Developmental Achievement & Student Satisfaction Reports
Spring 2020

Author: Joseph F. van Gaalen, Ph.D., Asst. VP, IR, Assessment & Effectiveness

Florida SouthWestern State College's assessment measures for the Developmental Accountability plan include a collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement.   Additionally, FSW tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the Developmental Accountability plan to determine efficacy of developmental options and to inform course and program improvement. What follows is the assembly of achievement and student satisfaction reports for each of the developmental courses (ENC 0022, ENC 1130, REA 0019, and MAT 0057). Note that due to the Covid-19 pandemic, a number of standard assessments were not reported due to the emergency transition of course types during the assessment cycle.

- ❖ Section 1: ENC 0022 & 1130 Common Course Assessment Report (includes ENC 1101 & 1102)
- ❖ Section 2: MAT 0057 Survey Results Report
- ❖ Section 3: REA 0019 Final Exam Assessment Report
- ❖ Section 4: REA 0019 Survey Results Report

Section 1

English Assessment Report
Spring 2020
Author: Joseph F. van Gaalen, Ph.D., Asst. VP, IR, Assessment & Effectiveness

1   INTRODUCTION

Fall 2019 marked the beginning of a new assessment plan for the English Department of Florida SouthWestern State College (FSW). Four courses will be covered in this assessment plan which marks a transition between ENC 0022 *Writing for College Success* in support of ENC 1101 *Composition I*, to ENC 1130 *Improving College Writing* supporting ENC 1101. The courses are ENC 0022, ENC 1130, ENC 1101, and ENC 1102 (as an indirect measured assessment). Fall 2019 and Spring 2020 will serve as a pilot for the assessment plan. Fall 2019 is also the pilot for the course itself (ENC 1130) not just the assessment plan. For spring 2020, the assessment plan will include ENC 0022 until it is completely phased out and replaced by ENC 1130.

The standard assessment plan highlighted above is designed to evaluate each course and inform faculty on Student Learning Objectives (SLOs) for future assessment plans. Additionally, the plan provides information on achievement levels of concurrent dual enrollment artifacts compared with traditional, as well as online artifacts compared with traditional artifacts.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Asst. VP, IR, Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2   ENC 0022

2.1   LEARNING OBJECTIVES & DESCRIPTIVE STATISTICS
Using common rubric criterion as an assessment method, the FSW English faculty defined multiple areas of interest for evaluation based on core outcomes for the course. Those outcomes include:

➢ Plan and write paragraphs and essays reflecting styles and tones appropriate for their audience and use adequate support, coherence, and unity that demonstrate understanding of content for expository and persuasive purposes.
➢ Establish a substantive claim, link claims to relevant evidence, and acknowledge competing arguments, gather information needed, and accurately incorporate source material into their own writing to avoid plagiarism.
➢ Identify and correctly use proper conventions for sentence grammar and avoid illogical shifts in pronouns and verbs in their own writing and on tests.
➢ Identify and use proper conventions for spelling, capitalization, and punctuation in their own writing and on tests.
➢ Identify and correctly use the conventions of a variety of sentence structures and will be able to avoid sentence fragments, comma splices, and fused sentences in their own writing and on tests.

> ➢ Identify and write effective topic sentences and thesis statements that address task and audience and use logical structure, support, and transitional devices for expository and persuasive purposes.

In the Spring 2020 term, data collection for all ground and concurrent dual enrollment formats was suspended as a result of the emergency transition into a remote learning environment in an effort to ease stresses on instructors. This meant that only online data would be available for assessment. As the course is not in online format, no data was collected from the standard assessment utilizing rubric data.

3   ENC 1101 & ENC 1130

During the 2017-2018 academic year, the English Department formed a committee to design a more efficient pathway for developmental students int o ENC 1101 to ensure that students have the necessary writing skills for college success. Subsequently, in AY 2018-2019, that committee met and developed the ENC1130 *Improving College Writing* course. This course serves as an alternative to our current pre-college writing model. This course is supplemental to ENC 1101 for students who need additional preparation. For AY 2019-2020, the department is piloting ENC 1130 and creating a baseline with three common assessments.

In the Spring 2020 term, data collection for all ground and concurrent dual enrollment formats was suspended as a result of the emergency transition into a remote learning environment in an effort to ease stresses on instructors. This meant that only online data would be available for assessment. As the pilot courses were not in online format initially, no data was available for analysis for the continuation of the pilot assessment this term.

4   ENC 1102

Beginning with the Spring 2019 term, the English Department developed an exit survey to study student perspectives upon completion of the ENC 1102 course. The questions posed in the survey are listed below and results of the survey are shown in Figure 3. Each survey response includes options of "Strongly Agree," "Agree," "Neither agree nor disagree," "Disagree," and "Strongly disagree."

- ❖ Q1 - I think my ENC 1101 class (Composition I) prepared me well for ENC 1102.
- ❖ Q2 - I feel prepared to apply my knowledge of writing and research to other academic and non-academic situations in the future.
- ❖ Q3 - What I learned in ENC 1101 and 1102 will help me to write successfully in my major and in my profession.
- ❖ Q4 - I am comfortable conducting and documenting primary and secondary research.
- ❖ Q5 - After taking ENC 1101 and 1102, I am more comfortable with reading, writing, and researching in the media of the 21st century (digital, web-based, etc.).
- ❖ Q6 - I think the feedback I received on my written assignments was comprehensive and constructive. In other words, the feedback enabled me to take my writing skills to the next level.
- ❖ Q7 - I am comfortable reading and writing about, as well as discussing in class, complex and difficult issues, even if I disagree strongly with others.

