



Student Learning Outcomes Pilot Survey

December 2007

Introduction

Both the Yuba College and the Woodland Community College long range planning models emphasize the need to create, adopt, and implement student learning outcomes¹ (SLOs). The responsibility to carry out the development of SLOs was delegated to the SLO Project Team, chaired by Professor Larry Michel and with Dr. Alan Lowe as the team's sponsor. This district-wide project team is composed of faculty, classified staff, and administration from both Yuba College and Woodland Community College. The district-wide Academic Senate drafted and adopted an SLO purpose statement which specified that the District would begin the development of SLOs at the institutional/degree level. The team developed eight SLOs which were approved by the Board of Trustees and subsequently adopted by the Woodland Community College Provisional Academic Senate.

Once the SLOs were adopted by the Board, the SLO Project Team started to develop a process by which to assess each of the individual SLOs. It was decided that three of the SLOs or parts thereof would be assessed using a pre-post survey designed to measure attitudes of incoming students and then compare them to the attitudes of graduating students. The three SLO categories addressed by the survey are as follows:

- 1) Global Awareness
- 2) Information Competency
- 3) Technological Awareness

Methodology

The SLO Project Team developed a list of possible questions that could be used to assess each designated SLO. After considerable discussion, the list was narrowed down to a few of the best possible questions. The questions were then refined further by the team, with several questions being dropped in favor of more precise questions. This allowed the survey to be trimmed down so that the time for a student to complete the survey would be around 10 minutes.

The pilot survey was administered at the walk-up registration windows at Woodland Community College, Yuba College, and the Clear Lake Campus. Also, the pilot survey was administered within the counseling departments at Woodland Community College and at Yuba College's Marysville location².

The data collected looked at responses in four categories, returning students, continuing students, new students, and transfer students. Initial analysis, though, was focused on the comparison between continuing and new students to determine whether or not a question demonstrated

¹ See appendix A

² No attempt was made to pull a statistical sample and administer the survey to the sampled population during the pilot phase.



response differences. Questions that showed differences will be used in a follow-up survey of graduates in May 2008.

Survey Overview

The survey instrument³ was divided into two main sections, including demographics and questions in the areas of global awareness, information competency, and technological awareness. Participants depicted by gender, age, and ethnicity are identified below.

Demographics

gender

	Frequency	Percent
Female	113	74.3
Male	39	25.7
Total	152	100.0

age

	Frequency	Percent
0-19	27	17.6
20-25	58	37.9
26-35	34	22.2
36-45	17	11.1
46-65	17	11.1
Total	153	100.0

ethnicity

	Frequency	Percent
African-American	8	5.3
Asian	9	5.9
East Indian	1	.7
Hispanic	39	25.7
White	78	51.3
Other	17	11.2
Total	152	100.0

³ See appendix B



Questions

Questions are designed to show a change in response between the different categories of students in each SLO area. All questions except Information Competency question number one (Ib1)⁴, showed response differences between continuing and new students and will be used in the survey being administered to graduates.

Global Awareness

Gb1 - Diversity includes factors other than race, culture, and ethnicity.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	0	3	2	0	5
	Column %	.0%	3.2%	7.4%	.0%	3.4%
Somewhat disagree	Count	1	0	1	0	2
	Column %	4.2%	.0%	3.7%	.0%	1.3%
Neutral	Count	7	9	4	0	20
	Column %	29.2%	9.6%	14.8%	.0%	13.4%
Somewhat agree	Count	4	16	3	1	24
	Column %	16.7%	17.0%	11.1%	25.0%	16.1%
Strongly agree	Count	12	66	17	3	98
	Column %	50.0%	70.2%	63.0%	75.0%	65.8%
Total	Count	24	94	27	4	149
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Gb2 - The college I am currently attending or applying to has a diverse student body.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	0	1	1	0	2
	Column %	.0%	1.1%	4.2%	.0%	1.4%
Somewhat disagree	Count	1	4	0	0	5
	Column %	4.0%	4.3%	.0%	.0%	3.4%
Neutral	Count	4	10	5	1	20
	Column %	16.0%	10.8%	20.8%	25.0%	13.7%
Somewhat agree	Count	6	25	7	1	39
	Column %	24.0%	26.9%	29.2%	25.0%	26.7%
Strongly agree	Count	14	53	11	2	80
	Column %	56.0%	57.0%	45.8%	50.0%	54.8%
Total	Count	25	93	24	4	146
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

⁴ In the question label above, for example Ib1, the first letter indicates the SLO category (I-Information Competency), the second letter indicates the sub-part of the SLO (b), and the number identifies the question order in the set of questions listed on the survey for a particular SLO category.



