Assessment of General Education Outcomes from the Community College Student Experiences Questionnaire (CCSEQ)

For the 2012 Graduating Class

Assessment of General Education Outcomes from the CCSEQ

Description:

The CCSEQ (Community College Student Experience Questionnaire) is an instrument that looks at how community college students spend their time as well as how well they perceive personal gains in their community college experience. At Snow College the CCSEQ is administered to every other graduating class, alternating with ACT's CAAP survey. The data presented in this document represents students responses on questions related to Snow College's general education and applied education outcomes. The data represents collections from 1997 to 2012.

Snow College has 10 specific general education outcomes and 4 outcomes focused on applied and/or technical education. This document presents each outcome and the CCSEQ data related to that outcome.

It is noted that specific response scale definitions were applied for the 2012 administration, which may have influenced the 2012 results (see page 20).

General Education Outcomes

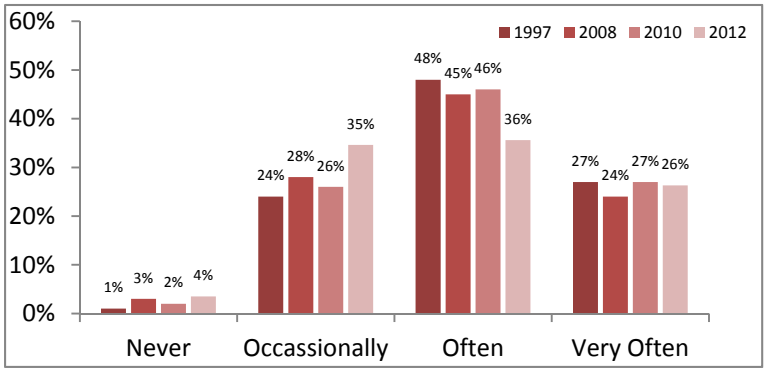
The total number of credits required to complete General Education (GE) is 31. General Education completion is required for all the Associate of Arts (AA), Associate of Science (AS), and Associate of Science, Business (ASB).

1. Read effectively, constructively, and critically

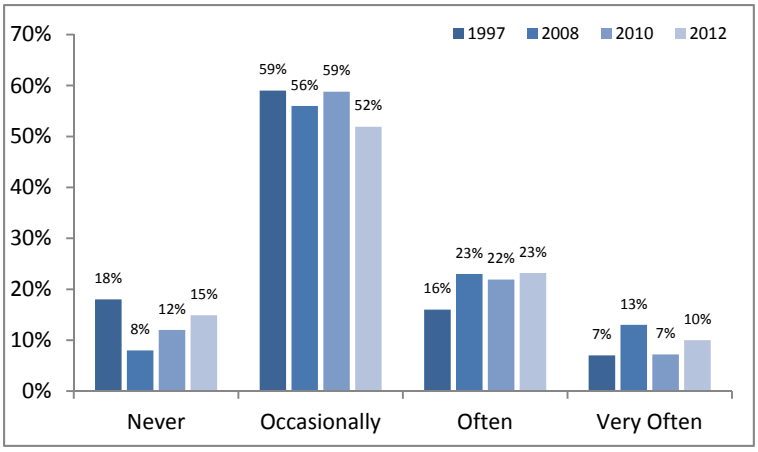
Students develop strategies for reading, synthesizing, and criticizing a variety of written materials related to the subject. The CCSEQ addresses this outcome through a variety of questions related to course activities and the overall student experience.

Summarized major points and information from readings or notes

This graph indicates stability for students who occasionally, often, or very often summarized major points/information from reading or notes. The frequency of students who incorporated this activity into their academic activities has increased from 2008 to 2012.



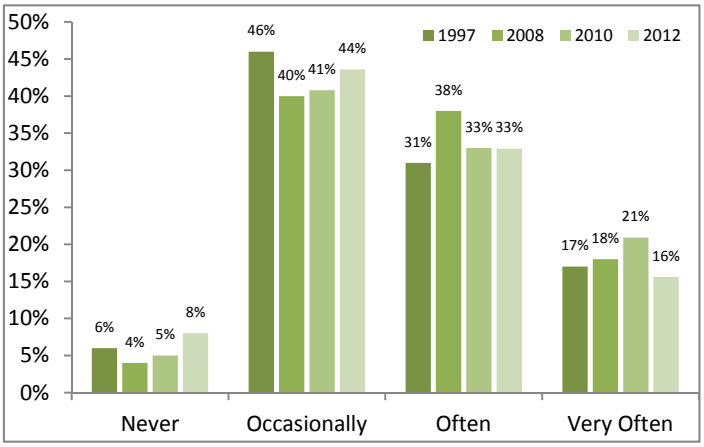
Did additional readings on topics that were introduced and discussed in class

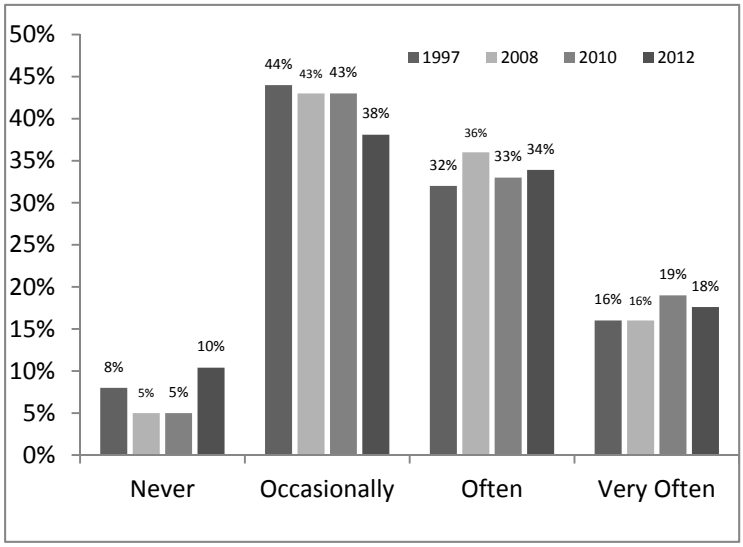


There is a negative trend with more students reporting "never" (3%) and less students responding with "often" (1%) and "very often" (3%) to have had this academic experience. This trend indicates that since 2008, students are doing moderately less outside reading as a part of their in-class discussion and learning.

Asked questions about points made in class discussions or readings

The data for this item shows a marked decrease in students who "very often" asked questions about points made in class discussions or readings; however, offset by an increase in students who "occasionally" did this course activity (up 3% from 2010). Of interest is the 3% increase in those students who "never" asked questions about class discussions or readings.



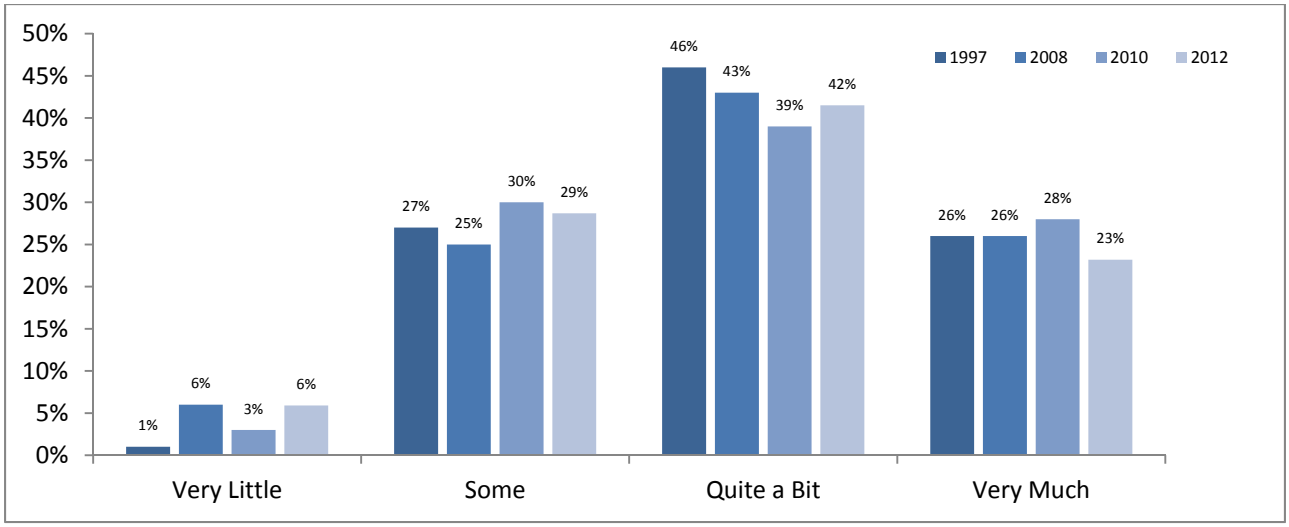


Considered the accuracy and credibility of information from difference sources

This question specifically addressed the exposure of students to be critical of their reading and other learning assignments. The graph indicates an increase in students who "often" experienced this course activity and a decrease in students who "very often" experienced the need to read critically. Students who "never" considered the credibility of information increased dramatically from 2010 (5%).