❖ Q8 - I can encounter a view by someone with whom I disagree, but still take seriously and try to understand their perspective.
❖ Q9 - I understand how I can apply skills in argumentation and rhetoric to my other academic courses, in the workplace, and in my personal life.
❖ Q10 - I feel comfortable defining my position (argument/perspective) and supporting it in writing.
❖ Q11 - I understand how research, writing, and argumentation are necessary for problem-solving in college, the workplace, and the world.
❖ Q12 - Diversity of values and empathy with others are important for my success as a reader, writer, and researcher.
❖ Q13 - I am comfortable acknowledging different approaches or theories, and even changing my own mind when learning new information.
❖ Q14 - ENC 1101 and 1102 have expanded what I listen to, watch, and/or read by exposing me to new ideas and texts.
❖ Q15 - I am comfortable evaluating and sorting through information, including deciding if something or someone is credible or not.

A total of 358 responses were recorded for the Spring 2020 survey. All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher (Figure 1). Question 11 exhibits the highest positive response rate at 98%. Question 14, "ENC 1101 and 1102 have expanded what I listen to, watch, and/or read by exposing me to new ideas and texts.", exhibits the lowest positive response rate at 74%.

In a review of response over time, all but one question exhibits increases from spring 2019 to spring 2020 (Figure 2). The only question which exhibits a decline is question 14. Here, the Spring 2019 survey recorded an 81% positive response and the Spring 2020 survey recorded a 74% positive response.
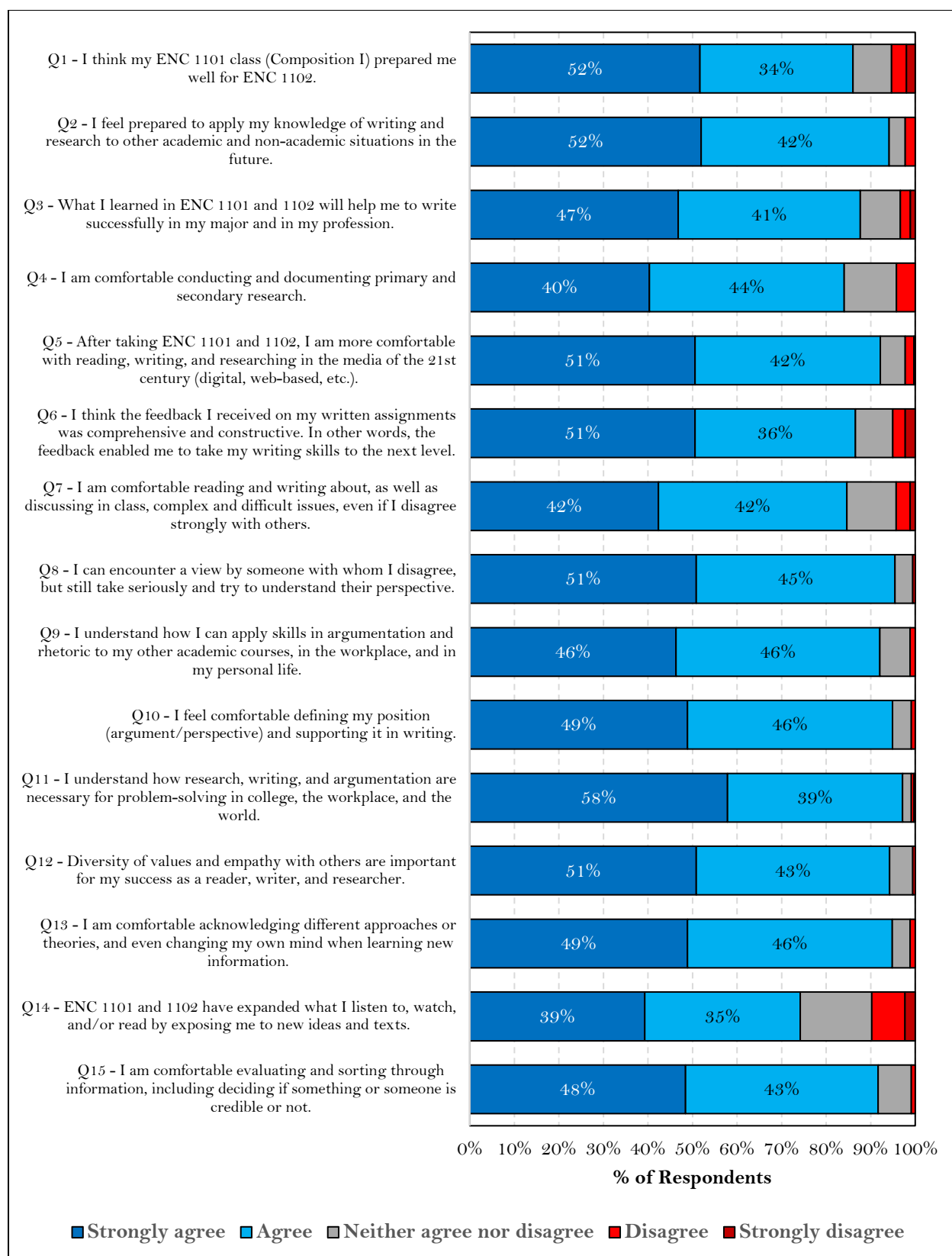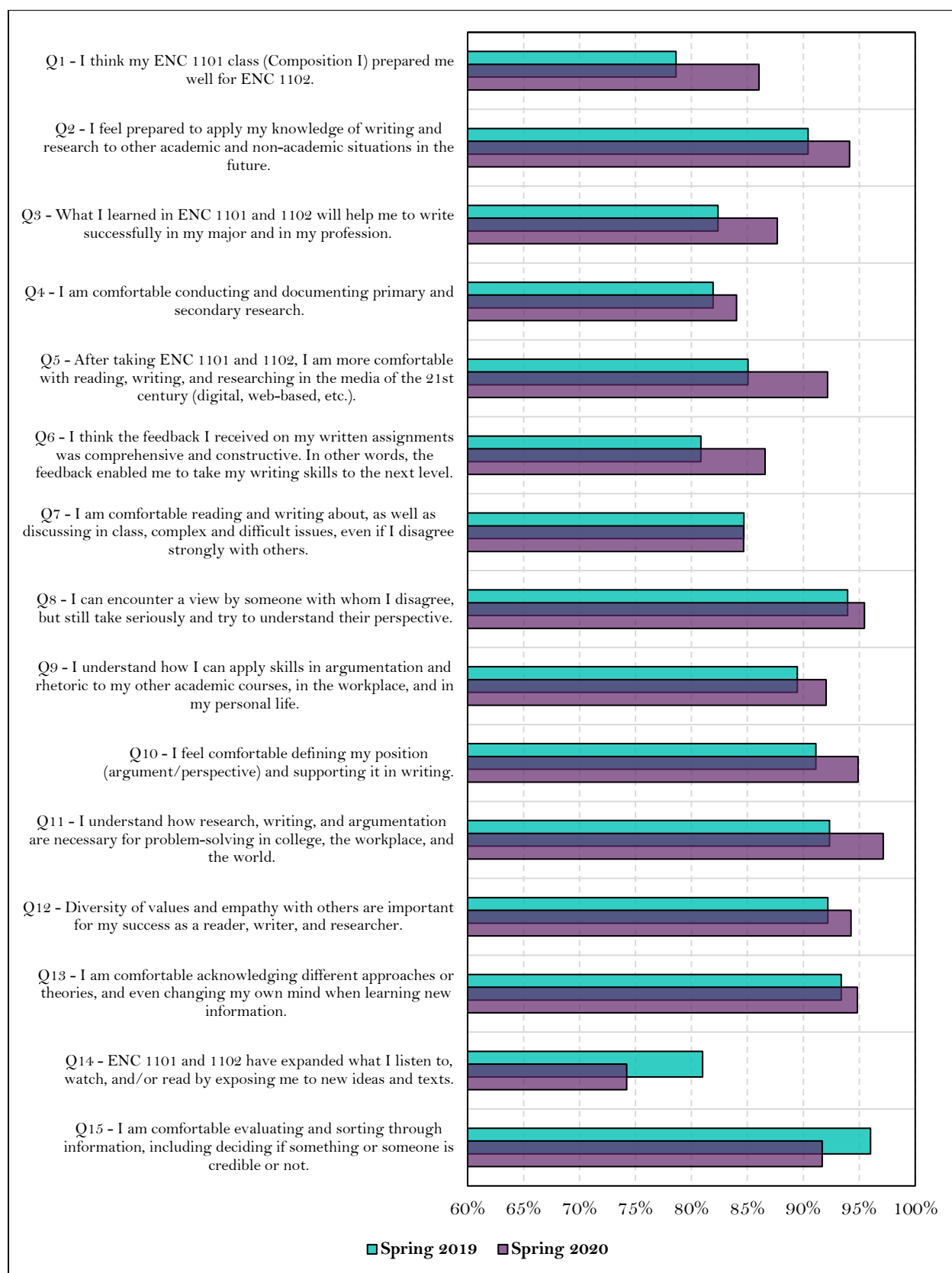
Figure 1. Results of ENC 1102 Exit Survey.

