame (i.e., from entry to exit to transfer);

(b) Establish a Student Development Office that will develop, coordinate, and implement carefully-designed campus life activities that meaningfully integrate academics with extra-curricular programs;

(c) Strengthen further the students' general education foundation through the incorporation of Service-Learning projects in relevant classes;

(d) Encourage increased utilization of library facilities and resources through integration of library use in curricular requirements, as well as proactive promotion of library resources among faculty and students; and

(e) In order to reinforce the college's *esprit d' corps* in support of the mission statement, create college events and symbols that can be institutionalized through a mandatory student orientation process.

Following the two-year cycle of the GCC comprehensive assessment process already in place, the lessons learned and insights gained by this study of GCC student perceptions emphasize the value of a bi-annual assessment of this group of stakeholders. If benchmarking is the goal, sustained use of the CCSEQ instrument (see *Appendix* K) will prove to be effective. A locally-developed instrument, however, may serve more focused goals, particularly for internal improvement purposes. When persistent patterns clearly reflect student attitudes and perspectives over a considerable period of time, student input (such as the findings of the present study) could very well serve as a

meaningful basis for the design of student development programs and activities that contribute to the overall quality of the community college educational experience.

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REFERENCES

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

Pace, C. Robert. 1994. "The Development and Framework of the CCSEQ". In **CCSEQ: Test Manual and Comparative Data, Second Edition**. Lehman, et. al. The University of Memphis, Center for the Study of Higher Education.

APPENDIX A

Table 1

Socio-demographic profile of GCC student respondents who participated in the study (n=638)

AGE	FREQUENCY	PERCENT
▪ 18-19 or younger	147	23
▪ 20-22	158	24.8
▪ 23-27	145	22.7
▪ 28-39	132	20.7
▪ 40-55	41	6.4
▪ over 55	12	1.9
▪ missing data	3	.5
		100
GENDER		
▪ male	219	34.3
▪ female	400	62.7
▪ missing data	19	3
		100
ETHNICITY		
▪ Native American	5	8
▪ Asian-Pacific Islander	503	78.8
▪ Black, African American	7	1.1
▪ Hispanic, Latino	3	.5
▪ White	15	2.4
▪ Other	64	10
▪ missing data	41	6.4
		100
Native Language is English		
▪ Yes	351	55.5
▪ No	282	44.5
▪ missing data	5	.8
		100

APPENDIX B

Table 2

Student Respondents' Self-Reports on Time Spent Working On Job and its Perceived Effects on School Work, and Family Responsibilities (N= 638)

	FREQUENCY	PERCENT
Time spent working on job		
None, no job	276	43.3
1-10 hours	66	10.3
11-20 hours	45	7.1
21-30 hours	50	7.8
31-40 hours	123	19.3
More than 40 hours	73	11.4
Missing data	5	.8
		100
Effect of job on school work		
No job	263	41.2
Does not interfere	148	23.2
Takes some time	168	26.3
Takes a lot of time	46	7.2
Missing data	13	2
		100
Effect of job on family responsibilities		
No family responsibilities	149	23.4
Does not interfere	192	30.1
Takes some time	214	33.5
Takes a lot of time	75	11.8
Missing data	8	1.3
		100