Gb3 - A college education is greatly enhanced if the student body is diverse.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	1	0	0	0	1
	Column %	4.0%	.0%	.0%	.0%	.7%
Somewhat disagree	Count	1	4	0	0	5
	Column %	4.0%	4.3%	.0%	.0%	3.4%
Neutral	Count	6	15	6	0	27
	Column %	24.0%	16.1%	23.1%	.0%	18.2%
Somewhat agree	Count	7	23	6	4	40
	Column %	28.0%	24.7%	23.1%	100.0%	27.0%
Strongly agree	Count	10	51	14	0	75
	Column %	40.0%	54.8%	53.8%	.0%	50.7%
Total	Count	25	93	26	4	148
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Gb4 - I am comfortable in a class when students express values other than my own.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	1	1	0	0	2
	Column %	4.0%	1.1%	.0%	.0%	1.3%
Neutral	Count	2	10	2	0	14
	Column %	8.0%	10.6%	7.7%	.0%	9.4%
Somewhat agree	Count	8	22	7	2	39
	Column %	32.0%	23.4%	26.9%	50.0%	26.2%
Strongly agree	Count	14	61	17	2	94
	Column %	56.0%	64.9%	65.4%	50.0%	63.1%
Total	Count	25	94	26	4	149
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Gb5 - I socialize often with friends of other beliefs, cultures, or lifestyles.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	0	1	1	0	2
	Column %	.0%	1.1%	3.7%	.0%	1.3%
Somewhat disagree	Count	1	5	0	0	6
	Column %	4.0%	5.3%	.0%	.0%	4.0%
Neutral	Count	1	12	3	0	16
	Column %	4.0%	12.8%	11.1%	.0%	10.7%
Somewhat agree	Count	7	18	4	1	30
	Column %	28.0%	19.1%	14.8%	25.0%	20.0%
Strongly agree	Count	16	58	19	3	96
	Column %	64.0%	61.7%	70.4%	75.0%	64.0%
Total	Count	25	94	27	4	150
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Information Competency

