College of the Redwoods

EOPS Learning Community Survey Report

Fall 2009

This Report Provided By
The Office of Institutional Research

Table of Contents

Tables

Introduction

The EOPS Learning Community Exit Survey (EOPS Survey) was constructed to measure EOPS students' satisfaction with the EOPS learning community linking Guidance 150—Learning Success and English 350—Reading and Writing Skills.

EOPS Overview

Extended Opportunity Program and Services (EOPS) was established in 1969 as a social reform program of the California Community Colleges. The program's initiating legislation, Senate Bill 164, encouraged the state's community colleges to develop programs and services to meet the unique educational needs of "students handicapped by language, social, and economic disadvantages;" programs and services "over, above, and in addition to" the regular educational programs of the college.

The purpose of these services was to promote the growth and development of students as individuals and their successful participation in college life. The College of the Redwoods EOPS program began in 1969-70, the same year as the CSU system's EOP and the Cal Grant B financial aid program. It originally was an extension of the college's Financial Aid Office and has grown from serving 60-70 students in 1974-75 to over 1000 students today.

The mission of the EOPS Program at College of the Redwoods is:
- To increase the number the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.
- To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.
- To increase the number and percentage of EOPS students who are successfully placed into career employment.
- To increase the number and percentage of EOPS students who transfer to four year institutions following completion of the related educational programs at community colleges.
- To strive to assist community colleges to meet student and employee affirmative action objectives.
- To improve the delivery of programs and services to the disadvantaged.

Survey Administration

The EOPS Survey was administered on the Eureka campus using convenience sampling. Staff distributed surveys to students enrolled in the EOPS Learning Community in two classes during the 2009 fall semester. The 2009 EOPS Survey resulted in 31 responses. Of the 45 students enrolled in the EOPS Learning Community at the semester's end this represents 69% of the population.

Findings

EOPS Learning Community
The majority of respondents (86%) agreed that participating in the EOPS Learning Community helped them prepare for college work (see Table 1). While 10% of respondents indicated neither agreement nor disagreement that participating in the EOPS Learning helped them prepare for college work, only a small percentage (3%) indicated disagreement.

Table 1: Prepare for College Work

Agree	86%	
Neither	10%	
Disagree	3%	

As shown in Table 2, the majority of respondents (94%) agreed that participating in the EOPS Learning Community helped them identify areas of academic or personal support on campus. Three percent of respondents indicated neither agreement nor disagreement that participating in the EOPS Learning Community helped them identify areas of academic or personal support on campus while 3% of respondents expressed disagreement.

Table 2: Identify Areas of Academic or Personal Support on Campus

Agree	94%	
Neither	3%	
Disagree	3%	

The majority of respondents (97%) agreed that participating in the EOPS Learning Community helped them establish relationships with peers, faculty and staff that contribute to improved learning. Three percent of respondents disagreed that participating in the EOPS Learning Community helped them to establish relationships with peers, faculty and staff that contribute to improved learning (see Table 3).

Table 3: Establish Relationships with Peers, Faculty and Staff That Contribute to Improved Learning

Agree	97%	
Neither	0%	
Disagree	3%	

Eighty-four percent of respondents agreed that participating in the EOPS Learning Community helped them to identify learning strategies that meet personal learning needs (see Table 4 on the following page). Thirteen percent of respondents indicated neither agreement nor disagreement that participating in the EOPS Learning Community helped them to identify learning strategies while a small percentage (3%) indicated disagreement.

Table 4: Identify Learning Strategies That Meet Personal Learning Needs

Agree	84%	
Neither	13%	
Disagree	3%	

The majority of respondents (94%) agreed that participating in the EOPS Learning Community helped them to establish personal, career, or academic goals. A small percentage of respondents (3%) disagreed that participating in the EOPS Learning Community helped them to establish personal, career, or academic goals (as shown in Table 5).

