

EDPS 2600 Strategies for College Success Post-Survey
Summer 2008

6 Respondents
6 Completed (100%)

Gender of respondents

Female	66.67% (4)
Male	33.33% (2)
Other	0.00%

Age of respondents

16 or younger	0.00%
17	0.00%
18	0.00%
19	50.00% (3)
20	16.67% (1)
21	0.00%
22	0.00%
23	0.00%
24-25	0.00%
26-29	0.00%
30-34	16.67% (1)
35-40	16.67% (1)
41-49	0.00%
50+	0.00%

Race/Ethnicity

African-American/Black	0.00%
Asian	0.00%
Caucasian/White	83.33% (5)
Hispanic/Latino(a)	16.67% (1)
Native Amer/Alaska Native	0.00%
Pacific Islander	0.00%
Multiracial	0.00%
Other	0.00%

Academic Status

Freshman	50.00% (3)
Sophomore	16.67% (1)
Junior	16.67% (1)
Senior	16.67% (1)
Transfer Student	16.67% (1)
International Student	0.00%
Returning/Non-Traditional Student	0.00%
Other	0.00%

EDPS Section

02-MWF 8:30-10:30-Nicki Turnidge 100% (6)

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	0.00%
Some high school	16.67% (1)
Graduated high school	0.00%
Some college/technical school	50.00% (3)
Graduated from college	0.00%
Graduate school/Professional degree	33.33% (2)
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	0.00%
Some high school	0.00%
Graduated high school	50.00% (3)
Some college/technical school	0.00%
Graduated from college	33.33% (2)
Graduate school/Professional degree	16.67% (1)
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	66.67% (4)
7-11 credit hours	33.33% (2)
12-15 credit hours	0.00%
16+ credit hours	0.00%

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

0-5 hours	33.33% (2)
6-10 hours	0.00%
11-15 hours	16.67% (1)
16-20 hours	16.67% (1)
21-25 hours	0.00%
26-30 hours	0.00%
31-35 hours	16.67% (1)
36-40 hours	0.00%
>40 hours	16.67% (1)

Respondents reported their expected GPA this semester as follows:

0.0-1.0	0.00%
1.1-1.5	0.00%
1.6-2.0	0.00%
2.1-2.5	0.00%
2.6-3.0	16.67% (1)
3.1-3.5	16.67% (1)
3.6-4.0	50.00% (3)
New student	16.67% (1)

66.67% (4) of respondents reported they have definitely decided on their major and have declared or will declare this semester.

16.67% (1) reported they have a major in mind and are almost sure they will declare.

16.67% (1) reported they have a major in mind, but are not positive yet.

None 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	16.67% (1)
Campus org/clubs	16.67% (1)
ASUU	0.00%
Intramural Sports	0.00%
Service Learning	16.67% (1)
Other	50.00% (3)
None	(3)

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

Family obligations/Child care	66.67% (4)
Community organizations	16.67% (1)
Church/Religious groups	16.67% (1)
Other	0.00%

50.00% (3) of respondents rated themselves High/Very High on setting appropriate goals and following through with them.

66.67% (4) of respondents rated themselves High/Very High on identifying & remembering important information in lectures/textbooks.

66.67% (4) of respondents rated themselves High/Very High on managing time effectively.

100% (6) of respondents rated themselves High/Very High on feeling comfortable when speaking up/participating in class.

66.67% (4) of respondents rated themselves High/Very High on performing well on tests.

66.67% (4) of respondents rated themselves High/Very High on managing stress effectively.

66.67% (4) of respondents rated themselves High/Very High on identifying legitimate/factual sources of information.
 83.34% (5) of respondents rated themselves High/Very High on adapting to different types of teaching styles.
 50.00% (3) of respondents rated themselves High/Very High on succeeding in college level coursework.
 50.00% (3) of respondents rated themselves High/Very High on feeling connected to the University of Utah.

83.34% (5) of respondents reported that overall, they found this class to be helpful (Strongly Agree + Somewhat Agree).
 83.34% (5) of respondents reported being able to apply the knowledge/skills learned in this class to other courses.
 66.67% (4) of respondents reported they would recommend the SCS class to a friend.
 100% (6) 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	50.00% (3)
Test taking/test preparation	66.67% (4)
Reading	50.00% (3)
Time mgnt/procrastination	50.00% (3)
Values and goals	66.67% (4)
Health and Wellness	0.00%
Stress Management	50.00% (3)
Identifying campus resources	100% (6)
Identifying a career/major	33.33% (2)
Critical Thinking	50.00% (3)
Diversity awareness	50.00% (3)
Developing better study habits	33.33% (2)
Accessing info/research using the university library system	33.33% (2)
Other	0.00%

When asked to identify the most effective aspects of the class, the 4 answers were:

- 16.67% (1) Reading, research, note taking and test taking
- 16.67% (1) The Reading portion of the lecture
- 16.67% (1) The tips they give you for the College Success the reading, note and test-taking
- 16.67% (1) The way that it fit into every learning style instead of just sticking to one way to do things.

When asked what they would like to see improved/changed about the Strategies for College Success class, the 4 answers were:

- 16.67% (1) I think this class was great
- 16.67% (1) More participation accepted
- 16.67% (1) More speakers from around campus
- 16.67% (1) Nothing