OF COMMUNITY COLLEGES, BY COMMUNITY COLLEGES, & FOR COMMUNITY COLLEGES

A New Completer Follow-Up
Instrument Focused on
Learning Outcomes

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History of the Problem

- Collin College used an adapted form of Community College Student Experiences Questionnaire (CCSEQ) as a student follow-up survey (1997-2010)
- Unsuccessful search for alternative instruments (2010-2011)
- Proposal to the North Texas Community College Consortium (NTCCC) to collaborate on designing a student follow-up survey for community colleges
- Attempted collaboration with National Institute for the Study of Transfer Students (2011-2012)
- Subcommittee of NTCCC Research & Institutional Effectiveness Committee (2011-present)

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Key Goals for New Survey

- Provide institutions with opportunity to benchmark against one another
  - Multiple institutions; many if possible
  - State or national institutions
- Focus on students' perceptions of their own learning outcomes
  - State and national indicators
- Provide feedback related to perceptions of an institution's learning support environment
- Allow some degree of customization to address individual institutional needs
- Online administration

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Sources Selected for Indicators

- Students' Perceptions of Learning Outcomes
  - General Education Outcomes
    - Lumina Foundation's Degree Qualifications Profile
    - Texas' New Core Objectives for general education outcomes
  - Workforce Education Outcomes
    - Secretary's Commission on Achieving Necessary Skills (SCANS) for workforce education outcomes
    - One item developed by the NTCCC subcommittee
- Students' Perceptions of the Learning Support Environment
  - Interviews with and feedback from student development/student support professionals

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Student Perceptions of Their Own Learning Outcomes

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General Education Learning Outcomes
Degree Qualifications Profile (DQP):

- ▣ Focuses on five areas of learning
  - Specialized Knowledge (SK): Knowledge acquired in a specialized field (nine components)
  - Broad, Integrative Knowledge (BIK): ten components
  - Intellectual Skills (IS): ten components
  - Applied Learning (AL): five components
  - Civic Learning (CL): six components
- ▣ Distinguishes between knowledge and skills students should acquire at the associate's, bachelor's, and master's levels
  - Subcommittee ignored master's level
  - Subcommittee included all associate's and bachelor's level knowledge and skills, but limited which students are asked which questions

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General Education Learning Outcomes
Texas Core Objectives

- ▣ Communication Skills (CS): three components
- ▣ Critical Thinking Skills (CTS): two components
- ▣ Empirical & Quantitative Skills (EQS): three components
- ▣ Personal Responsibility (PR)
- ▣ Social Responsibility (SR): three components
- ▣ Teamwork (TW): two components

Workforce Education Learning Outcomes

- ▣ SCANS
  - ▪ Foundations
    - ▫ Basic Skills (BS): five components
    - ▫ Personal Qualities (PQ): five components
    - ▫ Thinking Skills (TS): six components
  - ▪ Workplace Competencies
    - ▫ Information (INF): four components
    - ▫ Interpersonal (INT): six components
    - ▫ Resources (R): four components
    - ▫ Systems (S): three components
    - ▫ Technology (T): three components
- ▣ Overall workforce preparation: one item

Learning Outcomes Scale

For each area of learning, respondents responded to each prompt using the following scale:

My learning experiences at _____ College …

| … had no effect on my knowledge, skills, or abilities in this area. | ① ② ③ ④ | … greatly developed my knowledge, skills, or abilities in this area. |

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Learning Outcomes Items

▫ Total of 76 items. In general, no one is asked to respond to more than 61, and no one is asked to respond to fewer than 43, but students who earned an AAS or certificate and completed core would be asked to respond to all items
  - 10 items for all respondents
  - 18 items for respondents who completed any associate's degree or the core curriculum
  - 15 items for respondents who completed AA or AS degrees or the core curriculum
  - 33 items for respondents who completed AAS degrees or certificates

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Student Perceptions of the Learning Support Environment

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Student Support

- ▣ NTCCC subcommittee focused on support services and activities that are universal to most community colleges
  - ▪ Excluded support services and activities that are not universal
  - ▪ Included allowance for up to ten items that can be developed by each institution to address support services and activities that are not included
  - ▪ Included allowance for respondents to add up to ten services and activities that are not included
- ▣ Used dual scales to assess both students' satisfaction with support services and activities as well as how much import they place on them