The chart shows responses to Q1–Q15 on a scale of Strongly agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree (% of Respondents).

Q1 - I think my ENC 1101 class (Composition I) prepared me well for ENC 1102. — Strongly agree 52%, Agree 34%

Q2 - I feel prepared to apply my knowledge of writing and research to other academic and non-academic situations in the future. — Strongly agree 52%, Agree 42%

Q3 - What I learned in ENC 1101 and 1102 will help me to write successfully in my major and in my profession. — Strongly agree 47%, Agree 41%

Q4 - I am comfortable conducting and documenting primary and secondary research. — Strongly agree 40%, Agree 44%

Q5 - After taking ENC 1101 and 1102, I am more comfortable with reading, writing, and researching in the media of the 21st century (digital, web-based, etc.). — Strongly agree 51%, Agree 42%

Q6 - I think the feedback I received on my written assignments was comprehensive and constructive. In other words, the feedback enabled me to take my writing skills to the next level. — Strongly agree 51%, Agree 36%

Q7 - I am comfortable reading and writing about, as well as discussing in class, complex and difficult issues, even if I disagree strongly with others. — Strongly agree 42%, Agree 42%

Q8 - I can encounter a view by someone with whom I disagree, but still take seriously and try to understand their perspective. — Strongly agree 51%, Agree 45%

Q9 - I understand how I can apply skills in argumentation and rhetoric to my other academic courses, in the workplace, and in my personal life. — Strongly agree 46%, Agree 46%

Q10 - I feel comfortable defining my position (argument/perspective) and supporting it in writing. — Strongly agree 49%, Agree 46%

Q11 - I understand how research, writing, and argumentation are necessary for problem-solving in college, the workplace, and the world. — Strongly agree 58%, Agree 39%

Q12 - Diversity of values and empathy with others are important for my success as a reader, writer, and researcher. — Strongly agree 51%, Agree 43%

Q13 - I am comfortable acknowledging different approaches or theories, and even changing my own mind when learning new information. — Strongly agree 49%, Agree 46%

Q14 - ENC 1101 and 1102 have expanded what I listen to, watch, and/or read by exposing me to new ideas and texts. — Strongly agree 39%, Agree 35%

Q15 - I am comfortable evaluating and sorting through information, including deciding if something or someone is credible or not. — Strongly agree 48%, Agree 43%

Legend: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Figure 2. Comparison of percentage of positive responses ('Strongly Agree' or 'Agree') over time.

