

Public Abstract

First Name: Ernestine

Middle Name: V.

Last Name: Miller

Adviser's First Name: Joe

Adviser's Last Name: Donaldson

Co-Adviser's First Name: Sandy

Co-Adviser's Last Name: Hutchinson

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Title: Perceived Relations of Adult Community College Students Between Quality of Effort and Outcome Gains: Adult Students At One Community College

The community college environment is often very attractive to adult students. Noted for its quick response, the community college provides a number of training and educational opportunities for adult learners. This study examined the perceptions of adult learners aged 28 years and older regarding their experiences as students attending the Metropolitan Community Colleges. In addition, this study also examined the perceptions of adults as to the instructional, academic, and student support practices made available to them having the greatest impact on their learning outcome gains. Adult students are faced with a number of obstacles to attending college, including the lack of reliable transportation and the lack of reliable childcare along with other barriers. Very often, these and other factors impact adults' attempts to become successful community college students. This study also examined the perceptions of adult learners regarding their level of participation, their efforts, and the gains they made in academic achievement and in student development outcomes. CCSEQ survey was selected for use in this research for the following reasons: the survey design and the survey questions provided data and information that was most valuable in attempt to obtain feedback from students. Three research questions were posed for this study: (1) The reported quality of effort of adult undergraduate students; (2) Outcomes gains as reported by adult undergraduate students; and (3) The relationship between adult students' reported quality of effort and gains reported in college activities. Descriptive statistics were used to analyze student responses. Frequency, mean, and standard deviation were calculated for student responses to questions one and two. To answer question three, Pearson Correlation Coefficients were calculated. Results found in the present study show that correlations exist between adult student's quality of effort in their interactions with faculty, college courses, and college activities. Results found in the study also show that students' reported gains in four of the six stated gains. Findings also show that meaningful correlations exist between eight of the stated quality of effort scales and six of the stated outcome gains.