Putting ideas together to see relationships, similarities, and differences between ideas.

This statement was part of a section where students estimated their "gain" or personal development. Students indicated whether the statement represented "very little", "some", "quite a bit", or "very much" personal gain or progress. For this question, there was a decrease in students who experienced this gain "very much" (5% decrease) and "some" (1% decrease); whereas, the other areas increased.

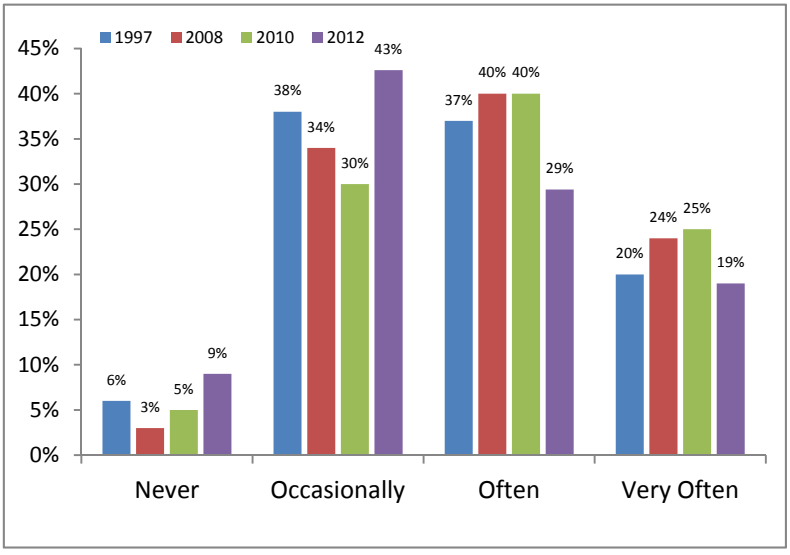


2. Write clearly, informatively, and persuasively.

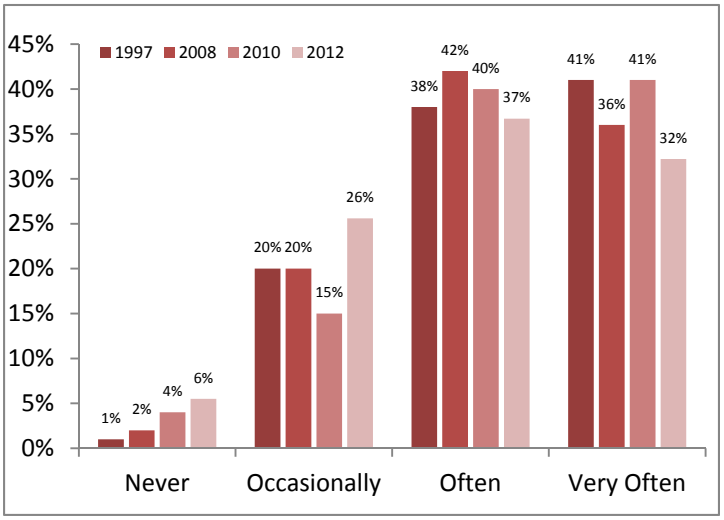
For this outcome, students learn strategies for writing a variety of materials related to a subject. Students should have also experienced multiple opportunities to practice their writing skills and receive suggestions for improving them.

Prepared an outline to organize the sequence of ideas and points in a paper you were writing

This chart shows a decrease in "very often" (6%) and "often" (11%). There is an increase in "occasionally" (13%) with an increase in "never" (4%). Overall, fewer students prepared an outline as a part of their writing activities.



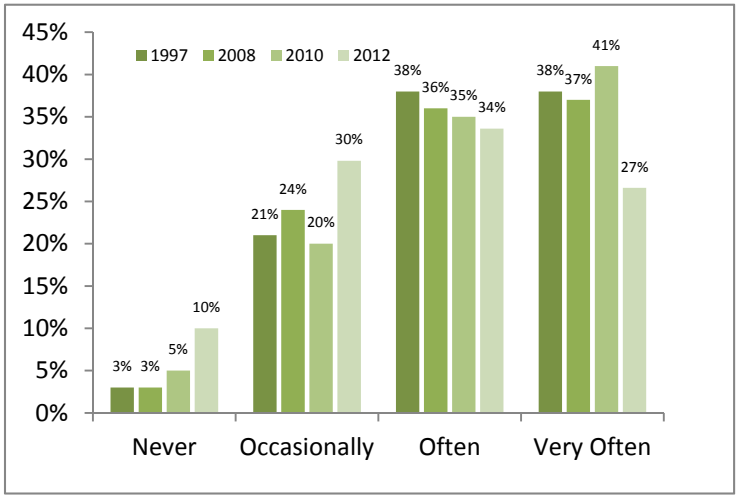
Thought about grammar, sentence structure, paragraphs, and word choice as you were writing



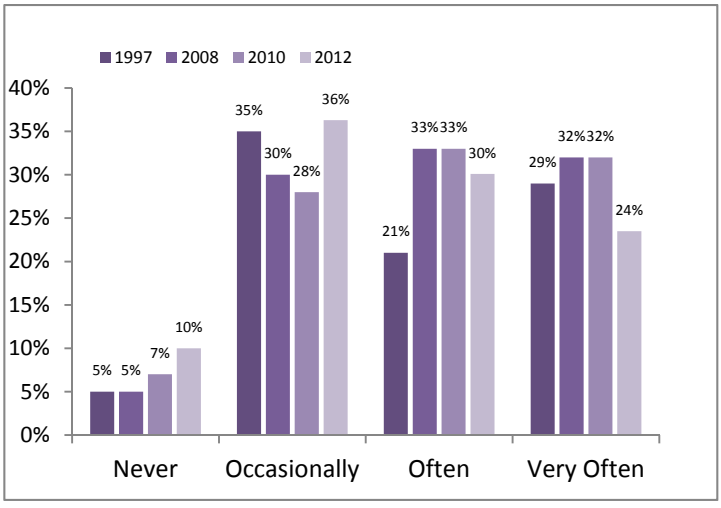
Improvement in this area is only expressed with students "occasionally" thinking about grammar and word choice during writing exercises. The increase in this area took away and subsequently resulted in a decrease of students who "often" (down 3%) and "very often" (down 9%) thought about grammar, paragraph structure, and word choice while writing. Students who never thought about grammar, sentence structure, paragraphs, and word choice increased 2%.

Wrote a rough draft of a paper or essay and revised it before handing it in

This question identified whether or not students practiced their writing in order to achieve a better result. The use of rough drafts by students has decreased in the percentage of students in the "very often" category (14%). There is a slight negative trend with an increase in the "never" (5%) and "occasionally" (10%) categories and a decrease in the "often" categories (1%).