5 CONCLUSIONS

FSW's English Department assessment plan includes four courses: ENC 0022, ENC 1130, ENC 1101, and ENC 1102 (as an indirect measured assessment). Fall 2019 and Spring 2020 will serve as a pilot for the assessment plan. Fall 2019 is also the pilot for the course itself (ENC 1130) not just the assessment plan. For spring 2020, the assessment plan will include ENC 0022 until it is completely phased out and replaced by ENC 1130.

5.1 ENC 0022
A drilldown of ENC 0022 results are as follows:
1. In the Spring 2020 term, data collection for all ground and concurrent dual enrollment formats was suspended as a result of the emergency transition into a remote learning environment in an effort to ease stresses on instructors. This meant that only online data would be available for assessment. As the course is not in online format, no data was collected from the standard assessment utilizing rubric data.

5.2 ENC 1101 & ENC 1130
A drilldown of ENC 1101 & ENC 1130 results are as follows:
1. In the Spring 2020 term, data collection for all ground and concurrent dual enrollment formats was suspended as a result of the emergency transition into a remote learning environment in an effort to ease stresses on instructors. This meant that only online data would be available for assessment. As the pilot courses were not in online format initially, no data was available for analysis for the continuation of the pilot assessment this term.

5.3 ENC 1102
A drilldown of ENC 1102 results are as follows:
1. Beginning with the Spring 2019 term, the English Department developed an exit survey to study student perspectives upon completion of the ENC 1102 course.
2. A total of 358 responses were recorded for the Spring 2020 survey. All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher.
3. Question 11 exhibits the highest positive response rate at 98%. Question 14, "ENC 1101 and 1102 have expanded what I listen to, watch, and/or read by exposing me to new ideas and texts.", exhibits the lowest positive response rate at 74%.
4. In a longitudinal study, all but one question exhibits increases from spring 2019 to spring 2020. The only question which exhibits a decline is question 14. Here, the Spring 2019 survey recorded an 81% positive response and the Spring 2020 survey recorded a 74% positive response.

6 REFERENCES

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Section 2

Florida SouthWestern State College tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the developmental accountability plan to determine efficacy of developmental options and to inform course and program improvement. The following are the results for the Spring 2020 term for MAT 0057 *Mathematics for College Success* which utilized a re-developed survey based on prior results and new developments within the program which merit satisfaction tracking.

Of the 395 students enrolled and with active emails available, in MAT 0057 during spring 2020, 93 responded to the survey for a response rate of 24%.   This is the highest response rate since the survey tool began in Fall 2014 (note that the survey was not run in Fall 2018 while it was being updated). A review of response rates over the last four academic years is shown below:

- 24%: Spring 2020
- 13%: Fall 2019
- 21%: Spring 2019
- 16%: Spring 2018
- 17%: Fall 2017
- 18%: Spring 2017
- 15%: Fall 2016

Of the 93 respondents, 85% reported being enrolled in sections that met twice per week while 14% reported once per week. Additionally, 86% reported being female, 26% reported being between the age of 18 and 21, and 51% reported AY 2019-20 as their first year in college.

Questions 6 through 9 are Likert scale questions describing student perception of learning and achievement in various areas. The below are the prompts for Question #6 followed by the results in Figure 1.

> *Q6: Indicate your level of agreement in the following areas since taking this Math class.*
> > *1. I am better at Math*
> > *2. Math is less scary*
> > *3. Math makes more sense to me*
> > *4. Math is easier for me*
> > *5. I have learned how to manage time appropriately to succeed in math*
> > *6. I will be more successful in future math courses*
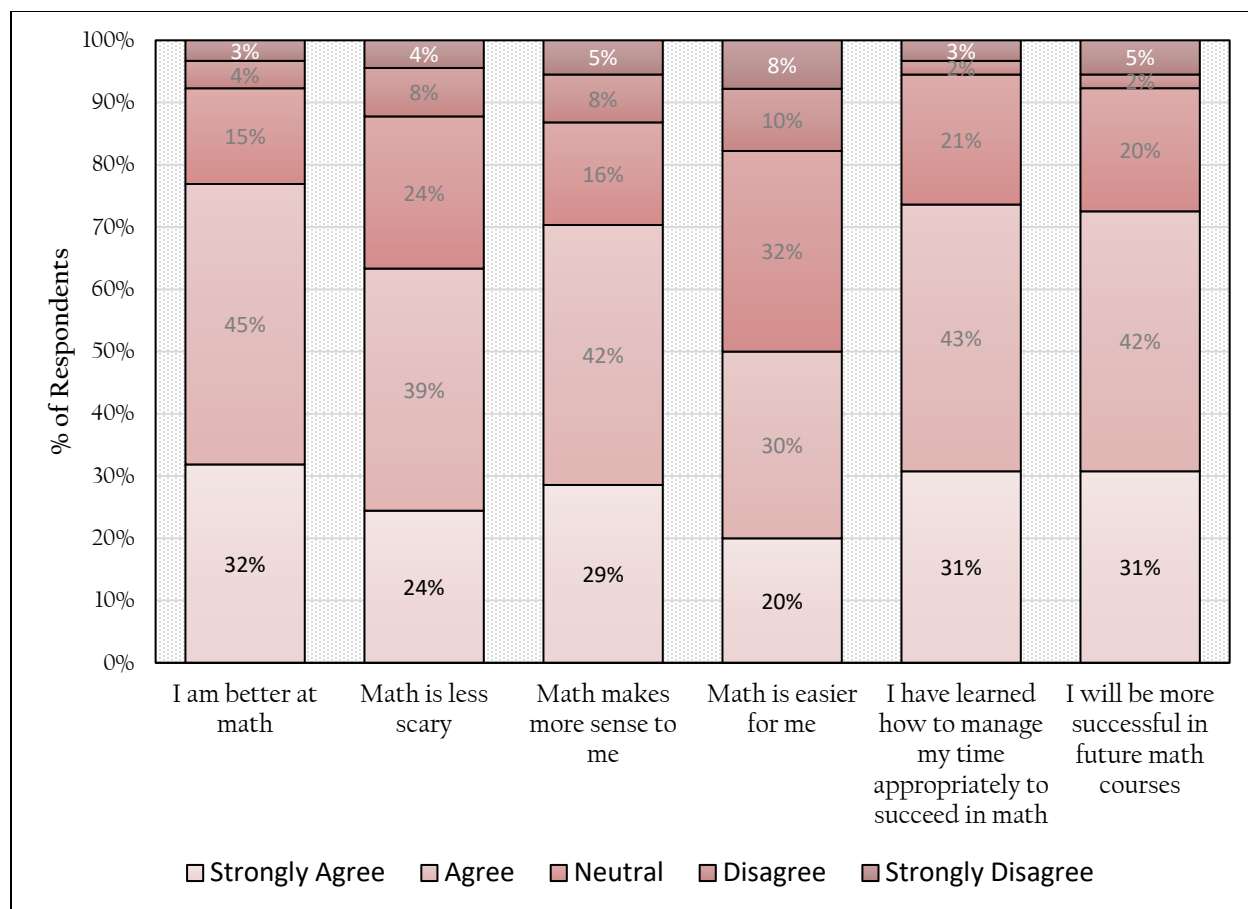
Figure 1. Responses to Question #8 " I believe I have improved in the following areas since taking this Math class." n=93.