Ib1 - It is important for newspapers/TV stations to verify that their news stories are factual.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	0	1	1	0	2
	Column %	.0%	1.2%	3.6%	.0%	1.4%
Somewhat disagree	Count	0	2	1	1	4
	Column %	.0%	2.3%	3.6%	25.0%	2.8%
Neutral	Count	3	7	1	0	11
	Column %	12.5%	8.1%	3.6%	.0%	7.7%
Somewhat agree	Count	5	18	6	1	30
	Column %	20.8%	20.9%	21.4%	25.0%	21.1%
Strongly agree	Count	16	58	19	2	95
	Column %	66.7%	67.4%	67.9%	50.0%	66.9%
Total	Count	24	86	28	4	142
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Ib2 - Information available on the internet can be used for research purposes without quoting the source.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	6	37	9	1	53
	Column %	25.0%	43.5%	33.3%	25.0%	37.9%
Somewhat disagree	Count	6	9	2	3	20
	Column %	25.0%	10.6%	7.4%	75.0%	14.3%
Neutral	Count	3	8	3	0	14
	Column %	12.5%	9.4%	11.1%	.0%	10.0%
Somewhat agree	Count	5	16	5	0	26
	Column %	20.8%	18.8%	18.5%	.0%	18.6%
Strongly agree	Count	4	15	8	0	27
	Column %	16.7%	17.6%	29.6%	.0%	19.3%
Total	Count	24	85	27	4	140
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Ib3 - If I copy a small amount of someone else's work and turn it in, it's not a big deal.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	16	65	15	3	99
	Column %	66.7%	76.5%	55.6%	75.0%	70.7%
Somewhat disagree	Count	3	5	6	0	14
	Column %	12.5%	5.9%	22.2%	.0%	10.0%
Neutral	Count	3	3	4	1	11
	Column %	12.5%	3.5%	14.8%	25.0%	7.9%
Somewhat agree	Count	1	6	1	0	8
	Column %	4.2%	7.1%	3.7%	.0%	5.7%
Strongly agree	Count	1	6	1	0	8
	Column %	4.2%	7.1%	3.7%	.0%	5.7%
Total	Count	24	85	27	4	140
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Ib4 - Ther is no real harm in presenting information that is misleading.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	15	69	18	3	105
	Column %	65.2%	82.1%	66.7%	75.0%	76.1%
Somewhat disagree	Count	3	7	5	1	16
	Column %	13.0%	8.3%	18.5%	25.0%	11.6%
Neutral	Count	1	2	2	0	5
	Column %	4.3%	2.4%	7.4%	.0%	3.6%
Somewhat agree	Count	3	3	1	0	7
	Column %	13.0%	3.6%	3.7%	.0%	5.1%
Strongly agree	Count	1	3	1	0	5
	Column %	4.3%	3.6%	3.7%	.0%	3.6%
Total	Count	23	84	27	4	138
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Ib5 - Words that are written or spoken have no real impact since they are just words.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	14	57	15	2	88
	Column %	58.3%	66.3%	55.6%	50.0%	62.4%
Somewhat disagree	Count	6	7	3	2	18
	Column %	25.0%	8.1%	11.1%	50.0%	12.8%
Neutral	Count	2	10	3	0	15
	Column %	8.3%	11.6%	11.1%	.0%	10.6%
Somewhat agree	Count	1	5	2	0	8
	Column %	4.2%	5.8%	7.4%	.0%	5.7%
Strongly agree	Count	1	7	4	0	12
	Column %	4.2%	8.1%	14.8%	.0%	8.5%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Ib6 - It is appropriate to get information for a news story in any way possible, even if it invades a person's privacy.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	12	67	18	3	100
	Column %	50.0%	77.9%	66.7%	75.0%	70.9%
Somewhat disagree	Count	4	6	2	1	13
	Column %	16.7%	7.0%	7.4%	25.0%	9.2%
Neutral	Count	4	6	4	0	14
	Column %	16.7%	7.0%	14.8%	.0%	9.9%
Somewhat agree	Count	3	5	1	0	9
	Column %	12.5%	5.8%	3.7%	.0%	6.4%
Strongly agree	Count	1	2	2	0	5
	Column %	4.2%	2.3%	7.4%	.0%	3.5%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Technological Awareness

