

PERCEIVED REALTIONS OF ADULT COMMUNITY COLLEGE STUDENTS  
BEWTEEN QUALITY OF EFFORT AND OUTCOME GAINS:  
ADULT STUDENTS AT ONE COMMUNITY COLLEGE

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ABSTRACT

This study's purpose was to explore the relationship between the perceived quality of student effort and the perceived gains in skills and knowledge of adult undergraduate students. The student population of Metropolitan Community College in Kansas City, Missouri was represented by student data collected using (CCSEQ), Community College Student Experiences Questionnaire. The CCSEQ instrument was administered fall 2004 semester to MCC students completing 45 credit hours and enrolled in either Day or Evening College courses. Adult learners aged 28 years and older were the sample for this study. 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 between the nine reported quality of effort scales and the six reported gains scales. 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 most 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.