Six of seven areas exhibit positive responses (Agree or Strongly Agree) of 60% or higher. The statement "I am better at math" exhibits the highest positive response at 77%. The statement "Math is easier for me" exhibits the lowest positive response rate at 50%.

The below are prompts for Question #7 followed by the results in Figure 2.

> Q7: I benefited from the following aspects of the Math Center/Math Lab this semester.
> 1. The resources available in the Math Center
> 2. The instructional assistants
> 3. The access to computers
> 4. The programs on the computers
> 5. The hours the Math Center was open and available to me

All five areas exhibit positive responses (Agree or Strongly Agree) of 55% or better. The statement "The access to computers" exhibits the highest positive response at 70%. The statement "The resources available in the math center" exhibits the lowest positive response rate at 58%.

The below are the prompts for Question #8 followed by the results in Figure 3.

> *Q8: I was satisfied with the following aspects of my Math class this semester.*
>> *1. The information on the course syllabus*
>> *2. The online homework with MyMathLabs Plus*
>> *3. The amount of homework assigned*
>> *4. The clarity of the explanations within the MyLabsPlus site*
>> *5. The number of tests*
>> *6. The length of time in class*
>> *7. The frequency of class meetings*
>> *8. The pace of the course*
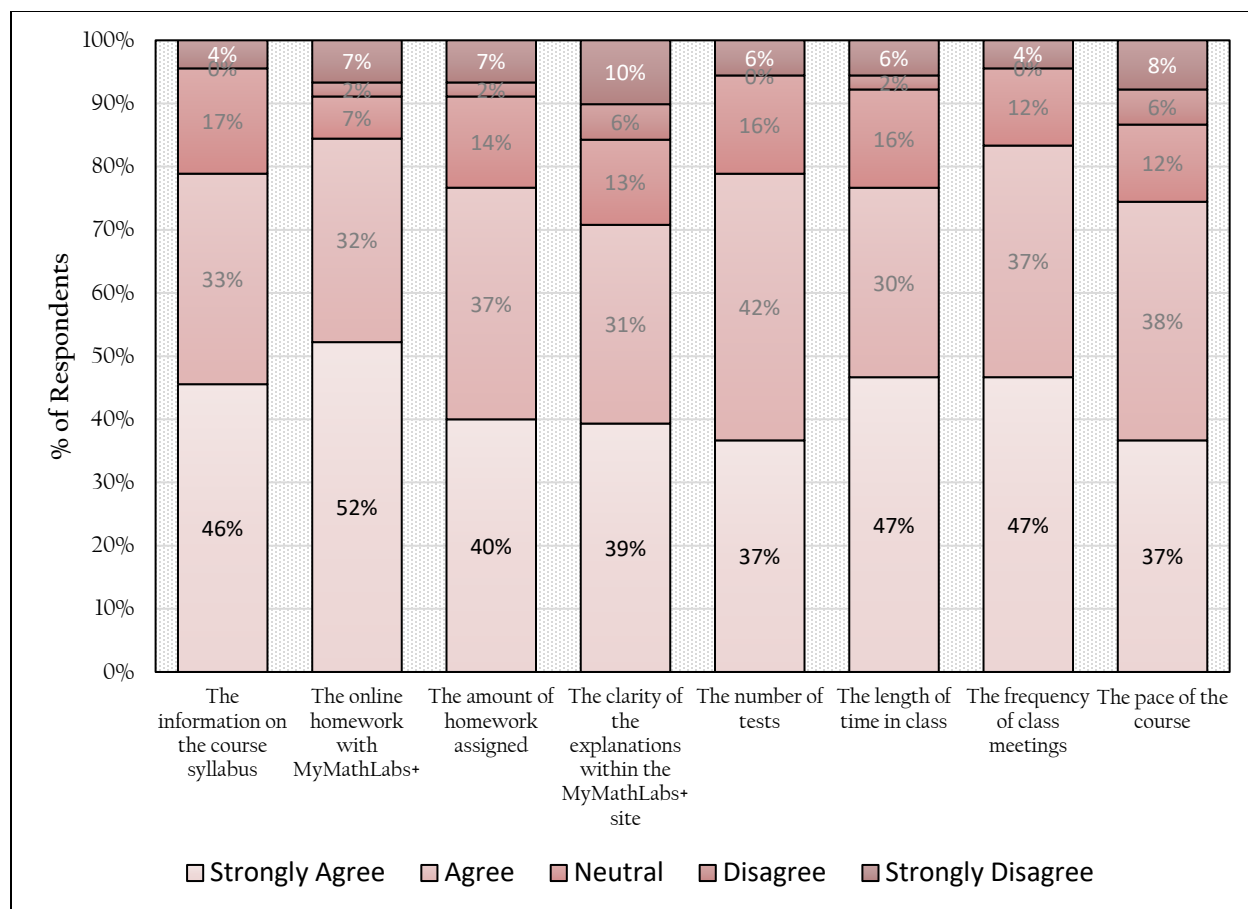
Figure 3. Responses to Question #8 "I was satisfied with the following aspects of my Math class this semester." n=93.