Tb1 - Communicating via email or texting is as effective as communicating face to face.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	6	15	6	2	29
	Column %	25.0%	17.4%	22.2%	50.0%	20.6%
Somewhat disagree	Count	4	17	2	0	23
	Column %	16.7%	19.8%	7.4%	.0%	16.3%
Neutral	Count	6	26	9	1	42
	Column %	25.0%	30.2%	33.3%	25.0%	29.8%
Somewhat agree	Count	6	20	5	1	32
	Column %	25.0%	23.3%	18.5%	25.0%	22.7%
Strongly agree	Count	2	8	5	0	15
	Column %	8.3%	9.3%	18.5%	.0%	10.6%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Tb2 - It is easier to express oneself via email or texting, rather than face to face.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	5	23	6	1	35
	Column %	20.8%	26.7%	22.2%	25.0%	24.8%
Somewhat disagree	Count	4	16	4	0	24
	Column %	16.7%	18.6%	14.8%	.0%	17.0%
Neutral	Count	8	23	5	2	38
	Column %	33.3%	26.7%	18.5%	50.0%	27.0%
Somewhat agree	Count	6	17	10	1	34
	Column %	25.0%	19.8%	37.0%	25.0%	24.1%
Strongly agree	Count	1	7	2	0	10
	Column %	4.2%	8.1%	7.4%	.0%	7.1%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Tb3 - Technological improvements increase educational opportunities.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	1	0	0	0	1
	Column %	4.2%	.0%	.0%	.0%	.7%
Somewhat disagree	Count	0	2	1	0	3
	Column %	.0%	2.4%	3.7%	.0%	2.2%
Neutral	Count	2	20	4	1	27
	Column %	8.3%	23.8%	14.8%	25.0%	19.4%
Somewhat agree	Count	11	22	7	3	43
	Column %	45.8%	26.2%	25.9%	75.0%	30.9%
Strongly agree	Count	10	40	15	0	65
	Column %	41.7%	47.6%	55.6%	.0%	46.8%
Total	Count	24	84	27	4	139
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Tb4 - Advances in technology lead to changes that are beneficial to society.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	0	1	0	0	1
	Column %	.0%	1.2%	.0%	.0%	.7%
Somewhat disagree	Count	4	3	1	0	8
	Column %	16.7%	3.5%	3.7%	.0%	5.7%
Neutral	Count	4	21	5	2	32
	Column %	16.7%	24.4%	18.5%	50.0%	22.7%
Somewhat agree	Count	9	22	9	1	41
	Column %	37.5%	25.6%	33.3%	25.0%	29.1%
Strongly agree	Count	7	39	12	1	59
	Column %	29.2%	45.3%	44.4%	25.0%	41.8%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Tb5 - Technology has both negative and positive impacts on the natural environment.

						Total
		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	
Strongly disagree	Count	2	2	0	0	4
	Column %	8.3%	2.3%	.0%	.0%	2.8%
Somewhat disagree	Count	2	4	0	1	7
	Column %	8.3%	4.7%	.0%	25.0%	5.0%
Neutral	Count	2	14	3	1	20
	Column %	8.3%	16.3%	11.1%	25.0%	14.2%
Somewhat agree	Count	9	19	8	0	36
	Column %	37.5%	22.1%	29.6%	.0%	25.5%
Strongly agree	Count	9	47	16	2	74
	Column %	37.5%	54.7%	59.3%	50.0%	52.5%
Total	Count	24	86	27	4	141
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%



Tb6 - I am a more effective student because of technological advancements.

		Returning YCCD student	Continuing student from last term	New student to YCCD	Transfer student from another college	Total
Strongly disagree	Count	4	2	1	0	7
	Column %	16.7%	2.4%	3.8%	.0%	5.0%
Somewhat disagree	Count	3	3	0	1	7
	Column %	12.5%	3.5%	.0%	25.0%	5.0%
Neutral	Count	1	23	5	1	30
	Column %	4.2%	27.1%	19.2%	25.0%	21.6%
Somewhat agree	Count	9	25	8	2	44
	Column %	37.5%	29.4%	30.8%	50.0%	31.7%
Strongly agree	Count	7	32	12	0	51
	Column %	29.2%	37.6%	46.2%	.0%	36.7%
Total	Count	24	85	26	4	139
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Conclusion

The pilot project, surveying only students registering in person and students seeking counseling, was a success in that all but one of the questions showed response differences between new and continuing students. It also identified survey administration problems which are now being addressed, including the need to administer the survey to students registering online. The next phase of the pilot will be to survey those students petitioning for graduation in May of 2008 and to include them in the analysis.

Appendix A

Yuba Community College District Student Learning Outcomes and Outcome Assessment

The following Student Learning Outcomes (SLOs) will provide the core knowledge and abilities for every graduate from the Yuba Community College District. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. Student performance in each SLO/core knowledge area will be evaluated to determine if the SLO has been achieved at the desired level.

1. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

a. Comprehend an assigned reading passage that must be summarized, analyzed, and evaluated in an effectively crafted essay.

Students will complete a critical evaluation of a reading passage and effectively support or refute the opinions expressed in the document.

To be measured by successfully passing a holistically scored English 1A final examination.

b. Listen actively and speak effectively using both spoken and non-verbal communication.

Students will participate in a group discussion to arrive at solutions to a proposed problem.