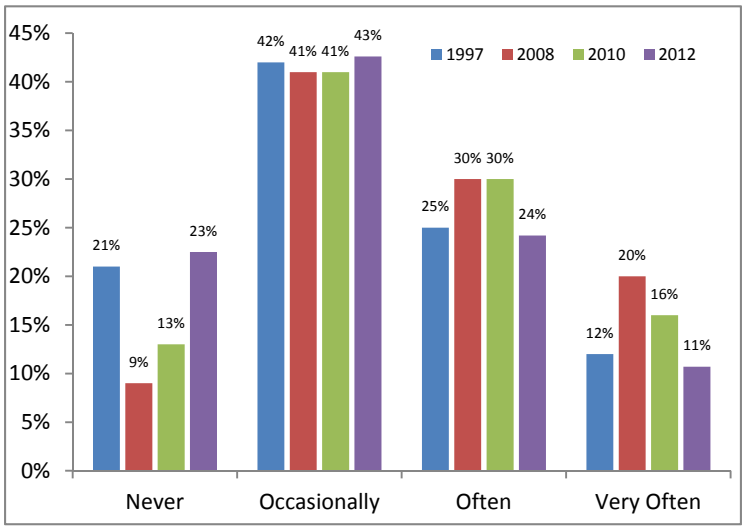


Asked other people to read something you wrote to see if it was clear to them



It appears that fewer students are asking for peer feedback in their writing process with decreases in the "often" (3%) and "very often" (8%) categories. This is coupled with increases in the "never" (3%) and "occasionally" categories (8%).

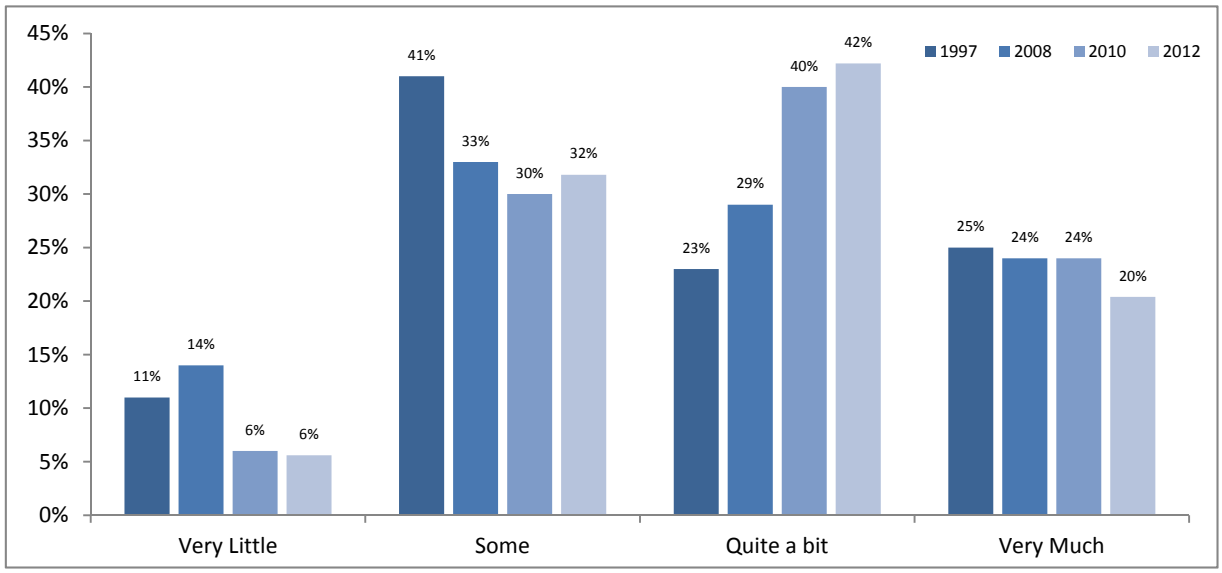
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.



Since 2008 there has been a significant decrease in "very often" (down 9%) and an increase in "never" (up 14%) suggesting a negative trend where students are less inclined to ask an instructor for feedback in an effort to improve their writing.

Writing clearly and effectively

This statement was part of a section where students estimated their "gain" or personal development. Students indicated whether the statement represented "very little", "some", "quite a bit"' or "very much" personal gain or progress. For this question, there was a decrease in students that felt they "very often" experienced a gain in writing clearly and effectively 4% decrease). Students who felt they gained "some" or “quite a bit” improvement with their writing skills improved from 2010 by 2%, respectively.

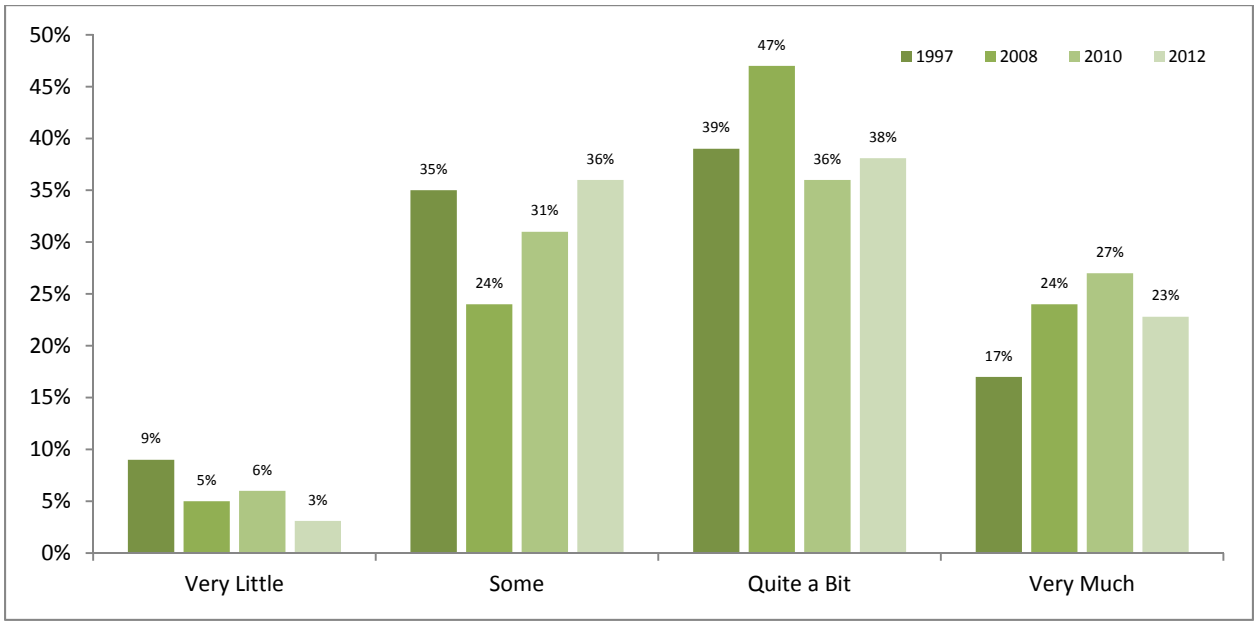


3. Speak effectively in a variety of contexts.

For this outcome students learn strategies for making oral presentations on a subject. Students also have multiple opportunities to practice their speaking skills and receive suggestions for improving them. This outcome is required for all Oral Communication courses.

Presenting ideas and information effectively in speaking to others

This statement was part of a section where students estimated their "gain" or personal development. Students indicated whether the statement represented "very little", "some" quite a bit", or "very much" personal gain or progress. For this statement, there was an increase for students who gained "some" (5%) and "quite a bit" (2%) in this area as part of their Snow College Experience. Students who felt they had gained “very much” declined by 4% from 2010.

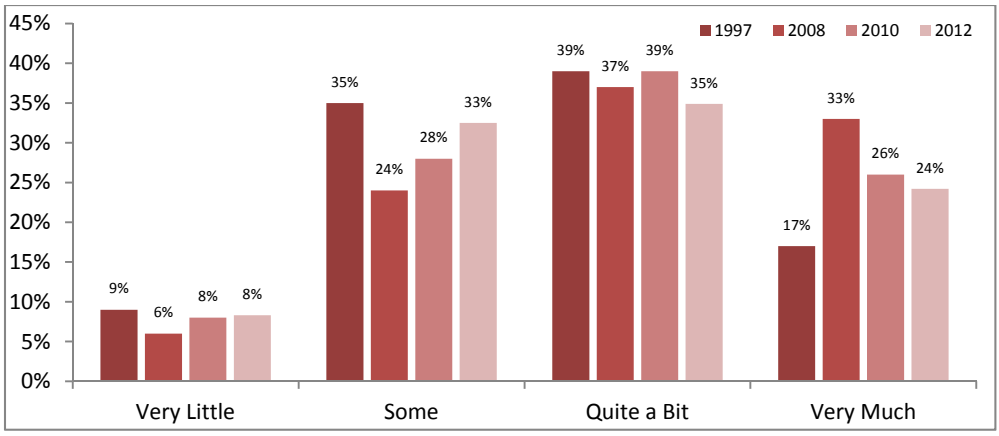


4. Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students should develop the skills and strategies necessary to retrieve, interpret, synthesize and deliver information on a subject using traditional and appropriate electronic research media and methods.