All areas exhibit positive responses (Agree or Strongly Agree) of 70% or better. The statement "The online homework with MyMathLabs+" exhibits the highest positive response at 84%. The statement "The clarity of the explanations within the MyMathLabs Plus site" exhibits the lowest positive response rate at 77%.

The below are the prompts for Question #9 followed by the results in Figure 4.

Q9: This Math course prepared me for:
    1. The next Math classes I will take
    2. The time management I must have in college
    3. The skills I need to take tests in college
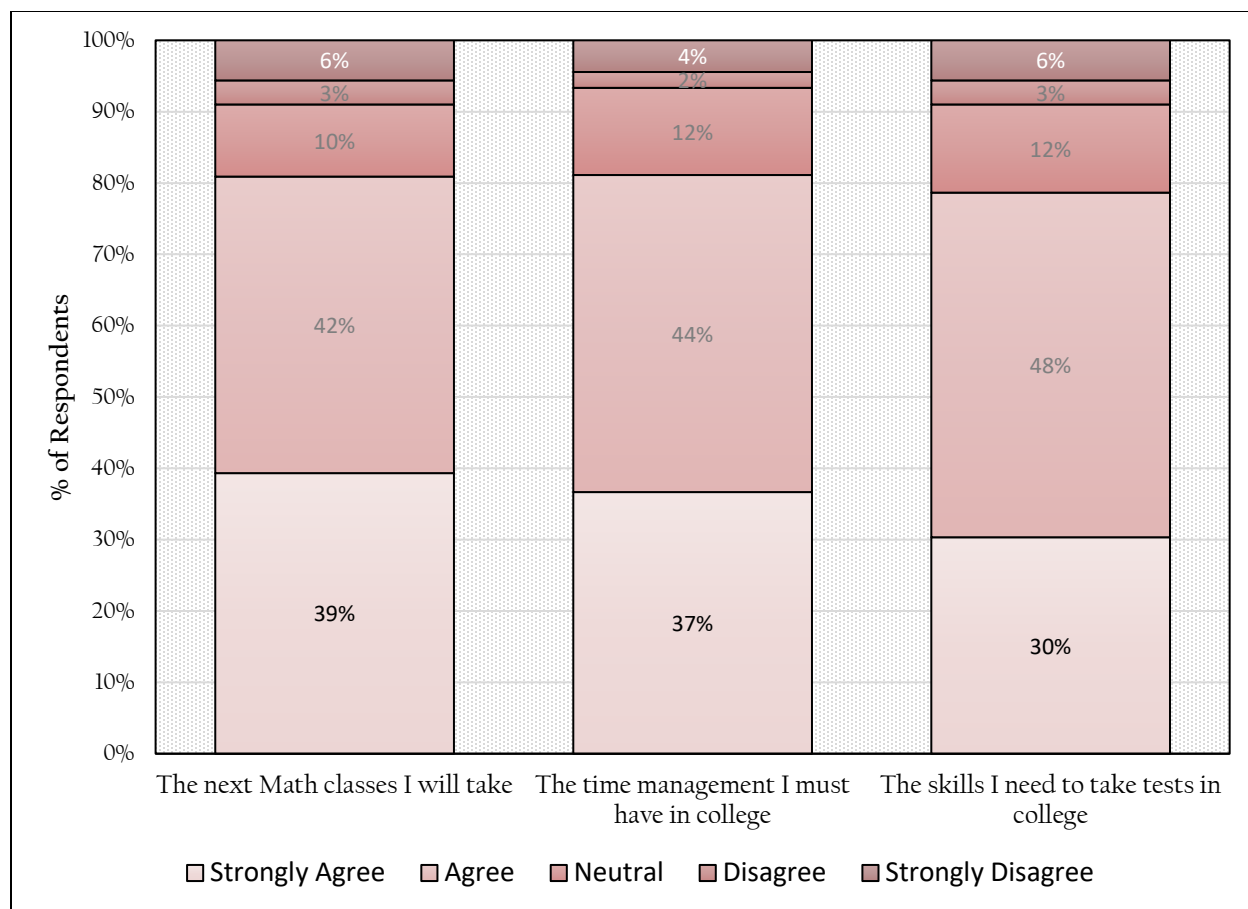
Figure 4. Responses to Question #9 "This Math course prepared me for:" n=93.

All three areas exhibit positive responses (Agree or Strongly Agree) of 75% or better. The statement "The next Math classes I will take" exhibits the highest positive response at 81%. The statement "The skills I need to take tests in college" exhibits the lowest positive response rate at 78%.

