

EDPS 2600 Strategies for College Success Post-Survey
Spring 07

41 Respondents

39 Completed

Gender of respondents

Female	43.90%
Male	56.10%

Age of respondents

2.44%	17 and younger
4.88%	18
34.15%	19
9.76%	20
17.07%	21
4.88%	22
2.44%	23
4.88%	24-25
7.32%	26-29
4.88%	30-34
0.00%	35-40
2.44%	41-49
4.88%	50+

Race/Ethnicity

African-American/Black	0.00%
Asian/Asian-American	0.00%
Caucasian/White	85.37%
Hispanic/Latino(a)	9.76%
Native Amer/Alaska Native	0.00%
Pacific Islander	0.00%
Multiracial	0.00%
Other	4.88%

Academic Status

Freshman	46.34%
Sophomore	26.83%
Junior	17.07%
Senior	2.44%
Already hold Bachelor's degree	4.88%
Concurrent HS enrollment	0.00%
Transfer Student	0.00%
International Student	0.00%
Returning/Non-Traditional Student	12.20%

Continuing Education Student 0.00%

EDPS Section

001	32.50%
003	7.50%
004	20.00%
005	22.50%
008	2.50%
009	12.50%
010	0.00%
011	2.50%
012	0.00%
013	0.00%
014	0.00%
015	0.00%

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

3-6 credit hours	10.00%
7-11 credit hours	17.50%
12-15 credit hours	65.00%
16+ credit hours	7.50%

Total number of hours respondents reported working for pay each week this semester:

0 hours	15.00%
1-5 hours	7.50%
6-10 hours	10.00%
11-15 hours	10.00%
16-20 hours	17.50%
21-25 hours	2.50%
26-30 hours	20.00%
31-35 hours	7.50%
36-40 hours	5.00%
>40 hours	5.00%

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	2.50%
2.1-2.5	12.50%
2.6-3.0	20.00%
3.1-3.5	45.00%
3.6-4.0	20.00%
New student	0.00%

35.00% of respondents reported they have definitely decided on their major and have declared or will declare this semester.

25.00% reported they have a major in mind and are almost sure they will declare.
20.00% reported they have a major in mind, but are not positive yet.
20.00% 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	5.00%
Greek System	10.00%
Campus org/clubs	5.00%
ASUU	0.00%
Intramural Sports	2.50%
Service Learning	5.00%
LEAP	7.50%
CESA	0.00%
Honors	0.00%
EOP	0.00%
TIG	0.00%
Other	2.50%
None of the above	70.00%

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

Family obligations/Child care	47.50%
Community organizations	27.50%
Church/Religious groups	35.00%
Other	15.00%
None of the above	27.50%

79.48% of respondents reported being better able to identify their core values and how they relate to their goals as a result of SCS.

76.93% of respondents reported being more confident in their ability to set appropriate goals for themselves and follow through with them as a result of SCS.

66.67% of respondents reported being more confident in their ability to manage their time effectively as a result of SCS.

71.79% of respondents reported being more confident in their overall academic ability as a result of SCS.

71.79% of respondents reported their study skill/habits were adequate for college level coursework as a result of SCS.

69.23% of respondents reported they are better to pick out & remember key concepts in lectures as a result of SCS.

76.92% of respondents reported they are better able to pick out & remember key concepts in textbooks as a result of SCS.

76.92% of respondents reported being better able to identify quality research/legitimate sources of information as a result of SCS.

58.98% of respondents reported they are more comfortable speaking up in class as a result of SCS.

64.10% of respondents reported being more confident in their ability to do well on essay tests as a result of SCS.

61.54% of respondents reported being more confident in their ability to do well on multiple choice tests as a result of SCS.

66.67% of respondents reported their academic performance is more consistent with their ability as a result of SCS.

71.79% of respondents reported they have gotten to know more students at the U as a result of SCS.

69.23% of respondents reported they place more value other students' opinions/comments as a result of SCS.

79.49% of respondents reported being more open to points of view that are different from their own as a result of SCS.

66.67% of respondents reported being better able to manage stress effectively as a result of SCS.

84.62% of respondents reported being better able to identify their preferred learning styles as a result of SCS.

64.10% of respondents reported feeling more connected to the University of Utah as a result of SCS.

74.36% of respondents reported being better able to identify different/opposing point of view in most subjects as a result of SCS.

74.36% of respondents reported being better able to sort facts from opinions as a result of SCS.

76.92% of respondents reported being better able to adapt to different types of teaching styles as a result of SCS.

71.79% of respondents reported feeling more comfortable approaching their instructors with a problem/question as a result of SCS.

76.92% of respondents reported that overall, they found this class to be helpful.

87.18% of respondents reported being able to apply the knowledge/skills learned in this class to other courses.

76.92% of respondents reported they would recommend the SCS class to a friend.

46.15% 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	61.54%
Test taking/test preparation	66.67%
Reading	56.41%
Time mgnt/procrastination	64.10%
Values and goals	69.23%
Health and Wellness	43.59%
Stress Management	53.85%
Identifying campus resources	69.23%

Identifying a career/major	33.33%
Critical Thinking	56.41%
Diversity awareness	58.97%
Developing better study habits	66.67%
Accessing info/research using the university library system	64.10%
Other	0.00%
None of the above	5.13%