Acquiring skills needed to use computers to access the INTERNET, the World Wide Web, or other computer networks as well as the skills to produce papers, reports, graphs, charts, tables or data analysis

For this statement, students reported gains for “some” (5%) acquired internet skills mirrored by decreases in “quite a bit” (4%) and “very much” (2%). This may be due to the fact that many internet and other technological-related skills are already acquired by students prior to college matriculation.



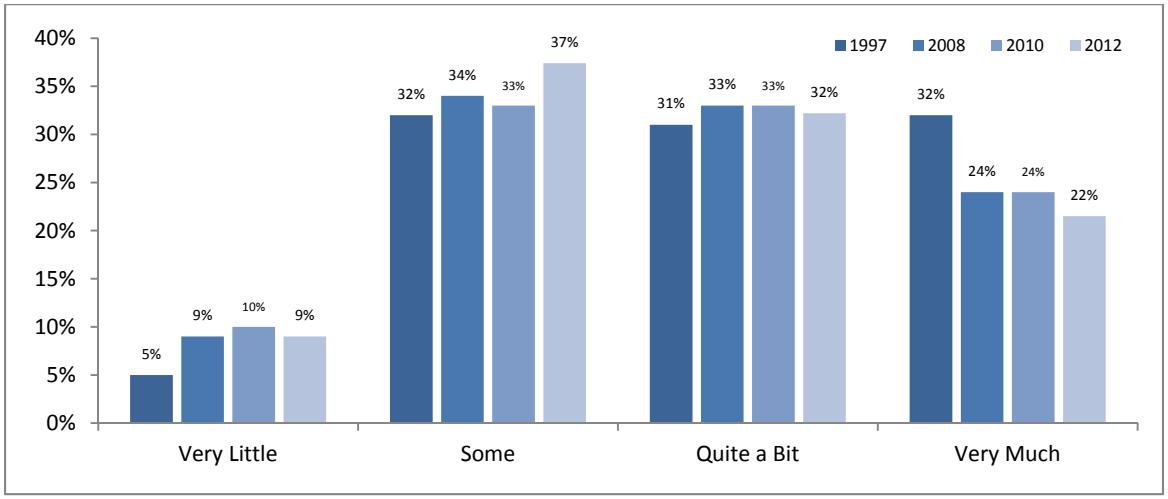
In 2005, the CCSEQ added a section to the instrument specific to the use of computer technology in collegiate learning experiences. Snow College's first administration of these questions occurred in 2006. In lieu of Snow College's general education outcomes, it is important to note increases for student's "very often" use of computer tutorials or remedial programs (14% to 20%), use of computers for group learning situations (15% to 19%), use of technology to analyze data for a project (15% to 19%), and use of computers to create graphs or charts for a class paper or project (15% to 17%).

5. Apply cultural and historical awareness to a variety of phenomena.

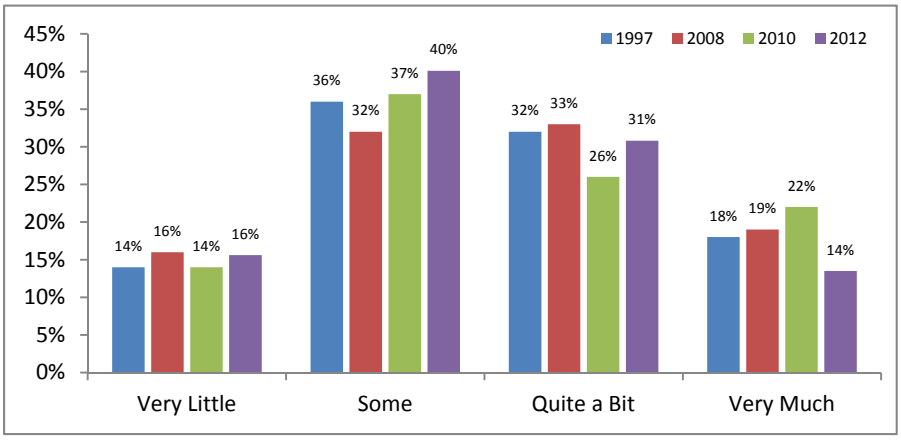
Students should be able to interpret aspects of a subject from a cultural or historical perspective. This outcome is required for all social science general education courses.

Becoming aware of different philosophies, cultures, and ways of life

This statement shows a minimal loss for "very much" (decreased by 2%) and "very little" (loss 1%) which shows little change in experiences that introduced or influenced students to address subjects through an historical or cultural lens.

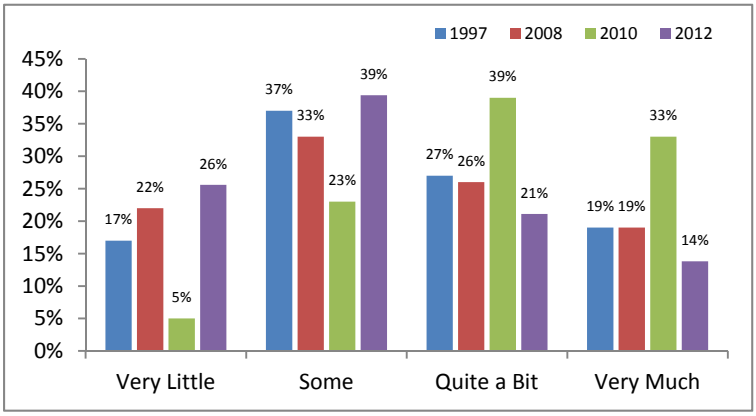


Seeing the importance of history for understanding the present as well as the past



Students reported increases for "some" (3%), "quite a bit" (5%), and "very little" (2%) with decreases for "very much" (8%). This shows little improvement for students seeing the importance of history in reference to present events as well as past understanding.

Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)

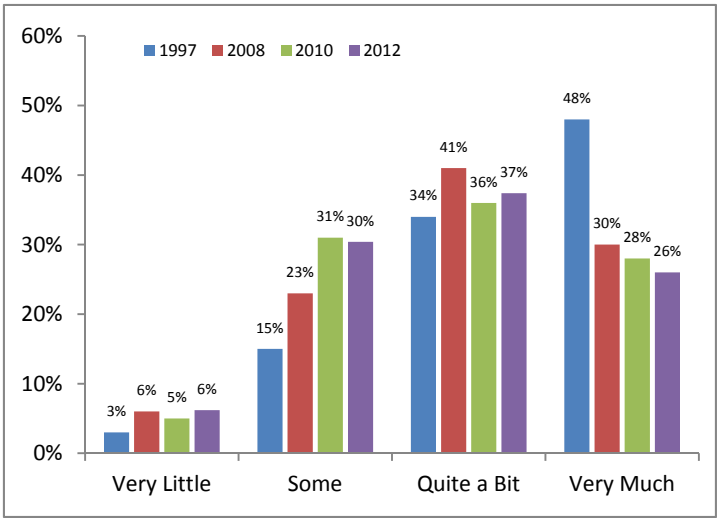


Significant gains were made for students indicating "some" (16%) greater knowledge. This is offset by significant decreases in "quite a bit" (18%) and "very much" (19%). Overall, the data suggest that students are less accepting of cultural differences as a part of their learning experience.

Understanding other people and the ability to get along with different kinds of people.

Data on this statement indicates a decrease in student understanding an acceptance of other people. Students report a loss in "very much" (2%) and "some" (1%) understanding.

This data combined, indicates that the cultural and historical awareness as expressed in GE outcome 5 has experienced losses with the majority of students graduating with little or no improvement to understand and accept other people through cultural, philosophical, and/or historical contexts.