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Student Support Scales

Each item is rated on both the two following scales

My Level of Satisfaction

Totally
Dissatisfied ① ② ③ ④ ⑤ Totally
Satisfied

Importance to Me

Not
Important ① ② ③ ④ ⑤ Very
Important
at All

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Preliminary Snapshot of
Collin College's Pilot Test

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Collin College Pilot Test Response

- Target was to generalize to overall completer population with 95% confidence ± 5 percent
- Overall, this target required responses from at least 354 of the 4,455 questionnaires successfully sent via email to all Collin College FY2012 and FY2013 program completers
  - Needed 351 responses from degree completers
  - Needed 346 responses from university transfer completers
  - Needed 276 responses from workforce education completers
- Obtained total of 413 responses overall, but …
  - Only first 10 learning outcomes items (to which everyone was asked to respond) met the target of 354 responses
  - Workforce education items (the last learning outcomes items in the survey) generated the lowest response
  - About one-third of program completers responded to no items in the Student Support section; appear to have missed altogether
- No major differences in response rates for FY2012 and FY2013 program completers

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Pilot Test Preliminary Results
Areas of Learning with Most Positive Perceptions of Learning Outcomes

- SCANS Personal Qualities: Demonstrate high level of effort and perseverance toward goal attainment
- DQP Specialized Knowledge: Complete project, paper, or practice-based presentation based on current research, theory, and techniques that draws on everything learned within the major
- SCANS Basic Skills: Locate, understand, and interpret written information
- Workforce Preparation: Master entry-level skills necessary to embark on chosen occupation
- THECB Critical Thinking Skills: Include and appropriately cite multiple information sources in different media in projects, papers, or presentations

Pilot Test Preliminary Results
Areas of Learning with Most Negative Perceptions of Learning Outcomes

▫ SCANS Resources: Assess employee skills and distribute work accordingly, evaluate performance, and provide feedback

▫ SCANS Resources: Prepare and use budgets, make forecasts, keep records, and make adjustments to meet objectives

▫ SCANS Interpersonal: Teach others new workplace skills

▫ SCANS Interpersonal: Negotiate and work toward agreements involving exchange of resources and resolving divergent interests

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Pilot Test Preliminary Results
Student Support Activities and Services

▫ Most Important
  - Registration
  - Overall Learning Experiences
  - Overall Classroom Instructional Quality

▫ Least Important
  - Student Activities/Student Life
  - Student Organizations

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Pilot Test Preliminary Results
Satisfaction with
Student Support Activities and Services

- ▣ Most Satisfied with
  - ▪ College Buildings and Facilities
  - ▪ Library Service Quality
  - ▪ Library Resource Availability
  - ▪ Overall Learning Experiences
  - ▪ Campus Safety and Security
- ▣ Least Satisfied with
  - ▪ Career Counseling Job Placement
  - ▪ Academic Advising Service Quality
  - ▪ Academic Advising Information Accuracy
  - ▪ Career Counseling Service Quality

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Pilot Test Preliminary Results
Performance Gaps

- ▣ Largest Performance Gaps
  - ▪ Academic Advising Service Quality
  - ▪ Academic Advising Information Accuracy
  - ▪ Career Counseling Job Placement
  - ▪ Support Services for University Transfer
- ▣ Smallest Performance Gaps
  - ▪ Student Activities/Student Life
  - ▪ College Buildings and Facilities
  - ▪ Student Organizations

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Collin College Pilot Test
Preliminary Conclusions

▫ Evidence of survey fatigue suggests that the instrument may need to be shortened

▫ Some of the items probably need to be further simplified

▫ Student learning support section needs to be more clearly identified up front

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Improving the Instrument

▫ Need to further break down and simplify some items

▫ Want to try sampling items so that each _major_ area of learning is covered, but respondents will answer fewer prompts

▫ In the process of studying the reliability and validity of the items, subscales, and the overall instrument

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Questions?

The End

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