Table 5: Establish Personal, Career or Academic Goals

Agree	94%	
Neither	3%	
Disagree	3%	

As shown in Table 6, the majority of respondents (93%) indicated satisfaction with the EOPS Learning Community. Three percent of respondents indicated being neither satisfied or dissatisfied with the EOPS Learning Community while 3% indicated dissatisfaction with the EOPS Learning Community.

Table 6: Satisfaction With the EOPS Learning Community

Satisfied	93%	
Neither	3%	
Dissatisfied	3%	

The highest percentage of respondents (65%) indicated that they would enroll in another learning community (see Table 7). Thirty-two percent of respondents indicated they did not know if they would enroll in another learning community. A small percentage (3%) indicated they would not enroll in another learning community.

Table 7: Would You Enroll in Another Learning Community?

Yes	65%	
Don't know	32%	
No	3%	

EOPS Staff
Eighty-seven percent of respondents agreed that EOPS Staff (counselors, staff, student mentors) helped them to complete the semester (see Table 8 on the following page). Ten percent of respondents neither agreed nor disagreed that EOPS Staff helped them to complete the semester while 3% of respondents disagreed.

Table 8: Complete This Semester

Agree	87%
Neither	10%
Disagree	3%

The majority of respondents (94%) agreed that EOPS Staff helped them to establish career goals (see Table 9). While 7% of respondents neither agreed nor disagreed that EOPS Staff helped them to establish career goals, no respondents indicated disagreement.

Table 9: Establish Career Goals

Agree	94%
Neither	7%
Disagree	0%

Eighty-seven percent of respondents agreed that EOPS Staff helped them to understand the academic planning process. Thirteen percent of respondents neither agreed nor disagreed that EOPS Staff helped them to understand the academic planning process. No respondents expressed disagreement that EOPS Staff helped them to understand the academic planning process.

Table 10: Understand the Academic Planning Process

Agree	87%
Neither	13%
Disagree	0%

The majority of respondents (94%) agreed that EOPS Staff helped them to register for next semester's classes. Three percent of respondents neither agreed nor disagreed that EOPS Staff helped them to register for next semester's classes while 3% indicated disagreement.

Table 11: Register for Next Semester's Classes

Agree	94%
Neither	3%
Disagree	3%

Over three quarters of respondents (81%) agreed that EOPS Staff increased their sense of belonging to the campus community. While 13% of respondents neither agreed nor disagreed that EOPS Staff increased their sense of belonging to the campus community, six percent indicated disagreement (as shown in Table 12 on the following page).

Table 12: Increase Your Sense of Belonging to the Campus Community

Agree	81%	
Neither	13%	
Disagree	6%	

Guidance 150

As is displayed in Table 13, the highest percent of respondents (65%) agreed that the Guidance 150 course helped them to develop study skills while 10% disagree that the Guidance 150 course helped them to develop study skills. Over a quarter of respondents (26%) neither agreed nor disagreed that the Guidance 150 course helped them to develop study skills.

Table 13: Develop Study Skills

Agree	65%	
Neither	26%	
Disagree	10%	

Nearly three quarters of respondents (74%) agreed that the Guidance 150 course helped them manage their time (see Table 14). While 13% of respondents neither agreed nor disagreed that the Guidance 150 course helped them manage their time, thirteen percent disagreed that the Guidance 150 course helped them manage their time.

Table 14: Manage Time

Agree	74%	
Neither	13%	
Disagree	13%	

A little less than half of respondents (48%) agreed that the Guidance 150 course has helped them to improve reading skills. Thirty-two percent of respondents neither agreed nor disagreed that the Guidance 150 course helped them to improve reading skills while 20% of respondents indicated disagreement that the course helped them to improve reading skills as shown in Table 15.

Table 15: Improve Reading Skills

Agree	48%	
Neither	32%	
Disagree	20%	

Over half of respondents (59%) agreed that the Guidance 150 course helped them to improve writing skills. Over a quarter of respondents (26%) neither agreed nor disagreed that the Guidance 150 course helped them to improve writing skills. As shown in Table 16 on the following page, seventeen percent

of respondents disagreed that the Guidance 150 course helped them to improve writing skills.