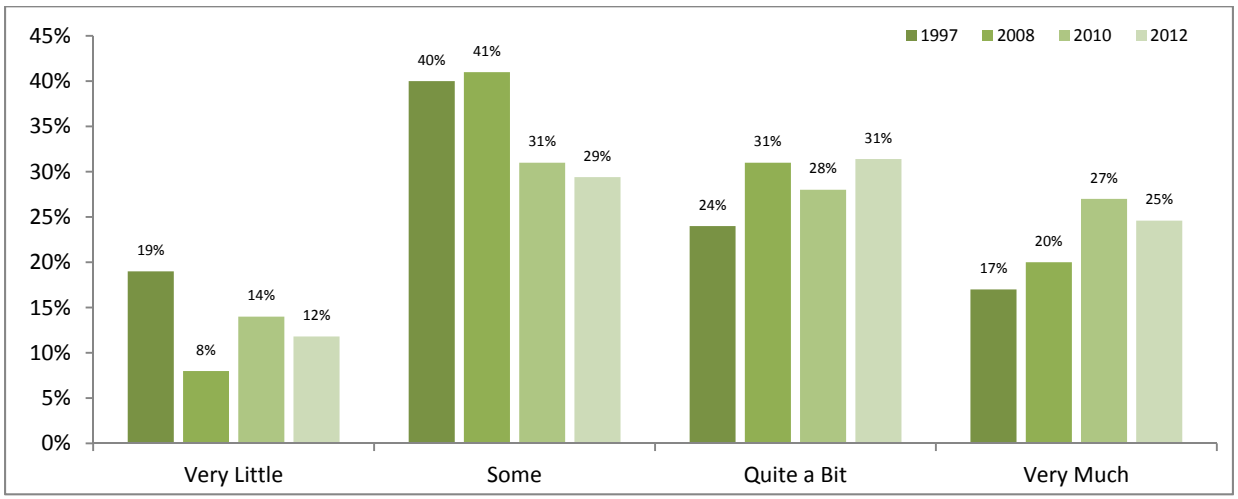


6. Apply computational skills to a variety of contexts.

Students gain strategies to apply mathematical and other computational skills in addressing and understanding a subject. This outcome is required of all general education mathematics courses.

Understanding mathematical concepts such as probabilities, proportions, etc.

For this area, students reporting gains for "quite a bit" (3%) are offset by slight decreases for students reporting "very little" (down 2%) and "some" gain (down 1%) in being able to understand mathematical concepts.

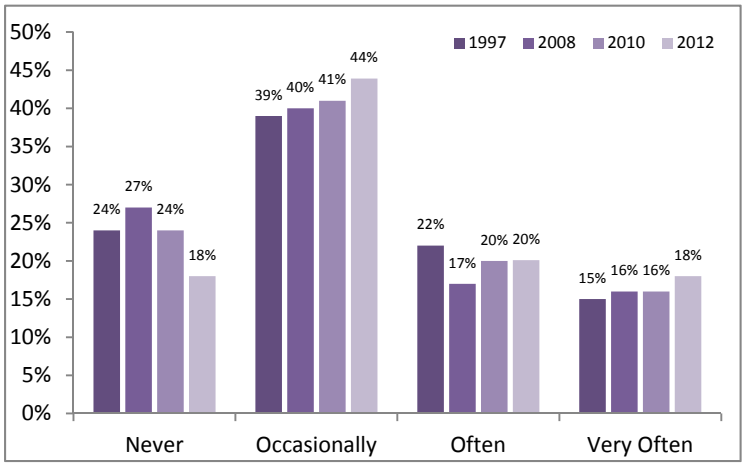


7. Apply scientific reasoning to a variety of contexts.

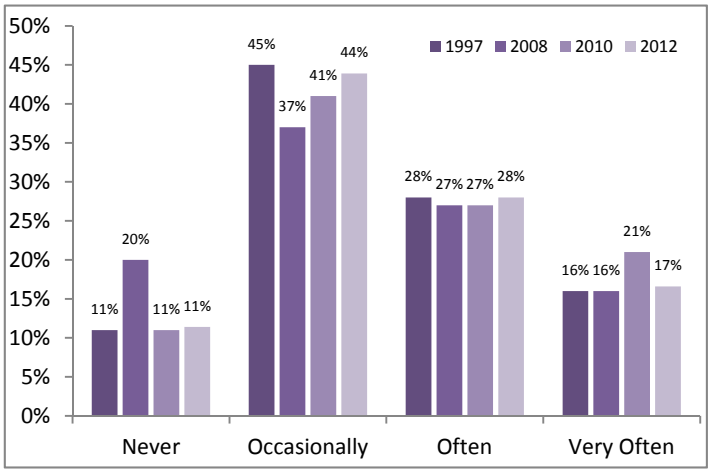
Students gain strategies that apply scientific reasoning, either deductive or inductive, to a subject. This outcome is required of all general education physical science courses and life science courses.

Completed an experiment/project using scientific methods

A slight improvement has been made since 2010 in which students were able to complete an experiment using scientific methods. The increase was for students who "occasionally" (3%) and "very often" (2%) used scientific methods accompanied by a decrease for students who "never" (6%) had such a learning opportunity.



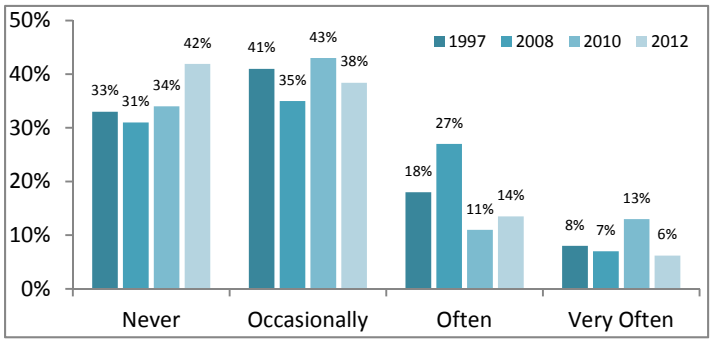
Used information you learned in a science class to understand some aspect of the world around you.



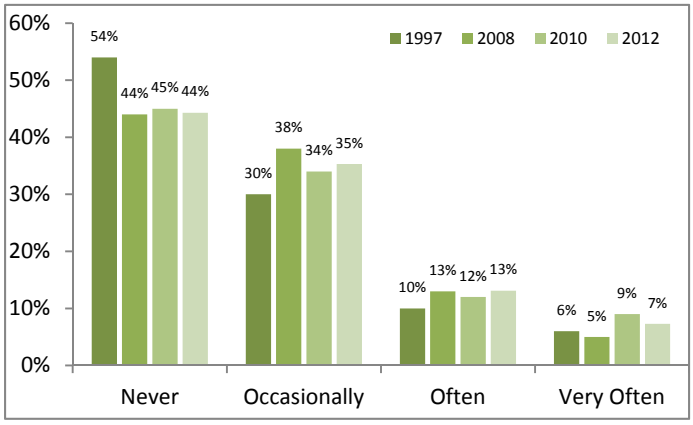
Data on this statement indicates an apparent decrease for students who "very often" (4%) used information learned in science class. "Occasionally" also increased (3%) while the "often" and "never" categories remained stable.

Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.

Responses to this statement improved for those students who "never" (8%), and "never" (3%) tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy. Those in the "occasionally" and "very often" categories decreased significantly at 5% and 7%, respectively.



