



Student Learning Outcomes Pilot Survey (Graduates)

April-May 2008

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 SLO project team is responsible for carrying out the development of SLOs, 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 are approved by the Board of Trustees and subsequently adopted by the Woodland Community College Provisional Academic Senate.

After the adoption of the SLOs by the Board, the SLO Project Team started to develop a process by which to assess each of the individual SLOs. Four of the SLOs, or parts thereof, are to be assessed using a pre-post survey design measuring attitudes of incoming students and then comparing them to the attitudes of graduating students. The four SLO categories addressed by the survey are as follows:

- 1) Global Awareness
- 2) Information Competency
- 3) Personal and Social Responsibility
- 4) 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 about 10 minutes.

The pilot survey was administered to all Yuba Community College District (YCCD) students who had petitioned to graduate spring or summer 2008. Those students who had filled out the petition by April 22, 2008 were included in the survey. The survey results were not broken out by location, but include all YCCD educational sites. A total of 681 surveys were mailed out, followed by reminder postcards two weeks later. Of the 681 surveys mailed out, a total of 125 graduates responded, bringing the response rate for this survey to 18.3%².

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.



Survey Overview

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

Demographics

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	93	74.4	75.0	75.0
	Male	31	24.8	25.0	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-19	7	5.6	5.6	5.6
	20-25	53	42.4	42.7	48.4
	26-35	19	15.2	15.3	63.7
	36-45	22	17.6	17.7	81.5
	46-65	23	18.4	18.5	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African-American	7	5.6	5.8	5.8
	Asian	6	4.8	5.0	10.7
	East Indian	1	.8	.8	11.6
	Hispanic	29	23.2	24.0	35.5
	White	71	56.8	58.7	94.2
	Other	7	5.6	5.8	100.0
	Total	121	96.8	100.0	
Missing		4	3.2		
Total		125	100.0		

³ See appendix B



Questions

Questions were designed to measure the changes in attitudes and perceptions, with regard to the four SLO categories, between the new YCCD students and those students who were graduating. All questions, except personal and social responsibility questions, were also administered to incoming students and will be included in another research report comparing incoming students to graduating students. Personal Responsibility questions will be included in the future for both new and graduating student surveys. The question numbers listed below⁴, help to identify the SLO category that is addressed by that particular question.

Global Awareness

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	2.4	2.4	2.4
Somewhat disagree	3	2.4	2.4	4.8
Neutral	12	9.6	9.7	14.5
Somewhat agree	25	20.0	20.2	34.7
Strongly agree	81	64.8	65.3	100.0
Total	124	99.2	100.0	
Missing	1	.8		
Total	125	100.0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	2.4	2.4	2.4
Somewhat disagree	7	5.6	5.7	8.1
Neutral	17	13.6	13.8	22.0
Somewhat agree	34	27.2	27.6	49.6
Strongly agree	62	49.6	50.4	100.0
Total	123	98.4	100.0	
Missing	2	1.6		
Total	125	100.0		

⁴ In the question label above, for example Gb1, the first letter indicates the SLO category (G-Global Awareness), 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.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	3.2	3.2	3.2
Somewhat disagree	1	.8	.8	4.0
Neutral	26	20.8	20.8	24.8
Somewhat agree	38	30.4	30.4	55.2
Strongly agree	56	44.8	44.8	100.0
Total	125	100.0	100.0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	2.4	2.4	2.4
Somewhat disagree	2	1.6	1.6	4.0
Neutral	8	6.4	6.4	10.4
Somewhat agree	40	32.0	32.0	42.4
Strongly agree	72	57.6	57.6	100.0
Total	125	100.0	100.0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	1.6	1.6	1.6
Somewhat disagree	4	3.2	3.2	4.8
Neutral	18	14.4	14.5	19.4
Somewhat agree	33	26.4	26.6	46.0
Strongly agree	67	53.6	54.0	100.0
Total	124	99.2	100.0	
Missing	1	.8		
Total	125	100.0		



Information Competency

Ib1 - Information available on the internet can be used for research purposes without quoting the source.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	84	67.2	67.7	67.7
	Somewhat disagree	15	12.0	12.1	79.8
	Neutral	9	7.2	7.3	87.1
	Somewhat agree	10	8.0	8.1	95.2
	Strongly agree	6	4.8	4.8	100.0
Total		124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

Ib2 - If I copy a small amount of someone else's work and turn it in, it's not a big deal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	98	78.4	79.0	79.0
	Somewhat disagree	17	13.6	13.7	92.7
	Neutral	8	6.4	6.5	99.2
	Strongly agree	1	.8	.8	100.0
	Total		124	99.2	100.0
Missing		1	.8		
Total		125	100.0		

Ib3 - There is no real harm in presenting information that is misleading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	108	86.4	87.1	87.1
	Somewhat disagree	11	8.8	8.9	96.0
	Neutral	3	2.4	2.4	98.4
	Strongly agree	2	1.6	1.6	100.0
	Total		124	99.2	100.0
Missing		1	.8		
Total		125	100.0		