Table 16: *Improve Writing Skills*

Agree	59%	
Neither	26%	
Disagree	17%	

The highest percentage of respondents (68%) agreed that the Guidance 150 course helped them to use test taking strategies while 10% percent of respondents disagreed that the Guidance 150 course helped them to use test taking strategies. Twenty-three percent of respondents neither agreed nor disagreed that the Guidance 150 course helped them to use test taking strategies as shown in Table 17.

Table 17: *Use Test Taking Strategies*

Agree	68%	
Neither	23%	
Disagree	10%	

Nearly three quarters of respondents (71%) agreed that the Guidance 150 course helped them to establish educational goals (see Table 18). Thirteen percent of respondents neither agreed nor disagreed that the Guidance 150 course helped them to establish educational goals while 13% disagreed that the course helped them to establish educational goals.

Table 18: *Establish Educational Goals*

Agree	71%	
Neither	13%	
Disagree	13%	

Over half of respondents agreed that the Guidance 150 course helped them to improve note taking strategies as shown in Table 19. The next largest percent (42%) neither agreed nor disagreed that the Guidance 150 course helped them to improve note taking strategies. Seven percent of respondents disagreed that the Guidance 150 course helped them to improve note taking strategies.

Table 19: *Improve Note Taking Strategies*

Agree	52%	
Neither	42%	
Disagree	7%	

Over half of respondents (55%) agreed that the Guidance 150 course helped them adjust to the academic demands of college while 20% disagreed that the course helped them adjust to the academic demands of college. Twenty-six

percent of respondents neither agreed nor disagreed that the Guidance 150 course helped them adjust to the academic demands of college as shown in Table 20.

Table 20: Adjust to the Academic Demands of College

Agree	55%	
Neither	26%	
Disagree	20%	

Three quarters of respondents agreed that the Guidance 150 course helped them address stress management (see Table 21). While 13% of respondents neither agreed nor disagreed that the Guidance 150 course helped them address stress management, thirteen percent of respondents disagreed.

Table 21: Address Stress Management

Agree	75%	
Neither	13%	
Disagree	13%	

The majority of respondents (74%) agreed that the Guidance 150 course helped them improve their confidence level while 17% of respondents disagreed that the course helped them improve their confidence level (as shown in Table 22). Ten percent of respondents neither agreed nor disagreed that the Guidance 150 course helped them to improve their confidence level.

Table 22: Improve Confidence Level

Agree	74%	
Neither	10%	
Disagree	17%	

The highest percent of respondents (70%) agreed that the Guidance 150 course helped them to prepare for the emotional demands of college (see Table 23). While 13% of respondents neither agreed nor disagreed that the Guidance 150 course helped them to prepare for the emotional demands of college, seventeen percent of respondents disagreed that the course helped prepare them for the emotional demands of college.

Table 23: Prepare for the Emotional Demands of College

Agree	70%	
Neither	13%	
Disagree	17%	

English 350

The majority of respondents (90%) agreed that the English 350 course helped them to improve reading skills. While a small percentage of respondents (3%) neither agreed nor disagreed that the English 350 course helped them to improve reading skills, seven percent of respondents disagreed that the course helped them to improve reading skills (as shown in Table 24).

Table 24: Improve Reading Skills

Agree	90%	
Neither	3%	
Disagree	7%	

The majority of respondents (96%) agreed that the English 350 course helped them to recognize that reading is a process that requires many steps while only 3% disagreed (see Table 25).

Table 25: Recognize That Reading is a Process That Requires Many Steps

Agree	96%	
Neither	0%	
Disagree	3%	

Ninety-four percent of respondents agreed that the English 350 course helped them to improve their writing skills. Seven percent of respondents disagreed that the English 350 course helped them to improve their writing skills (see Table 26).

Table 26: Improve Writing Skills

Agree	94%	
Neither	0%	
Disagree	7%	

As is shown in Table 27, the majority of respondents (94%) agreed that the English 350 course helped them understand that writing is a process that involves many steps. Three percent of respondents neither agreed nor disagreed that the English 350 course helped them understand that writing is a process that involves many steps while 3% of respondents disagreed that the course helped them to understand that writing is a process that involves many steps.