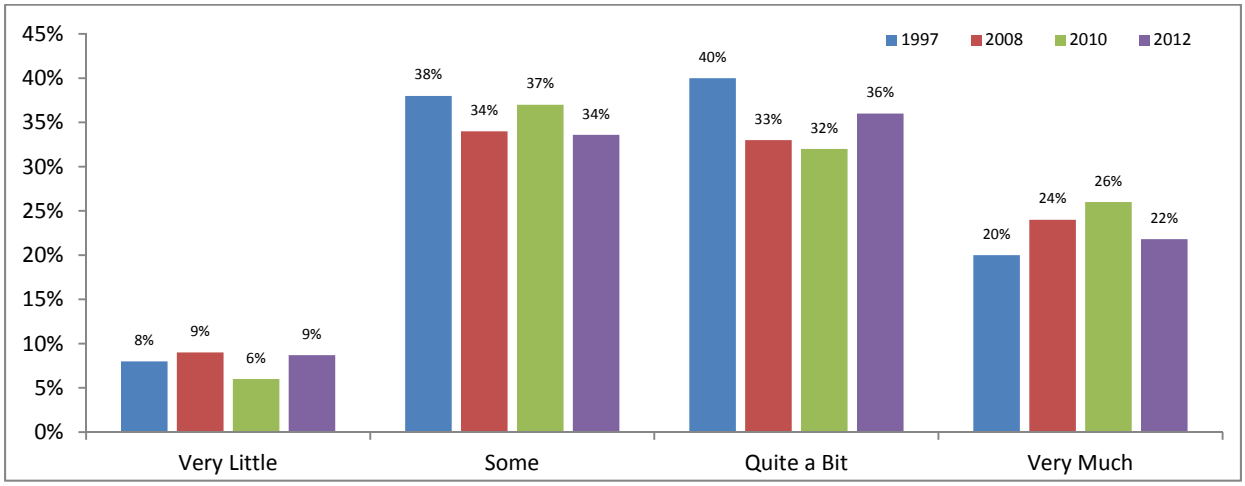
Applied information or skills you learned in science class to work (either paid or volunteer) outside of class.



Since 2010, the percentage of Snow College students has slightly increased as indicated by students who have "occasionally" (1%) and "often" (1%) applied in-class learning to out-of-class scientific work.

Understanding the role of science and technology in society

Gains were reported in the "very little" (3% increase) and "quite a bit" (4% increase) categories along with decreases in the "very little" category (4% decrease) and "some" categories (decrease 3%) regarding the students' perceived understanding of the role of science and technology in society.

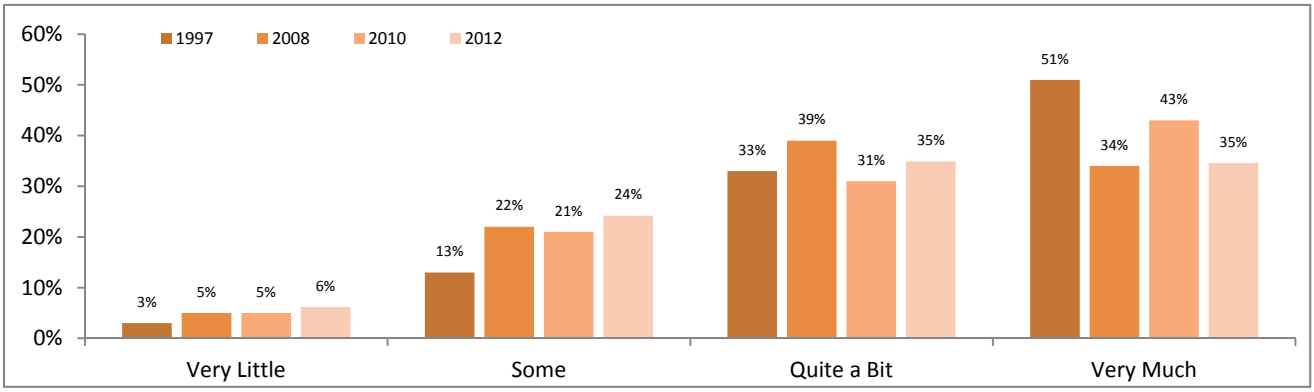


8. Apply ethical reasoning to a variety of contexts.

Students gain strategies that evaluate behaviors, policies, or cultural artifacts, according to an appropriate set of principles. The emphasis for this general education outcome is not necessarily to advocate one set of principles above another but rather to emphasize the importance of the evaluative process.

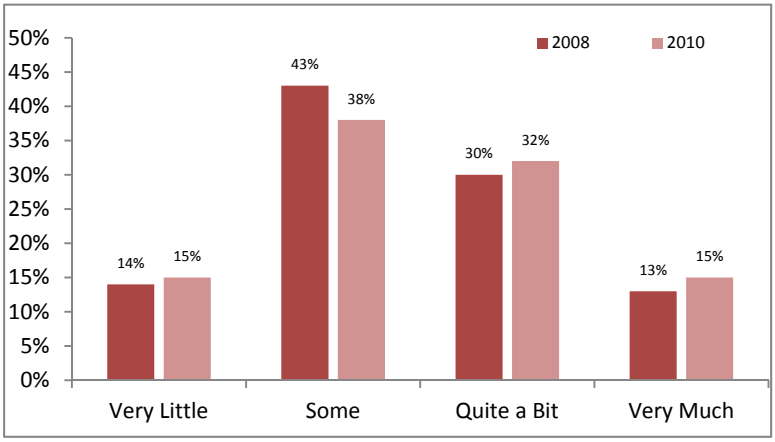
Becoming clearer about my own values and ethical standards

Interestingly there was a 9% increase for students responding "quite a bit" in the area of personal values and ethical development. This is countered, however, by students reporting a decrease in "very much" (8%). Because "very little" remained relatively unchanged, the results suggest that since 2010 the students' use of values and ethics while at Snow College improved only slightly.



I developed strategies for evaluating behaviors, policies, or cultural artifacts according to an appropriate set of principles

There was gain in "very much" (2%) as well as "quite a bit" (2%). This is offset by the 5% decrease in the "some" category and increase of 1% for "very little." The results propose the number of students developing strategies for evaluating behaviors, policies, or cultural artifacts suggest a slightly positive trend since 2008. This question was eliminated as a local question on the 2012 administration of the CCSEQ.

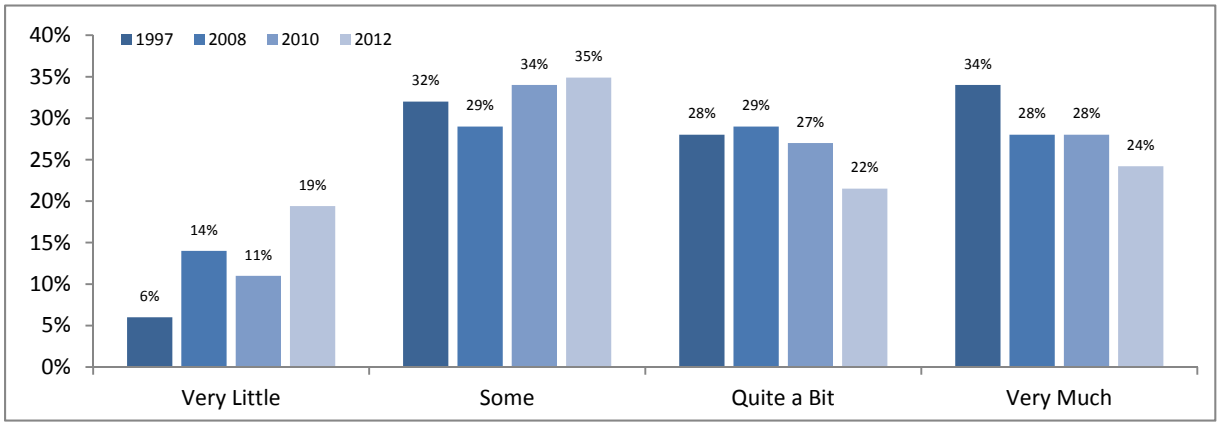


9. Respond with informed sensitivity to an artistic work or experience

Students gain strategies to respond to an artistic work or experience with informed sensitivity. This outcome is required for all fine art and humanities general education courses.

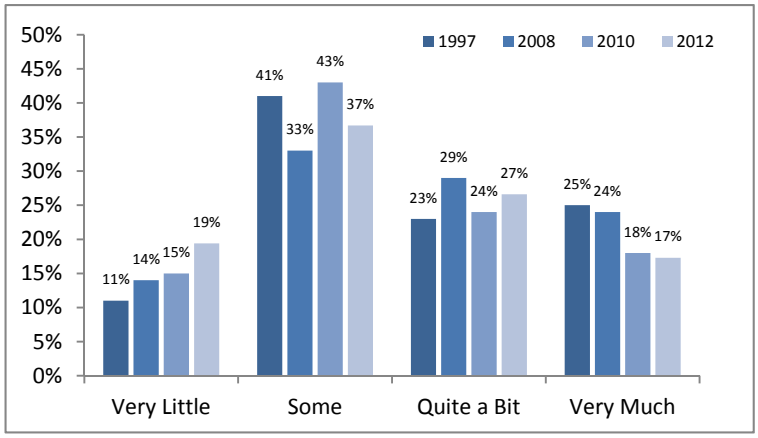
Developing an understanding and enjoyment of art, music, and theater.