APPENDIX C

Table 3

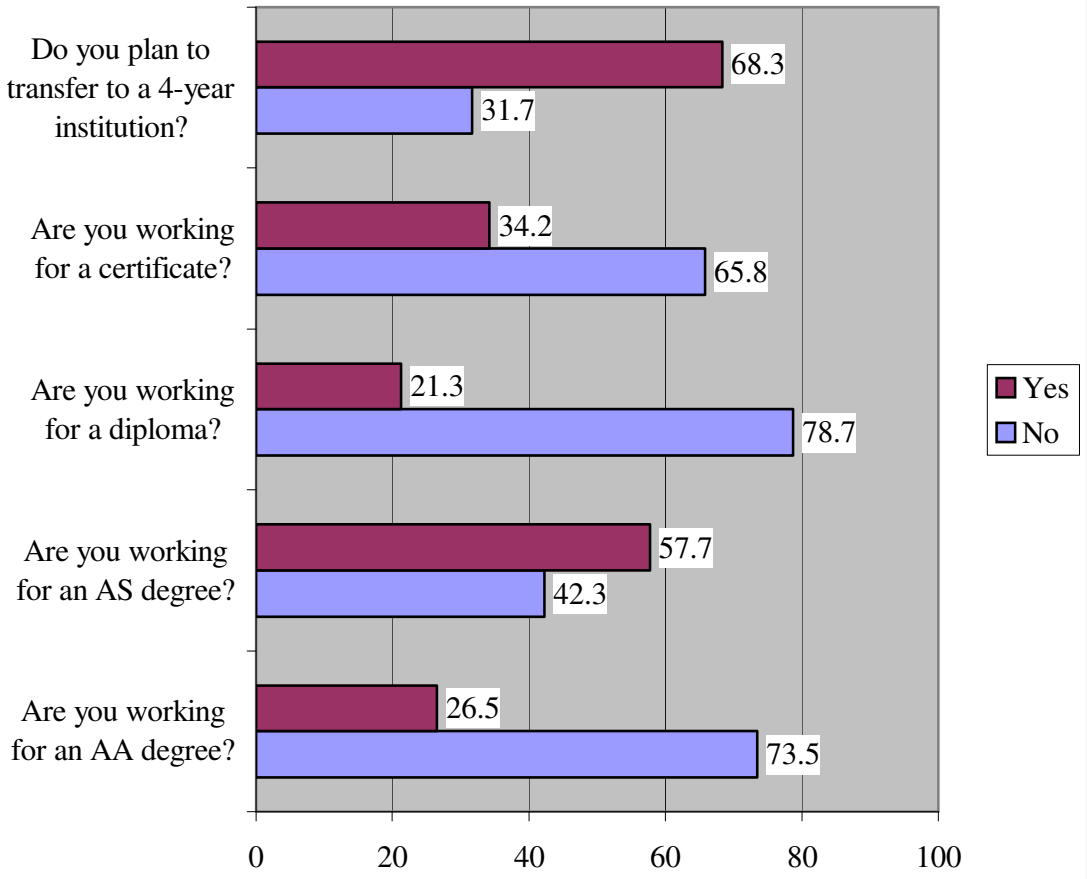
Some academic characteristics of the student respondents who participated in the study (n=638)

TOTAL UNITS TAKEN THIS TERM ▪ Less than 6	FREQUENCY 99	PERCENT 15.5
▪ 6 to 8	137	21.5
▪ 9 to 11	109	17.1
▪ 12 to 15	255	40
▪ More than 15	27	4.2
▪ Missing data	11	1.7
		100
TOTAL UNITS TAKEN AT GCC ▪ 1-15 credits	269	42.2
▪ 16-30 credits	177	27.7
▪ 31-45 credits	78	12.2
▪ 46 or more credits	91	14.3
▪ Missing data	23	3.6
		100
CLASS SCHEDULE THIS SEMESTER ▪ Day only	145	22.7
▪ Evening only	213	33.4
▪ Some day & evening	270	42.3
▪ Missing data	10	1.6
		100
MOST GRADES SO FAR AT GCC ▪ A	114	17.9
▪ A-, B+	198	31
▪ B	66	10.3
▪ B-, C+	82	12.9
▪ C, C-	27	4.2
▪ Lower than C-	14	2.2
▪ No grades yet; first semester	114	17.9
▪ Missing data	23	3.6
		100

TIME SPENT STUDYING PER WEEK ▪ 1-5 hours	355	55.6
▪ 6-10 hours	180	28.2
▪ 11-15 hours	53	8.3
▪ 16-20 hours	22	3.4
▪ More than 20 hours	19	3.0
▪ Missing data	9	1.4
		100
HOURS SPENT ON CAMPUS PER WEEK, EXCLUDING CLASS TIME ▪ None	216	33.9
▪ 1-3 hours	245	38.4
▪ 4.6 hours	104	16.3
▪ 7-9 hours	30	4.7
▪ 10-12 hours	16	2.5
▪ More than 12 hours	19	3
▪ Missing data	8	1.3
		100