Table 27: Understand That Writing is a Process That Involves Many Steps

Agree	94%	
Neither	3%	
Disagree	3%	

The largest percent of respondents (84%) agreed that the English 350 course helped them to utilize the academic support of the Writing Center as shown in Table 28. Ten percent of respondents neither agreed nor disagreed that the English 350 course helped them to utilize the academic support of the Writing Center. Seven percent of respondents disagreed that the English 350 course helped them to utilize the academic support of the Writing Center.

Table 28: Utilize the Academic Support of the Writing Center

Agree	84%	
Neither	10%	
Disagree	7%	

The majority of respondents (90%) agreed that the English 350 course helped to improve their confidence level while 10% of respondents disagreed that the course helped to improve their confidence level (as shown in Table 29).

Table 29: Improve Confidence Level

Agree	90%	
Neither	0%	
Disagree	10%	

Eighty-seven percent of respondents agreed that the English 350 course helped them to adjust to the academic demands of college (see table 30). While a small percentage of respondents (3%) neither agreed nor disagreed that the English 350 course helped them to adjust to the academic demands of college, ten percent of respondents disagreed.

Table 30: Adjust to the Academic Demands of College

Agree	87%	
Neither	3%	
Disagree	10%	

Demographics

As is shown in Table 31, the higher percent of respondents (70%) were female. Over a quarter of respondents (30%) were male.

Table 31: Gender

Male	30%	
Female	70%	

Over half of respondents (57%) were 18-25 years of age followed by 30% of respondents who were 26-35 years of age and 13% were 36-50 years of age (as displayed in Table 32 on the following page).

Table 32: Age Group

18-25 years	57%	
26-35 years	30%	
36-50 years	13%	

Over half of the respondents (53%) indicated they were the first person in their immediate family to attend college (see Table 33). Forty-three percent of respondents indicated they were not the first person in their immediate family to attend college while a small percentage (3%) did not know if they were the first person in their immediate family to attend college.

Table 33: First Person in Immediate Family to Attend College

Yes	53%	
No	43%	
Don't Know	3%	

Qualitative Comments

1. What does it mean for you to be "successful" in college?
- To get grades and follow my degree by a job that pays well.
- Pass my classes and reach my goal.
- It means that I need to get good grades and try to be on my own.
- To get good grades and get through it as quickly as possible.
- Being successful in college is achieving high grades, passing tests and being comfortable with my professors.
- To get good grades and retain necessary knowledge to transfer to HSU.
- To get all good grades and to graduate.
- Passing all my classes, getting good grades and graduating.
- To get a degree or a certificate to work with children. Come to class to get good grades.
- To get a degree.
- To get all my units done and get a degree.
- To get my degree in accounting to be able to get a job to take care of my child.
- To be able to succeed and get my degree in LVN.
- To finish for my degree plus transfer.
- To get a degree.
- It means a lot. I feel great that I was successful this semester.
- Being able to reach my educational goals.
- I pass.
- Being able to attend college's first semester without dropping or failing the classes.
- To achieve the goal I have set for myself to pass my classes.
- To obtain knowledge from courses taken and receive a passing grade, preferably an A.
- To know what I have learned. To become a dental assistant.
- It means I will have a better future.
- Become what I want in the end.
- To be the best I can be, for myself and family.
- Have a plan, be organized, ask for help if you need it, attend every day.
- Means a better life for my family.
- Being successful is everything to me. The thought of being able to support myself in life contributes to my desire.
- It means for me to succeed and move on.