A comparison of positive response to survey prompts in questions 6 through 9 in show below in Figures 5 through 8. Note that comparison from fall-to-spring is less useful as assessment reports across multiple course level and program level assessments at FSW typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see http://www.fsw.edu/facultystaff/assessment/history for further details). Results for spring 2020 may be of questionable longitudinal significance due to the fact that the courses were converted to online mid-semester due to the Covid-19 pandemic.
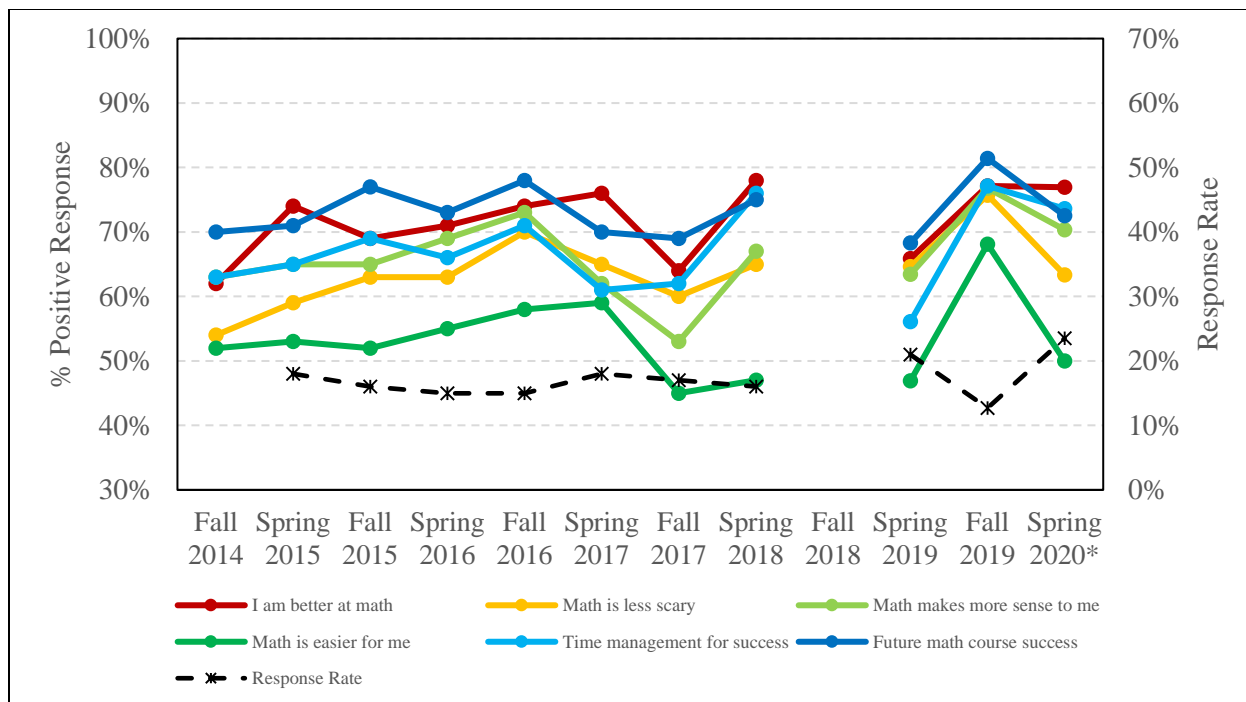
Figure 5. Question 6 positive response and response rate over time. *Term converted to online during semester due to pandemic.
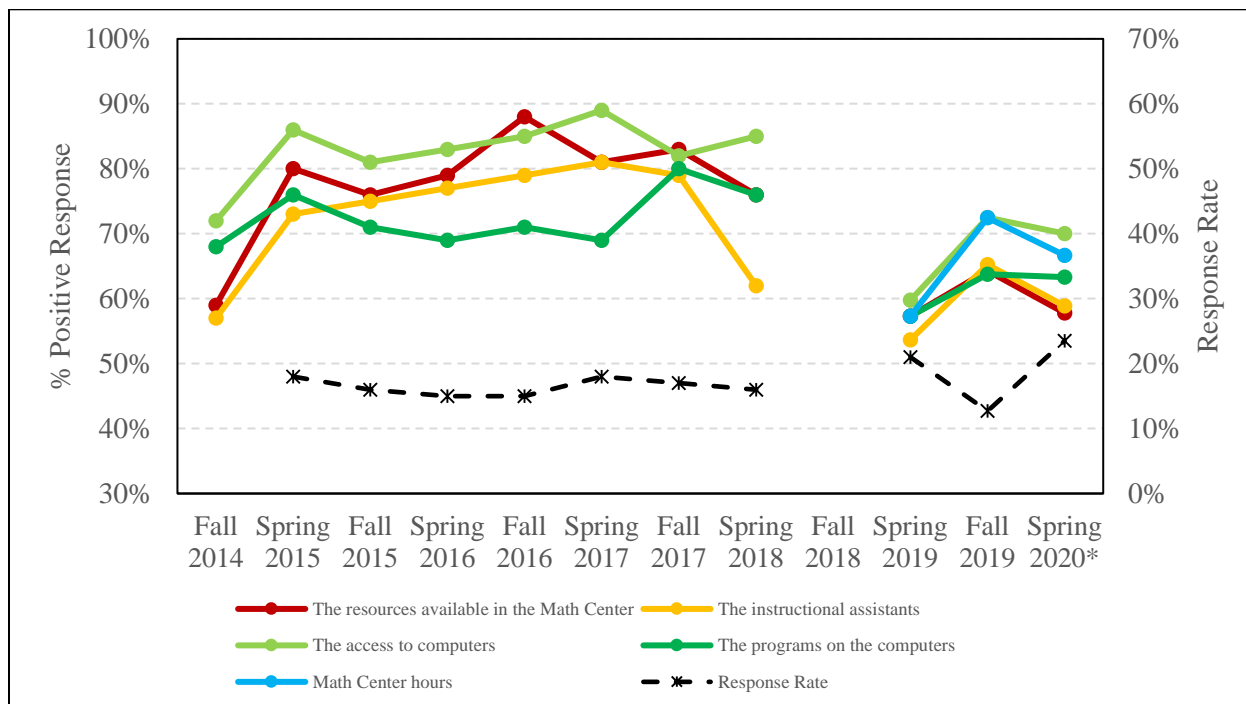
Figure 6. Question 7 positive response and response rate over time. *Term converted to online during semester due to pandemic.
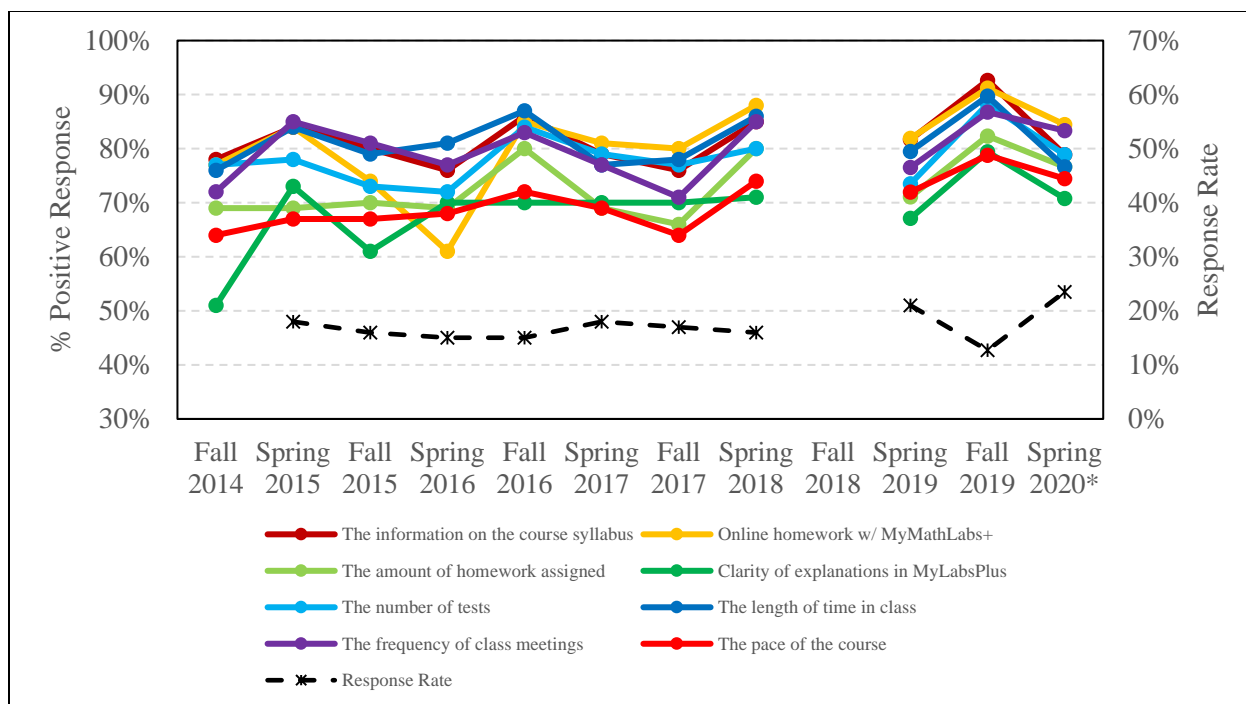
Figure 7. Question 8 positive response and response rate over time. *Term converted to online during semester due to pandemic.