To be measured by a speech department rubric.

2. Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

a. Demonstrate basic competency and understanding of appropriate mathematical operations by applying these operations in the quantitative analysis and explanation of an issue.

Students will demonstrate the ability to apply mathematical operations and to explain, through the use of examples, how quantitative methods were used to address an issue.

To be measured by successful completion of the Mathematics 51, 52, or 58 class final and the submission of a minimum two-page paper demonstrating how quantitative methods were used to address an issue.

3. Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.

a. Apply analytical skills in defining problems and/or issues to arrive at logical solutions.

Given a practical problem or current issue, students will be able to demonstrate in writing the steps needed to arrive at a logical solution.

To be measured by submission of a practical solution to a problem or current issue in a class that meets the critical thinking graduation requirement. A rubric will be designed to assess accomplishment.

b. Distinguish fact from opinion.

Students will identify statements of fact and those of opinion in an argument, determining if the conclusions are based on fact, opinion, or a combination of both.

Using the practical problem or current issue in 3a, the student will distinguish fact from opinion. A rubric will be designed to assess accomplishment.

4. Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

a. Identify opportunities to contribute to a diverse, global community.

Students will produce a documented list of activities that they have participated in which contribute to the global community.

To be measured by a written statement submitted with the graduation petition. The statement must identify activities in which the student has participated – including but not limit to clubs, community organizations, and/or political/cultural activities – and explain how such activities contribute to the global community.

b. Recognize and demonstrate an understanding of and respect for other people and cultures, as well as for variations in ability, age, gender, lifestyle, and income level.

Students will be able to demonstrate an understanding of and respect for the differences inherent in people and cultures.

To be measured by a pre and post test that will be used to assess changes in attitudes and perceptions of the student from entry at Yuba College and upon completion of his/her studies. The pre-test will be given as part of the orientation/placement process and the post-test with the graduation petition.

5. Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

a. Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information.

Students will demonstrate the ability to use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information.

To be measured by successful submission of the research paper submitted in the English 1A class (see 1a) and to be scored using a rubric.

b. Understand the ethical, social, and legal issues surrounding the use of information.

Students will be able to 1) define and classify types of intellectual property, 2) explain the ethical and legal ramifications of plagiarism, 3) discuss how social issues of privacy relate to gathering and using certain information, and 4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information.

To be measured by a pre and post test that will be used to assess changes in students understanding of the ethical, social, and legal issues surrounding use of information. The pre-test will be given as part of the orientation/placement process and the post-test with the graduation petition.

6. Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.

a. Demonstrate responsibility for being an informed citizen by participating in team efforts, taking responsibility for one's own actions, practicing self-discipline, and developing time management skills.

Students will provide evidence of taking responsibility, working collaboratively, practicing self-discipline, and managing his/her time effectively to complete a project.

The student will submit with the graduation petition a statement indicating where they show evidence of taking responsibility, working collaboratively, practicing self-discipline, and managing his/her time effectively to complete a project. This will be validated by a faculty member, supervisor at the college, or a member from the community.

7. Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.

a. Apply technology effectively to locate, interpret, organize, and present information.

Using appropriate technology, students will produce a research paper that shows the student can effectively locate, interpret, organize, and present information.

To be measured by the English 1A research paper (see 1a). This will be evaluated using a rubric to judge information competency.

b. Recognize the effects of technology on the natural environment and understand technology's applications, implications, and limitations.

Students will demonstrate their understanding of the positive and negative effects of technology on the natural environment and technology's applications, implications, and limitations.

To be measured by a pre and post test that will assess the students understanding of the effects of technology on the natural environment and understand technology's applications, implications, and limitations. The pre-test will be given as part of the orientation/placement process and the post-test with the graduation petition.

8. Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

a. Demonstrate basic competency in the physical or the life sciences by displaying an understanding of the implications and applications of science on the natural environment.

Students will demonstrate basic competency in the physical or the life sciences and an understanding of its implications and applications.

To be measured by successful completion of the final examination in a science general education class and submission of a paper on a physical or life science issue. The paper will be scored by a rubric.

b. Apply the principles of the scientific method to the physical, life, or behavioral sciences.