4. If you would enroll in another learning community, which subject areas would you like to see together?
- English and Math
- English and Math
- English and Math

- English and Math
- English and Math
- English and History
- English and History
- English and Psychology
- English and Philosophy
- English and Computers
- English
- English
- English
- English
- History and Math
- Math and Science
- Math and ?
- Art and Science
- History

7a. What about GS 150 course content have you found most helpful?
- Learning better ways to study and manage time.
- Studying.
- Study skills, preparing.
- Study skills.
- Study habits. Presentations to get over fear.
- Time management chapter.
- Time management. Stress management.
- Managing time.
- Time management.
- Time management skills.
- Test taking.
- The test-taking skills and oral presentations.
- Test taking and stress management and presentation strategies.
- The teacher and the way she teaches.
- Learning community. I liked Mrs. Hinman.
- Teacher.
- Going through school scavenger hunt.
- The lectures.
- Learning styles, active/passive learning, career planning.
- Using the skills I have learned.
- The presentation and debate we have in class.
- College life.
- Class was all common sense but I guess it was good to have such a simple class to begin my college career.
- This course was good for me because it helped me brush up on certain skills since I haven't been to school in 12 years.

- Everything.
- Unsure.
- Nothing.

7b. What about GS 150 course content have you found least helpful?
- Writing assignment.
- Papers.
- Reading.
- The book
- The tests—they were pretty much common sense.
- Everything besides test taking.
- Oral presentation.
- Time management.
- Campus tour.
- What the class discusses.
- Learning about stuff that doesn't apply to me…learning disabilities.
- I loved the students and wanted to spend more time with them.
- That sometimes we got off topic talking about other people's problems.
- I feel like this class didn't help me much. We just read out of a book and the teacher seemed like she didn't help us out or care.
- It's pretty basic stuff. I could have survived if I hadn't taken it.
- All of it really.
- Everything; I didn't learn anything from this teacher!
- Not sure.
- Unsure.
- I don't know.
- N/A.
- None.

9a. What about the English 350 course content have you found most helpful?
- Writing center. Tests every week.
- Learning to write better. Writing Center.
- Better writing skills, better reading skills, and better understanding of what I'm reading.
- Most of it except the writing center.
- Writing.
- Writing essays.
- Writing essays.
- Writing.
- Writing center.
- I think English 350 was essential because I've been out of school so long and needed help with many aspects of English reading and writing skills.
- Vocabulary and tense shift.

- Writing papers and reading skills.
- Writing strategies, vocab.
- Writing papers.
- Reading skills.
- The teacher was most helpful. She helped us when we need help. The writing center was a great resource as well.
- The teacher. ☺
- Learning community. I liked Mrs. Hinman.
- Having the professor help with anything that I needed and believing that I could do it.
- Help from teacher and writing center.
- Mrs. Kessler is good at understanding disabilities. She let's us re-do papers.
- Everything I was taught in Kessler.
- Going through the course.
- How it makes you think.
- Everything has been very helpful.
- Everything has been very helpful to learn and use in the future and the teacher is great.
- Anything.
- Nothing.

9b. What about the English 350 course content have you found least helpful?
- Writing center I think is pointless.
- Essays.
- Reading strategies.
- The teacher, material and way she covered it.
- Prompts.
- I loved the students and wanted to become more help to them and friends and liked the class.
- Everything.
- Unsure.
- Nothing. Talking so much.
- Nothing really.
- Nothing, I'm very glad I took the class.
- Nothing.
- Nothing.
- Nothing, all is great.
- None.
- None. Kessler is an A+. She trains well and should get a raise.
- N/A.
- N/A.
- N/A.

- N/A.

Additional Comments
- Thank you EOPS for your support and guidance. It really helped me a lot. Thank you.
- Love EOPS Program.
- EOPS is always there for me and I appreciate it a lot.
- I just love you all.
- You helped me complete a semester. I've dropped from college five times. I love the EOPS counselors. Miss Hinman—you're awesome. EOPS has helped me tremendously.
- Mrs. Houston [Hinman] is an awesome teacher that helps students get engaged.
- You need to keep the teachers because they care about the students.
- I'm glad I got EOPS to help get me through it. I wish there were more teachers like Miss Houton [Hinman]. She is the best out there.
- Mrs. Kessler is A+. Sheila A+. Lisa A+.
- I encourage the learning community to take up all classes at college and transferable classes and even university.
- It was the greatest experience and I would do it over again if I got the chance.
- Eng 350 sucked for me.
- GS 150 has really been nothing but a waste of time for me. It might be better to have a way better teacher.
- Thinking, thinking…not now.

