

EDPS 2600 Strategies for College Success Post-Survey
Spring 2008

33 Respondents
31 Completed (93.94%)

Gender of respondents

Female	42.42%
Male	57.58%
Other	0.00%

Age of respondents

16 or younger	0.00%
17	3.03%
18	6.06%
19	18.18%
20	18.18%
21	6.06%
22	6.06%
23	0.00%
24-25	9.09%
26-29	6.06%
30-34	12.12%
35-40	3.03%
41-49	3.03%
50+	9.09%

Race/Ethnicity

African-American/Black	3.03%
Asian	6.06%
Caucasian/White	90.91%
Hispanic/Latino(a)	6.06%
Native Amer/Alaska Native	0.00%
Pacific Islander	6.06%
Multiracial	3.03%
Other	0.00%

Academic Status

Freshman	45.45%
Sophomore	21.21%
Junior	27.27%
Senior	6.06%
Transfer Student	15.15%
International Student	0.00%
Returning/Non-Traditional Student	9.09%

Other 0.00%

EDPS Section

02-MW 11:50-1:10-Liz Gosset	28.13%
03-MWF 9:40-10:30-Will Elder	3.13%
04-MWF 10:45-11:35-Brian Kuhlman	31.25%
06-W 3:05-5:30-Emma Mansour	0.00%
07-TH 12:25-1:45-Beth McCadden	0.00%
09-TH 9:10-10:30-Ryan Henderson	37.50%

When asked to identify the highest level of education completed by their FATHER, respondents reported the following:

None/Did not attend formal schooling	0.00%
Elementary school only	6.25%
Some high school	0.00%
Graduated high school	15.63%
Some college/technical school	31.25%
Graduated from college	31.25%
Graduate school/Professional degree	15.63%
Unsure	0.00%
N/A	0.00%

When asked to identify the highest level of education completed by their MOTHER, respondents reported the following:

None/Did not attend formal schooling	0.00%
Elementary school only	9.38%
Some high school	3.13%
Graduated high school	25.00%
Some college/technical school	31.25%
Graduated from college	15.63%
Graduate school/Professional degree	15.63%
Unsure	0.00%
N/A	0.00%

Respondents reported the total number of credit hours they expected to complete this semester:

3-6 credit hours	15.63%
7-11 credit hours	15.63%
12-15 credit hours	56.25%
16+ credit hours	12.50%

Total number of hours (on average) respondents reported working for pay each week this semester:

0-5 hours	21.88%
6-10 hours	3.13%

11-15 hours	15.63%
16-20 hours	21.88%
21-25 hours	15.63%
26-30 hours	6.25%
31-35 hours	6.25%
36-40 hours	6.25%
>40 hours	3.13%

Respondents reported their expected GPA this semester as follows:

0.0-1.0	3.13%
1.1-1.5	0.00%
1.6-2.0	0.00%
2.1-2.5	12.50%
2.6-3.0	18.75%
3.1-3.5	40.63%
3.6-4.0	25.00%
New student	0.00%

38.71% of respondents reported they have definitely decided on their major and have declared or will declare this semester.

35.48% reported they have a major in mind and are almost sure they will declare.

19.35% reported they have a major in mind, but are not positive yet.

6.45% reported they have not decided on a major.

When asked to indicate any extracurricular activities they participated in this semester, respondents reported as follows:

Athletic Teams	0.00%
Greek System	6.45%
Campus org/clubs	12.90%
ASUU	0.00%
Intramural Sports	9.68%
Service Learning	9.68%
Other	74.19%
Institute activities (1)	
MUSS Gymnastics (1)	
None (15)	
Owning my own business (1)	
Work (2)	

When asked to indicate any non-campus activities they participated in this semester, respondents reported as follows:

Family obligations/Child care	67.74%
Community organizations	22.58%
Church/Religious groups	32.26%
Other	29.03%
Hangin' out (1)	

None (4)
Physical Therapy (1)
Snowboarding (1)
Time with friends (1)
Work at Elementary School (1)

87.09% of respondents rated themselves High/Very High on setting appropriate goals and following through with them.

77.41% of respondents rated themselves High/Very High on identifying & remembering important information in lectures/textbooks.

64.52% of respondents rated themselves High/Very High on managing time effectively.

80.65% of respondents rated themselves High/Very High on feeling comfortable when speaking up/participating in class.

70.97% of respondents rated themselves High/Very High on performing well on tests.

64.52% of respondents rated themselves High/Very High on managing stress effectively.

77.42% of respondents rated themselves High/Very High on identifying legitimate/factual sources of information.

77.42% of respondents rated themselves High/Very High on adapting to different types of teaching styles.

83.87% of respondents rated themselves High/Very High on succeeding in college level coursework.

54.84% of respondents rated themselves High/Very High on feeling connected to the University of Utah.

96.78% of respondents reported that overall, they found this class to be helpful.

96.77% of respondents reported being able to apply the knowledge/skills learned in this class to other courses.

90.32% of respondents reported they would recommend the SCS class to a friend.

74.20% of respondents reported the textbook used for this course was appropriate.

When asked to identify which of the following areas they increased their knowledge/skills as a result of the Strategies for College Success course, the responses were as follows:

Note-taking skills	61.29%
Test taking/test preparation	70.97%
Reading	48.39%
Time mgnt/procrastination	77.42%
Values and goals	70.97%
Health and Wellness	48.39%
Stress Management	67.74%
Identifying campus resources	87.10%
Identifying a career/major	51.61%
Critical Thinking	54.84%
Diversity awareness	61.29%
Developing better study	

habits	87.10%
Accessing info/research using the university library system	83.87%
Other	6.45%
Communication with others (1)	
Memorization (1)	

When asked to identify the most effective aspects of the class, the top answers were:

13.79%	Instructor (Teaching style, connection w/students, etc.)
13.79%	Campus Resources
10.34%	Everything/All
10.34%	Critical Thinking
10.34%	Note-taking
10.34%	Learning general Study Habits

When asked what they would like to see improved/changed about the Strategies for College Success class, the top answers were:

28.57%	Nothing
10.71%	Textbook
7.14%	Longer class time
7.14%	Better clarification/explanation of assignments