Students will be able to apply the principles of the scientific method to an issue in the physical, life, or behavioral sciences.

To be measured by the submission in a general education science class of a paper that identifies the appropriate steps to use in solving a specific problem using the scientific method.

Appendix B

Yuba Community College District Institutional Student Learning Outcomes Study Student Opinion Survey – Spring 2008

We thank you in advance for taking the time to respond to this questionnaire. Yuba Community College District (YCCD) appreciates your responses as they will help us make insightful decisions regarding defined learning outcomes for our students. This survey has been designed to measure opinions and attitudes and is given to all students when they enter YCCD and when they graduate. All answers are anonymous and confidential. Please completely fill in the circle located by your choice with either pen or pencil. Thank you for your support.

Background Information – Please mark only **one** choice per question.

- | | | | |
|------------------------------|-------------------------------|--|--|
| What is your gender? | What is your age? | What is your primary race? | What is your highest education level? |
| <input type="radio"/> Female | <input type="radio"/> 0 – 19 | <input type="radio"/> African – American | <input type="radio"/> Less than high school |
| <input type="radio"/> Male | <input type="radio"/> 20 – 25 | <input type="radio"/> Asian | <input type="radio"/> High school grad - GED |
| | <input type="radio"/> 26 – 35 | <input type="radio"/> East Indian | <input type="radio"/> Some college |
| | <input type="radio"/> 36 – 45 | <input type="radio"/> Hispanic | <input type="radio"/> Associate’s degree |
| | <input type="radio"/> 46 – 65 | <input type="radio"/> White | <input type="radio"/> Bachelor’s degree |
| | <input type="radio"/> 66+ | <input type="radio"/> Other | <input type="radio"/> Graduate degree |
-
- | | | |
|---|--|-------------------------------------|
| Which describes you best ? | I am currently attending or applying to... | What county do you live in? |
| <input type="radio"/> Returning YCCD student | <input type="radio"/> Yuba College | <input type="radio"/> Yuba County |
| <input type="radio"/> Continuing student, from last term | <input type="radio"/> Woodland College | <input type="radio"/> Sutter County |
| <input type="radio"/> New student to YCCD | <input type="radio"/> Clear Lake Campus | <input type="radio"/> Yolo County |
| <input type="radio"/> Transfer student from another college | | <input type="radio"/> Lake County |
| | | <input type="radio"/> Colusa County |
| | | <input type="radio"/> Other County |

Global Awareness - Diversity - Please mark only **one** choice per question.

Please rate the statements below on the following scale.

Strongly agree = 5, Somewhat agree = 4, Neutral = 3,
Somewhat disagree = 2, Strongly disagree = 1

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| Diversity includes factors other than race, culture, and ethnicity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The college I am currently attending or applying to has a diverse student body. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A college education is greatly enhanced if the student body is diverse. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am comfortable in a class when students express values other than my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I socialize often with friends of other beliefs, cultures, or lifestyles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Information Competency - Please mark only **one** choice per question.

Please rate the statements below on the following scale.

Strongly agree = 5, Somewhat agree = 4, Neutral = 3,
Somewhat disagree = 2, Strongly disagree = 1

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
It is important for newspapers/TV stations to verify that their news stories are factual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information available on the internet can be used for research purposes without quoting the source.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I copy a small amount of someone else's work and turn it in, it's not a big deal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no real harm in presenting information that is misleading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Words that are written or spoken have no real impact since they are just words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is appropriate to get information for a news story in any way possible, even if it invades a person's privacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technological Awareness - Please mark only **one** choice per question.

Please rate the statements below on the following scale.

Strongly agree = 5, Somewhat agree = 4, Neutral = 3,
Somewhat disagree = 2, Strongly disagree = 1

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Communicating via email or texting is as effective as communicating face to face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to express oneself via email or texting, rather than face to face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological improvements increase educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances in technology lead to changes that are beneficial to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology has both negative and positive impacts on the natural environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a more effective student because of technological advancements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your opinions