Frequencies

2. To what extent would you agree or disagree that participating in the EOPS Learning Community has helped you:

a. Prepare for college work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Agree	16	51.6	51.6	54.8
	Neither agree nor disagree	3	9.7	9.7	64.5
	Somewhat agree	10	32.3	32.3	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

b. Identify areas of academic or personal support on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	64.5	64.5	64.5
	Neither agree nor disagree	1	3.2	3.2	67.7
	Somewhat agree	9	29.0	29.0	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

c. Establish relationships with peers, faculty and staff that contribute to improved learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	80.6	80.6	80.6
	Somewhat agree	5	16.1	16.1	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

d. Identify learning strategies that meet personal learning needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	48.4	48.4	48.4
	Neither agree nor disagree	4	12.9	12.9	61.3
	Somewhat agree	11	35.5	35.5	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

e. Establish personal, career, or academic goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	64.5	64.5	64.5
	Neither agree nor disagree	1	3.2	3.2	67.7
	Somewhat agree	9	29.0	29.0	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

3. To what extent would you rate your satisfaction level with the EOPS Learning Community?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	1	3.2	3.2	3.2
	Neither	1	3.2	3.2	6.5
	Satisfied	10	32.3	32.3	38.7
	Very satisfied	19	61.3	61.3	100.0
	Total	31	100.0	100.0	

4. Would you enroll in another learning community?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't Know	10	32.3	32.3	32.3
	No	1	3.2	3.2	35.5
	Yes	20	64.5	64.5	100.0
	Total	31	100.0	100.0	

5. To what extent would you agree or disagree that EOPS Staff (counselors, staff, student mentors) have helped you:

a. Complete this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	71.0	71.0	71.0
	Neither agree nor disagree	3	9.7	9.7	80.6
	Somewhat agree	5	16.1	16.1	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

b. Establish career goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	67.7	67.7	67.7
	Neither agree nor disagree	2	6.5	6.5	74.2
	Somewhat agree	8	25.8	25.8	100.0
	Total	31	100.0	100.0	

c. Understand the academic planning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Agree	20	64.5	64.5	67.7
	Neither agree nor disagree	4	12.9	12.9	80.6
	Somewhat agree	6	19.4	19.4	100.0
	Total	31	100.0	100.0	

d. Register for next semester's classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	83.9	83.9	83.9
	Neither agree nor disagree	1	3.2	3.2	87.1
	Somewhat agree	3	9.7	9.7	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

e. Increase your sense of belonging to the campus community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	54.8	54.8	54.8
	Disagree	1	3.2	3.2	58.1
	Neither agree nor disagree	4	12.9	12.9	71.0
	Somewhat agree	8	25.8	25.8	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

6. To what extent would you agree or disagree that GS 150 has helped you:

a. Develop study skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	22.6	22.6	22.6
	Disagree	2	6.5	6.5	29.0
	Neither agree nor disagree	8	25.8	25.8	54.8
	Somewhat agree	13	41.9	41.9	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

b. Manage time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	25.8	25.8	25.8
	Disagree	3	9.7	9.7	35.5
	Neither agree nor disagree	4	12.9	12.9	48.4
	Somewhat agree	15	48.4	48.4	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

c. Improve reading skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	19.4	19.4	19.4
	Disagree	3	9.7	9.7	29.0
	Neither agree nor disagree	10	32.3	32.3	61.3
	Somewhat agree	9	29.0	29.0	90.3
	Somewhat disagree	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

d. Improve writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	22.6	22.6	22.6
	Disagree	3	9.7	9.7	32.3
	Neither agree nor disagree	8	25.8	25.8	58.1
	Somewhat agree	11	35.5	35.5	93.5
	Somewhat disagree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