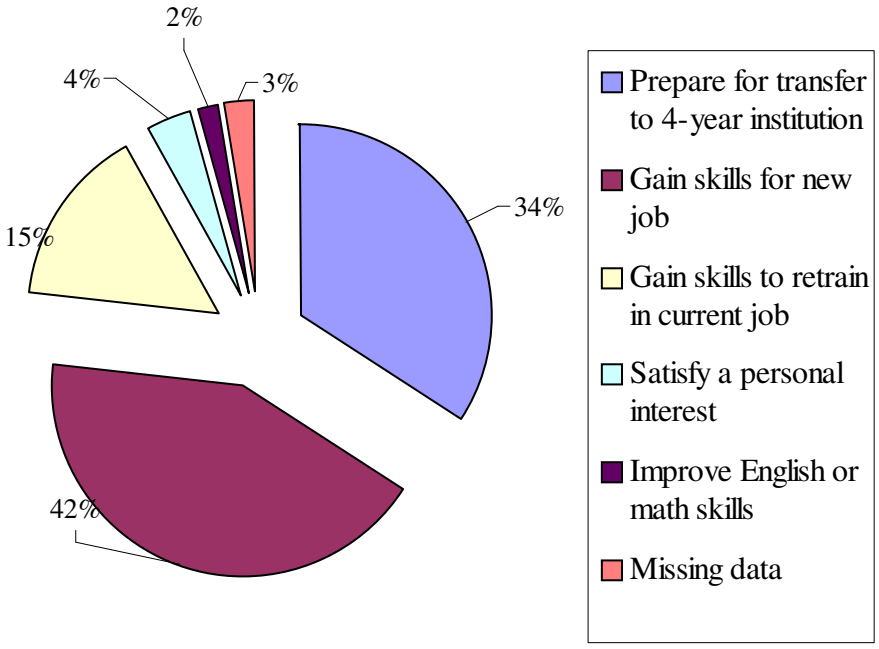
APPENDIX D

Figure 1
Graduation goals and further educational plan of GCC students as of Spring 2002 (N=638)



APPENDIX E

Figure 2
Educational intent as expressed by GCC student respondents
(N=638)



APPENDIX F

Table 4

CCSEQ Respondents' Modal Responses, Mean, And Standard Deviation On *Course Activities, Library Activities, Interaction with Faculty, And Student Acquaintances* (N=638)

	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Never, 2=Occasionally, 3=Often, 4=Very often)	**MEAN**, or the *average* of the value in all responses (on a scale of 1 to 4 where 1=Never, 2=Occasionally, 3=Often, 4=Very often)	**STANDARD DEVIATION**, or the measure of how widely values are dispersed from the *mean* or the *average* value.
COURSE ACTIVITIES:			
Participated in class discussions	2	2.78	.843
Worked on a paper or project which combined ideas from different sources of information.	2	2.62	.905
Summarized major points and information from readings or notes.	2	2.59	.874
Tried to explain the material to another student.	2	2.44	.904
Did additional readings on topics that were introduced and discussed in class.	2	2.37	.859
Asked questions about points made in class discussions or readings.	2	2.49	.880
Studied course materials with other students.	2	2.31	.895
Applied principles and concepts learned in class to understand other problems or situations.	2	2.55	.866
Compared and contrasted different points of view presented in a course.	2	2.39	.864
Considered the accuracy and credibility of information from different sources.	2	2.37	.898
LIBRARY ACTIVITIES:			
Used library as a quiet place to read or study material you brought	1	2.10	1.059

with you.			
Read newspapers, magazines, or journals located in the library or on-line.	1	1.88	.957
Checked out books and other materials to read at home.	1	1.66	.877
Used the card catalogue or computer to find materials the library had on a topic.	1	1.74	.920
Prepared a bibliography or set of references for a term paper or report.	1	1.72	.895
Asked the librarian for help in finding materials on some topic.	1	1.70	.878
Found some interesting material to read just by browsing in the stacks.	1	1.77	.914
INTERACTION WITH FACULTY:			
Asked an instructor for information about grades, make-up work, assignments, etc.	2	2.53	.898
Talked briefly with an instructor after class about course content.	2	2.25	.851
Made an appointment to meet with an instructor in his/her office.	1	1.65	.846
Discussed ideas for a term paper or other class project with an instructor.	2	2.04	.868
Discussed your career and/or educational plans, interests, and ambitions with an instructor.	1	1.87	.875
Discussed comments an instructor made on a test or paper you wrote.	2	1.93	.854
Talked informally with an instructor about current events, campus activities, or other common interests.	2	1.85	.858
Discussed your school performance, difficulties or personal problems with an instructor.	1	1.72	.875
Used electronic mail (E-mail) to communicate	1	2.06	1.03

with your instructor.			
STUDENT ACQUAINTANCES:			
Had serious discussions with students who were much older or much younger than you.	2	2.17	.949
Had serious discussions with students whose ethnic or cultural background was different from yours.	2	2.13	.961
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	2	2.07	.958
Had serious discussions with students whose political opinions were very different from yours.	1	1.85	.901
Had serious discussions with students whose religious beliefs were very different from yours.	1	1.79	.924
Had serious discussions with students from a country different from yours.	2	2.00	.960