This chart suggests a minimal improvement in students' understanding and enjoyment of the visual, theatrical, and musical arts. "Very much" decreased 4% while "some" had a 1% increase and "very little" increased dramatically by 8%. There was a 5% decrease in "quite a bit."



Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc)

This chart demonstrates a decline in students' appreciation of literature and written art. Students reporting "quite a bit" of gain (3%). This is offset by decreases in "very much" (1%) and "some" (6%) categories. There was also a 4% increase of students reporting "very little" gain.

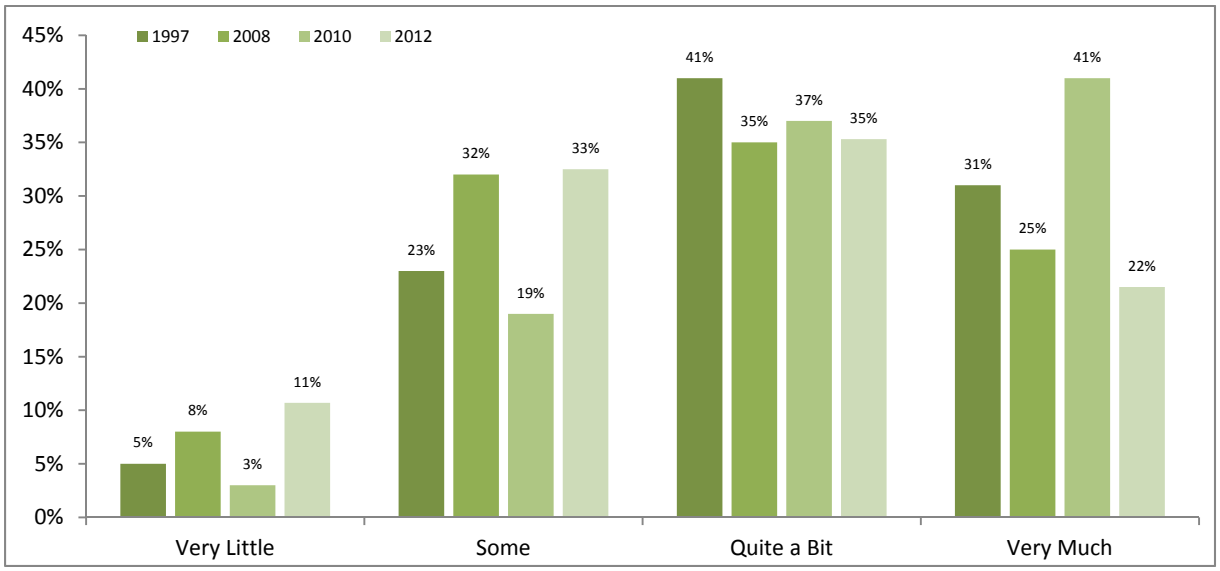


10. Apply personal fitness and wellness management principles to lifestyle choices.

Students develop strategies for using personal fitness and wellness management values to personal behavior and life style choices. This outcome is required of all general education fitness courses.

Developing good health habits and physical fitness

The data indicates much improvement in the health habits and physical fitness of the Snow College students. Those with "very much" improvement decreased 19% while most noted changes occurred among those who reported "very little" (up 8%) and "some" (up 14%) perceived gain in fitness and health behaviors.



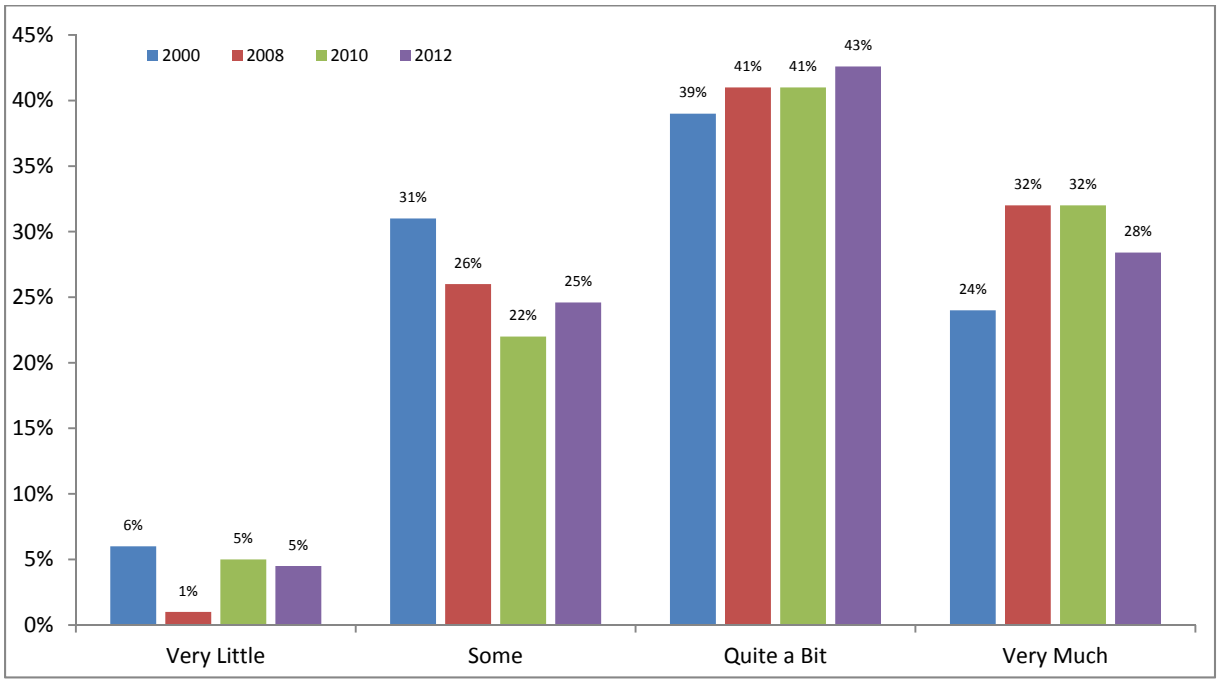
Applied Education Outcomes

An applied education serves all communities and fulfills the needs of a society. These skills are the foundation of our society without which we as a nation would not be able to function. A student who completes an Associate of Applied Science degree at Snow College (A.A.S.) or Certificate of Completion in a career or technical education program should have fulfilled the following four educational outcomes. Beginning in 2000, Snow College's Richfield campus has served as the central location for the delivery of applied educational degrees and courses.

1. Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.

Acquiring knowledge and skills applicable to a specific job or type of work.

There is noted decline in students experiencing "very much" (down 4%) and an increase in students experiencing "some" and "quite a bit" of gain in the knowledge and skills necessary to immediately enter the workplace.

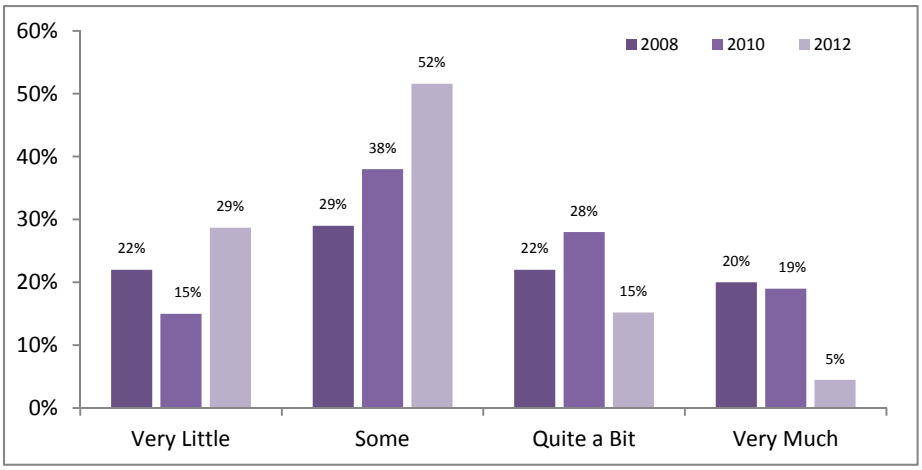


2. Students will become aware of industry specific conditions and develop skills sufficient to acquire the same.

Acquired industry –relevant knowledge and/or skills for job certification

This question was added as local question to the 2008 CCSEQ administration. Overall, current responses showed no improvements over 2010 responses with significant decrease in students reporting "very

much" gain (down 14%). This is offset by a 14% increase in students reporting "some" gain in the area relevant job knowledge acquisition and certification.