e. Use test taking strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	25.8	25.8	25.8
	Disagree	3	9.7	9.7	35.5
	Neither agree nor disagree	7	22.6	22.6	58.1
	Somewhat agree	13	41.9	41.9	100.0
	Total	31	100.0	100.0	

f. Establish educational goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Agree	10	32.3	32.3	35.5
	Disagree	3	9.7	9.7	45.2
	Neither agree nor disagree	4	12.9	12.9	58.1
	Somewhat agree	12	38.7	38.7	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

g. Improve note-taking strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	16.1	16.1	16.1
	Disagree	2	6.5	6.5	22.6
	Neither agree nor disagree	13	41.9	41.9	64.5
	Somewhat agree	11	35.5	35.5	100.0
	Total	31	100.0	100.0	

h. Adjust to the academic demands of college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	22.6	22.6	22.6
	Disagree	4	12.9	12.9	35.5
	Neither agree nor disagree	8	25.8	25.8	61.3
	Somewhat agree	10	32.3	32.3	93.5
	Somewhat disagree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

i. Address stress management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	35.5	35.5	35.5
	Disagree	3	9.7	9.7	45.2
	Neither agree nor disagree	4	12.9	12.9	58.1
	Somewhat agree	12	38.7	38.7	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

j. Improve confidence level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Agree	11	35.5	35.5	38.7
	Disagree	3	9.7	9.7	48.4
	Neither agree nor disagree	3	9.7	9.7	58.1
	Somewhat agree	11	35.5	35.5	93.5
	Somewhat disagree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

k. Prepare for the emotional demands of college

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
Agree	8	25.8	25.8	29.0
Disagree	3	9.7	9.7	38.7
Neither agree nor disagree	4	12.9	12.9	51.6
Somewhat agree	13	41.9	41.9	93.5
Somewhat disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

8. To what extent would you agree or disagree that English 350 has helped you:

a. Improve reading skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	23	74.2	74.2	74.2
Disagree	2	6.5	6.5	80.6
Neither agree nor disagree	1	3.2	3.2	83.9
Somewhat agree	5	16.1	16.1	100.0
Total	31	100.0	100.0	

b. Recognize that reading is a process that involves many steps

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	24	77.4	77.4	77.4
Disagree	1	3.2	3.2	80.6
Somewhat agree	6	19.4	19.4	100.0
Total	31	100.0	100.0	

c. Improve writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	80.6	80.6	80.6
	Disagree	2	6.5	6.5	87.1
	Somewhat agree	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

d. Understand that writing is a process that involves many steps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	83.9	83.9	83.9
	Disagree	1	3.2	3.2	87.1
	Neither agree nor disagree	1	3.2	3.2	90.3
	Somewhat agree	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

e. Utilize the academic support of the Writing Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	74.2	74.2	74.2
	Disagree	2	6.5	6.5	80.6
	Neither agree nor disagree	3	9.7	9.7	90.3
	Somewhat agree	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

f. Improve confidence level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	71.0	71.0	71.0
	Disagree	1	3.2	3.2	74.2
	Somewhat agree	6	19.4	19.4	93.5
	Somewhat disagree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

g. Adjust to the academic demands of college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	67.7	67.7	67.7
	Disagree	2	6.5	6.5	74.2
	Neither agree nor disagree	1	3.2	3.2	77.4
	Somewhat agree	6	19.4	19.4	96.8
	Somewhat disagree	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

10. Gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Female	21	67.7	67.7	71.0
	Male	9	29.0	29.0	100.0
	Total	31	100.0	100.0	

11. Age group:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	18-25 years	17	54.8	54.8	58.1
	26-35 years	9	29.0	29.0	87.1
	36-50 years	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

12. Are you the first person in your immediate family (parents, brothers or sisters) to attend college?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.2	3.2	3.2
	Don't Know	1	3.2	3.2	6.5
	No	13	41.9	41.9	48.4
	Yes	16	51.6	51.6	100.0
	Total	31	100.0	100.0	