APPENDIX G

Table 5

CCSEQ Respondents' Modal Responses, Mean, And Standard Deviation on *Computer Literacy Skills, Extent of Involvement in Organizations, and Career Planning* (N=638)

	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Never, 2=Occasionally, 3=Often, 4=Very often)	**MEAN**, or the *average* of the value in all responses (on a scale of 1 to 4 where 1=Never, 2=Occasionally, 3=Often, 4=Very often)	**STANDARD DEVIATION**, or the measure of how widely values are dispersed from the *mean* or the *average* value.
COMPUTER LITERACY:			
Used E-mail to communicate with an instructor or other students about a course.	1	2.40	1.155
Used the World Wide WEB or INTERNET [or other computer network] to get information for a class project or paper.	4	2.90	1.064
Used a computer tutorial to learn material for a course or remedial program.	1	2.17	1.075
Used computers in a group (cooperative) learning situation in class.	1	2.23	1.099
Used a computer for some type of database management.	1	2.22	1.078
Used a computer to analyze data for a class project.	2	2.34	1.084
Used a computer to create graphs or charts for a class paper or project.	1	2.32	1.089
Wrote an application using existing software or programming languages.	1	1.90	1.076
PARTICIPATION IN CLUBS AND ORGANIZATIONS:			
Looked for notices about campus events and student organizations.	1	1.74	.875
Read or asked about a student club or organization.	1	1.62	.835
Attended a meeting of a student club or organization.	1	1.42	.787
Assumed a leadership role	1	1.32	.734

(held an office, headed a committee, etc.) in a student organization or club.			
Participated in a campus project or event sponsored by a student organization or club.	1	1.41	.795
Participated in a project or event OFF-CAMPUS which was sponsored by a student organization or club.	1	1.39	.782
Participated in a project or event OFF-CAMPUS which was not sponsored by a student organization or club.	1	1.40	.804
COUNSELING AND CAREER PLANNING:			
Talked with a counselor/advisor about courses to take, requirements, educational plans.	2	2.49	.905
Discussed your vocational interests, abilities and ambitions with a counselor/advisor.	2	2.16	.956
Read information about a particular 4-year college or university that you were interested in attending.	2	2.17	1.009
Read materials about career opportunities.	2	2.46	.927
Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	1	1.64	.891
Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.	1	1.99	1.003
Talked with a counselor/advisor about personal matters related to your college performance.	1	1.79	.922
Have taken interest inventories or surveys (e.g. Strong-Campbell Interest Inventory, Kuder Occupational Interest Survey, etc.) to help you direct your career goals.	1	1.55	.816

APPENDIX H

Table 6

CCSEQ Respondents' Estimate of Gains as a Result of their Community College Experience (N=638)

	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much)	**MEAN**, or the *average* of the value in all responses (on a scale of 1 to 4 where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much)	**STANDARD DEVIATION**, or the measure of how widely values are dispersed from the *mean* or the *average* value.
Acquiring knowledge and skills applicable to a specific job or type of work.	2	2.72	.949
Gaining information about career opportunities.	3	2.66	.933
Developing clearer career goals.	3	2.77	.938
Becoming acquainted with different fields of knowledge.	3	2.58	.955
Developing an understanding and enjoyment of art, music, and theater.	1	1.83	.935
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	2	2.08	.953
Writing clearly and effectively.	2	2.46	.925
Presenting ideas and information effectively in speaking to others.	2	2.47	.940
Acquiring skills needed to use computers to access information from the library, the INTERNET, the World Wide WEB, or other computer networks.	4	2.77	1.054
Acquiring skills needed to use computers to produce papers, reports, graphs, charts, tables, or data analysis.	3	2.72	1.036
Becoming aware of	3	2.58	1.035

different philosophies, cultures, and ways of life.			
Becoming clearer about my own values and ethical standards.	2	2.71	1.002
Understanding myself-my abilities and interests.	4	3.01	.971
Understanding mathematical concepts such as probabilities, proportions, etc.	2	2.21	.955
Understanding the role of science and technology in society.	2	2.22	.974
Putting ideas together to see relationships, similarities, and differences between ideas.	2	2.53	.931
Developing the ability to learn on my own, pursue ideas, and find information I need.	3	2.75	.914
Developing the ability to speak and understand another language.	1	2.04	.990
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	2	2.21	.961
Developing an interest in political and economic events.	2	2.10	.958
Seeing the importance of history for understanding the present as well as the past.	2	2.33	.981
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	2	2.24	1.006
Understanding other people and the ability to get along with different kinds of people.	3	2.75	.943
Developing good health habits and physical fitness.	2	2.34	1.031
Developing the ability to get along with others in different kinds of situations.	3	2.77	.995