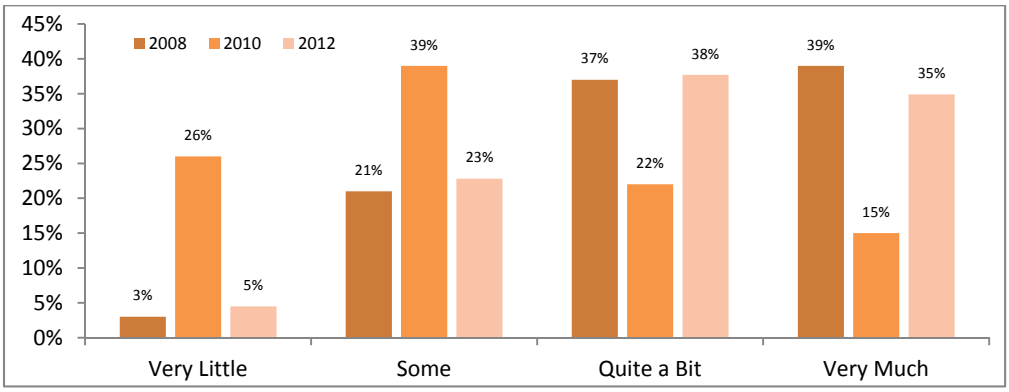
3. Students will demonstrate safe practices and awareness of potential hazards in their field of expertise.

Because these conditions are so industry specific this outcome was not measured by the CCSEQ.

4. Students will demonstrate interpersonal skills specific to the skills and environment inherent in their field.

Developing the ability to get along with others in different kinds of situations

This question/statement was first administered as a part of the CCSEQ in 2008. The responses showed distinct differences between the 2010 and 2012 administration. Significantly more students reported having developed "quite a bit" (up 16%) and "very much" (up 20%) the ability to work with other people. This suggests that substantially more students are gaining the ability to develop the interpresonal skills specific to their work enviroment.



New GE Outcomes

During the 2011-2012 academic year, a General Education task force was organized under the direction of the Snow College Curriculum Committee. The broad purpose of this task force was to assess and suggest improvements to Snow College's general education "program" and course offerings. This analysis as well as discussions among task force members and general education faculty resulted in a re-organization of Snow College's general education outcomes. Given the degree a student pursues at Snow College the following outcomes are expected of all graduates:

- A fundamental knowledge of human cultures and the natural world with particular emphasis on
    - American Institutions
    - The social and behavioral sciences
    - The physical and life sciences
    - The humanities
    - The fine arts
    - And personal wellness
- The ability to read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media
- The ability to speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team
- The ability to reason quantitatively in a variety of contexts
- The ability to respond with informed sensitivity to an artistic work or experience
- The ability to reason analytically, critically, creatively about nature, culture, facts, values, ethics, and civic policy
- The ability to address complex problems by integrating the knowledge and methodologies of multiple disciplines.
- The ability to speak, read, and write in a foreign language with basic proficiency (AA grads only)

Prior to the 2012 administration, the GE task force suggested changes to the 20 local-designed CCSEQ questions. Such changes attempted to assess Snow's new GE outcomes from the student's perspective. In addition to the established CCSEQ data of this report, the following statements were evaluated. All values are reported in percentages

1. I used the skills I gained in a writing class in some other class not directly related to writing.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
32.9	55.4	4.8	.3	6.6

2. I used the skills I gained in a math class in some other class not directly related to mathematics.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
19.4	52.2	16.6	5.5	6.2

3. I used skills gained in a class in another non-related setting.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
34.6	54.3	3.8	.7	6.6

4. I participated in a service-learning project as a part of a class requirement.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
28.0	35.3	20.8	9.7	6.2

5. I participated in a faculty-directed learning experience that employed classroom instruction in a real world and/or field work setting.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
15.96	38.1	30.1	9.0	6.9

6. I improved my ability to work as a member of a team or group in a classroom setting.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
33.96	54.3	4.8	.7	6.2

7. I used information I learned in a science class to understand real-world political, economic, or ethical issues.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not answered
17.6	52.9	19.4	3.5	6.6

It appears that the majority of students either “agree” or “strongly agree” with these respective statements. Subsequent administrations of the CCSEQ or similar instruments that include these statements will allow the College to establish reasonable benchmarks and targets related to general education instruction and student learning.

Summary

Using the CCSEQ data to measure student improvement with Snow College's general education and applied education outcomes from 1997 to the most current administration, presents mixed results of significant improvement and areas that need attention. The following report card table presents a brief summary of the results for each outcome.

The GE task force applied more measurable definitions to the statement choices for the 2012 CCSEQ administration. These definitions were designed to provide more effective feedback to courses and learning activities directed toward general education outcome acquisition. The response scale was defined as follows:

- Never = the learning activity never occurred during a given week
- Occasionally = the learning activity occurred at least once a week
- Often = the learning activity occurred between one and two times a week
- Very Often = the learning activity occurred two more times a week

Outcome	Average	Comments:
1. Read effectively, constructively, and critically	2.0	This average suggests that students engaged in effective, constructive, or critical reading activities at least once a week.
2. Write clearly, informatively, and persuasively	2.0	This average suggests that students participated in activities that support clear, informative or persuasive writing at least once a week.
3. Speak effectively in a variety of contexts	3.0	This average indicates students experienced effective speaking activities 1 to 2 times a week.
4. Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media	3.0	This average shows activities by which students gained relevant information occurred 1 to 2 times a week.
5. Apply cultural and historical awareness to a variety of phenomena	3.0	This average suggests that students apply a cultural or historical awareness 1 to 2 times a week.
6. Apply computational skills in a variety of contexts	3.0	Using computational skills occurs 1 to 2 times a week on average.
7. Apply scientific reasoning to a variety of contexts	2.0	Students were aware of applying scientific reasoning skills on 1 time a week (on average) while at Snow College.

8. Apply ethical reasoning to a variety of contexts	3.0	The ability to apply ethical reasoning occurred on average between 1 to 2 times a week.
9. Respond with sensitivity to an artistic work or experience	2.0	This average indicates that students responded to an artistic work with sensitivity at least 1 time a week.
10. Apply personal fitness and wellness management principles to lifestyle choices	3.0	Students participated or applied good exercise or health habits at least 1 to 2 times per week (on average).

Applied Education Outcomes

1. Acquire entry-level skills specific to and appropriate for employment in their chosen field of study	3.0	Students indicated that on average they experienced entry level job skills between 1 and 2 times per week.
2. Become aware of industry specific conditions and develop skills sufficient to acquire the same.	2.0	Only once a week did students experience industry specific skills and/or learning.
3. Demonstrate safe practices and awareness of potential hazards in a specific field of expertise	NG	This outcome is not measured by the CCSEQ.
4. Demonstrate interpersonal skills specific to the skills and environment in their field.	3.0	Students were able to demonstrate skills specific to their career or job choice between 1 and 2 times a week.

This approach to a general education "report card" using the new response definitions dramatically altered student responses for the 2012 CCSEQ administration. Areas showing "very often" trend increases dropped dramatically in 2012 and should be deemed as more accurate measurements of student-perceived general education learning activities. Such information offers a more direct assessment of specific general education course experiences that influence the student's perception/recognition of learning achievement. It also simply serves to assist the mission of the GE Task Force to assess and better operationalize general education at Snow College.