Ib4 - Words that are written or spoken have no real impact since they are just words.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	104	83.2	84.6	84.6
	Somewhat disagree	13	10.4	10.6	95.1
	Neutral	2	1.6	1.6	96.7
	Somewhat agree	2	1.6	1.6	98.4
	Strongly agree	2	1.6	1.6	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		

Ib5 - It is appropriate to get information for a news story in any way possible, even if it invades a person's privacy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	100	80.0	80.6	80.6
	Somewhat disagree	15	12.0	12.1	92.7
	Neutral	8	6.4	6.5	99.2
	Strongly agree	1	.8	.8	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

Technological Awareness

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	41	32.8	33.3	33.3
	Somewhat disagree	37	29.6	30.1	63.4
	Neutral	25	20.0	20.3	83.7
	Somewhat agree	15	12.0	12.2	95.9
	Strongly agree	5	4.0	4.1	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		



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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	26.4	26.8	26.8
	Somewhat disagree	30	24.0	24.4	51.2
	Neutral	23	18.4	18.7	69.9
	Somewhat agree	28	22.4	22.8	92.7
	Strongly agree	9	7.2	7.3	100.0
Total		123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		

Tb3 - Technological improvements increase educational opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Somewhat disagree	2	1.6	1.6	3.3
	Neutral	9	7.2	7.4	10.7
	Somewhat agree	50	40.0	41.0	51.6
	Strongly agree	59	47.2	48.4	100.0
Total		122	97.6	100.0	
Missing		3	2.4		
Total		125	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.4	2.4	2.4
	Somewhat disagree	3	2.4	2.4	4.9
	Neutral	25	20.0	20.3	25.2
	Somewhat agree	50	40.0	40.7	65.9
	Strongly agree	42	33.6	34.1	100.0
Total		123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		



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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Neutral	18	14.4	14.6	15.4
	Somewhat agree	36	28.8	29.3	44.7
	Strongly agree	68	54.4	55.3	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.4	2.4	2.4
	Somewhat disagree	5	4.0	4.0	6.5
	Neutral	23	18.4	18.5	25.0
	Somewhat agree	53	42.4	42.7	67.7
	Strongly agree	40	32.0	32.3	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

Personal Responsibility

Pa1 - I miss appointments I have made if I'd rather not go.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	86	68.8	69.9	69.9
	Rarely	30	24.0	24.4	94.3
	Some of the time	4	3.2	3.3	97.6
	All of the time	3	2.4	2.4	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		



Pa2 - When I borrow something I fail to return it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	99	79.2	79.8	79.8
	Rarely	23	18.4	18.5	98.4
	Some of the time	1	.8	.8	99.2
	All of the time	1	.8	.8	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

Pa3 - When I promise to help with a project, I follow through.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	4.0	4.0	4.0
	Rarely	1	.8	.8	4.8
	Some of the time	1	.8	.8	5.6
	Most of the time	24	19.2	19.4	25.0
	All of the time	93	74.4	75.0	100.0
Total		124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

Pa4 - I turn all my assignments in on time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.8	.8	.8
	Rarely	2	1.6	1.6	2.5
	Some of the time	3	2.4	2.5	4.9
	Most of the time	37	29.6	30.3	35.2
	All of the time	79	63.2	64.8	100.0
Total		122	97.6	100.0	
Missing		3	2.4		
Total		125	100.0		



Pa5 - During a typical week, how often do you read a newspaper, watch the television news, listen to a radio news broadcast, or check the internet for information on politics or current events?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	3.2	3.2	3.2
	Rarely	14	11.2	11.3	14.5
	Some of the time	35	28.0	28.2	42.7
	Most of the time	37	29.6	29.8	72.6
	All of the time	34	27.2	27.4	100.0
	Total	124	99.2	100.0	
Missi		1	.8		
Total		125	100.0		

Pa6 - How often have you voted in political, school, or other organizational elections?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	30	24.0	24.4	24.4
	Rarely	11	8.8	8.9	33.3
	Some of the time	18	14.4	14.6	48.0
	Most of the time	35	28.0	28.5	76.4
	All of the time	29	23.2	23.6	100.0
	Total	123	98.4	100.0	
Missi		2	1.6		
Total		125	100.0		

Pa7 - If it means giving up some personal pleasure, I delay studying.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	19	15.2	15.4	15.4
	Rarely	53	42.4	43.1	58.5
	Some of the time	30	24.0	24.4	82.9
	Most of the time	18	14.4	14.6	97.6
	All of the time	3	2.4	2.4	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		



Pa8 - I am often late for class or work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	55	44.0	45.1	45.1
	Rarely	45	36.0	36.9	82.0
	Some of the time	10	8.0	8.2	90.2
	Most of the time	7	5.6	5.7	95.9
	All of the time	5	4.0	4.1	100.0
	Total	122	97.6	100.0	
Missing		3	2.4		
Total		125	100.0		

Conclusion

The pilot project, surveying only graduates who petitioned by April 22, 2008, was a success and helped to identified survey administration problems which are now being addressed. This pilot allowed the SLO team to test the questions developed for their ability to measure attitudes and perceptions. The response rate of 18% was encouraging and higher than expected. This rate could be increased if the survey is administered with the petition for graduation paperwork, as compared to mailing out the survey.