APPENDIX I

Table 7

Satisfaction Index of GCC Students Based on Perceived Overall Quality of Educational Experience at the College (N=638)

	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Not satisfied at all, 2=Not very satisfied, 3= Satisfied, 4=Very satisfied)	**MEAN**, or the *average* of the value in all responses (on a scale of 1 to 4 where 1=Not satisfied at all, 2=Not very satisfied, 3= Satisfied, 4=Very satisfied)	**STANDARD DEVIATION**, or the measure of how widely values are dispersed from the *mean* or the *average* value.
Overall educational experience at GCC	3	3.04	.681
Relevance of coursework to future career plans	3	2.99	.649
Overall quality of instruction	3	2.98	.620
Quality of academic advising	3	2.85	.673
Overall sense of community among students	3	2.83	.681
Extent of library resources and quality of services	3	2.76	.744
Amount of contact with faculty	3	2.72	.683
Leadership opportunities for students	3	2.70	.731
Physical environment of the whole college	3	2.68	.758
Vibrancy of campus life and student activities	3	2.54	.757

APPENDIX J

Table 8

GCC Students' Knowledge and Understanding of the College's Institutional Mission Statement (N=638)

	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=I cannot relate this idea to the mission statement, 2=I have heard this idea but I do not understand what it means, 3=I can relate this idea to the mission statement somewhat, 4=I can relate this idea to the mission statement completely)	**MEAN**, or the *average* of the value in all responses (on a scale of 1 to 4 where 1=I cannot relate this idea to the mission statement, 2=I have heard this idea but I do not understand what it means, 3=I can relate this idea to the mission statement somewhat, 4=I can relate this idea to the mission statement completely)	**STANDARD DEVIATION**, or the measure of how widely values are dispersed from the *mean* or the *average* value.
The mission statement defines the college's image	3	2.99	.681
The mission statement communicates the goals and objectives of the college to the larger Guam community	3	2.92	.649
The mission statement effectively conveys the vocational orientation of the college	3	2.90	.620
The mission statement is the core of all learning and teaching processes at GCC	3	2.89	.673
The mission statement is student-centered	3	2.86	.681
The mission statement drives institutional planning	3	2.80	.744
The mission statement assists administrators and faculty in decision making	3	2.80	.683
Workforce development is the essence of GCC's mission statement	3	2.76	.731
The mission statement drives institutional planning	3	2.76	.758
The mission statement is for administrators only	3	2.33	.757

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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Jack Friedlander and Penny W. Lehman

(revised March, 1999)

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DO NOT MARK IN THIS AREA

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)	○	○	○
Computer Literacy	○	○	○
English Class or classes (to prepare you to take a college level English composition course.)	○	○	○
English Composition (not remedial English)	○	○	○
Fine Arts (such as music, theater, dance)	○	○	○
Foreign Languages	○	○	○
Humanities (such as history, literature, philosophy, etc.)	○	○	○
Math class or classes (to prepare you to take a college level math course.)	○	○	○
Physical or Health Education	○	○	○
Sciences (such as astronomy, biology, physics, chemistry, geology, etc.)	○	○	○
Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.)	○	○	○
Speech, Communications	○	○	○

DIRECTIONS: Answer each of the following questions.

	Yes	No
Are you working for an AA degree?	○	○
Are you working for an AS degree?	○	○
Are you working for a diploma?	○	○
Are you working for a certificate?	○	○
Do you plan to transfer to a four year college or university?	○	○
Are you currently enrolled in an occupational/vocational program?	○	○

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	○	○	○
Note taking skills	○	○	○
Listening skills	○	○	○
Speaking skills	○	○	○
Writing skills	○	○	○
Reading skills	○	○	○
Test taking skills	○	○	○
Time management skills	○	○	○
Problem solving skills	○	○	○

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.	○	○	○	○
Worked on a paper or project which combined ideas from different sources of information.	○	○	○	○
Summarized major points and information from readings or notes.	○	○	○	○
Tried to explain the material to another student.	○	○	○	○
Did additional readings on topics that were introduced and discussed in class.	○	○	○	○
Asked questions about points made in class discussions or readings.	○	○	○	○
Studied course materials with other students.	○	○	○	○
Applied principles and concepts learned in class to understand other problems or situations.	○	○	○	○
Compared and contrasted different points of view presented in a course.	○	○	○	○
Considered the accuracy and credibility of information from different sources.	○	○	○	○

FACULTY

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

LIBRARY ACTIVITIES

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

STUDENT ACQUAINTANCES

Had serious discussions with students who were much older or much younger than you.	○	○	○	○
Had serious discussions with students whose ethnic or cultural background was different from yours.	○	○	○	○
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	○	○	○	○
Had serious discussions with students whose political opinions were very different from yours.	○	○	○	○
Had serious discussions with students whose religious beliefs were very different from yours.	○	○	○	○
Had serious discussions with students from a country different from yours.	○	○	○	○

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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.	○	○	○	○
Talked about music (classical, popular, musicians, etc.) with other students at the college.	○	○	○	○
Talked about theater (plays, musicals, dance, etc.) with other students at the college.	○	○	○	○
Attended an art exhibit on the campus.	○	○	○	○
Attended a concert or other musical event at the college.	○	○	○	○
Attended a play, dance, concert, or other theater performance at the college.	○	○	○	○
Participated in an art exhibit, musical event, or theatre performance at the college.	○	○	○	○
Attended an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	○	○	○	○
Participated in an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	○	○	○	○

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.	○	○	○	○
Prepared an outline to organize the sequence of ideas and points in a paper you were writing.	○	○	○	○
Thought about grammar, sentence structure, paragraphs and word choice as you were writing.	○	○	○	○
Wrote a rough draft of a paper or essay and revised it before handing it in.	○	○	○	○
Used a computer (word processor) to write or type a paper.	○	○	○	○
Asked other people to read something you wrote to see if it was clear to them.	○	○	○	○
Spent at least 5 hours or more writing a paper.	○	○	○	○
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.	○	○	○	○

SCIENCE ACTIVITIES

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

ATHLETIC ACTIVITIES

Followed a regular exercise program on campus.	○	○	○	○
Sought athletic instruction.	○	○	○	○
Attended an athletic event on campus.	○	○	○	○
Coached or assisted with youth athletic programs on campus.	○	○	○	○
Coached or assisted with OFF-CAMPUS youth athletic programs for course credit.	○	○	○	○
Participated in a sport on campus.	○	○	○	○

143708

DO NOT MARK IN THIS AREA

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).	○	○	○	○
Listened to an instructor explain how to do a procedure.	○	○	○	○
Watched an instructor demonstrate how to do a procedure.	○	○	○	○
Practiced a procedure while being monitored by an instructor or other student.	○	○	○	○
Practiced a procedure without supervision.	○	○	○	○
Identified that there was a problem and located information from an instructor or other resource about what to do.	○	○	○	○
Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.	○	○	○	○
Applied occupational skills learned in class to a job situation outside of class.	○	○	○	○
Participated in an internship, cooperative, practicum, etc. with a local business, facility, or organization for course credit.	○	○	○	○

COMPUTER TECHNOLOGY

	Never	Occasionally	Often	Very Often
Used E-mail to communicate with an instructor or other students about a course.	○	○	○	○
Used the World Wide WEB or INTERNET [or other computer network] to get information for a class project or paper.	○	○	○	○
Used a computer tutorial to learn material for a course or remedial program.	○	○	○	○
Used computers in a group (cooperative) learning situation in class.	○	○	○	○
Used a computer for some type of database management.	○	○	○	○
Used a computer to analyze data for a class project.	○	○	○	○
Used a computer to create graphs or charts for a class paper or project.	○	○	○	○
Wrote an application using existing software or programming languages.	○	○	○	○

CLUBS AND ORGANIZATIONS

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

COUNSELING AND CAREER PLANNING

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

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

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

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.	◯	◯	◯	◯
2.	◯	◯	◯	◯
3.	◯	◯	◯	◯
4.	◯	◯	◯	◯
5.	◯	◯	◯	◯
6.	◯	◯	◯	◯
7.	◯	◯	◯	◯
8.	◯	◯	◯	◯
9.	◯	◯	◯	◯
10.	◯	◯	◯	◯
11.	◯	◯	◯	◯
12.	◯	◯	◯	◯
13.	◯	◯	◯	◯
14.	◯	◯	◯	◯
15.	◯	◯	◯	◯
16.	◯	◯	◯	◯
17.	◯	◯	◯	◯
18.	◯	◯	◯	◯
19.	◯	◯	◯	◯
20.	◯	◯	◯	◯

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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