Figure 8. Question 9 positive response and response rate over time. *Term converted to online during semester due to pandemic.

The newly revised survey also asked a series of open-ended questions regarding the importance and satisfaction of the things learned by students in the course. The first of these asked students about

importance using the prompt "What was the most important thing you learned this semester?". Students were also asked about the value of topics using the prompt "Please indicate what you liked best about your math class this semester at FSW." Students were then asked using the prompt "Please tell us what you liked least about your math class this semester." And finally, students were asked about improvement using the prompt "If you could change something to make this course better, what would it be?". The top three responses along with the percent of respondents reporting that topic are shown below:

What was the most important thing you learned this semester?
1. Time management (16%)
2. Algebra (7%)
3. Formulas & expressions (6%)

Please indicate what you liked best about your math class this semester at FSW.
1. The professor (40%)
2. Self-paced style of the course (14%)
3. MyLabsPlus (6%)

Please tell us what you liked least about your math class this semester.
1. The professor (11%)
2. Coronavirus transition (10%)
3. Getting used to MyLabsPlus (4%)

If you could change something to make this course better, what would it be?
1. Slower pace (6%)
2. Shorter class duration (5%)
3. Shorter assignments (3%)

Section 3

Florida SouthWestern State College's assessment plan includes collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. The learning outcome: *Students will read at a post-secondary level that correlates with college success by the completion of the Developmental Reading sequence*, is measured through the comparison of pre- and post-tests conducted using the Townsend Press College Reading Test as an assessment within REA 0019 *Reading for College Success*. The following report details the results for Townsend Press College Reading Test for the Spring 2020 term.

In a comparison of pre-test to post-test results, the mean scores increased across all rubric criterion as well as the overall score (Figure 1). The difference in the means of the overall score from pre-to-post test scores was tested for significance using a paired means t-test according to standard methods[1,2,3,4]. The paired means t-test results indicate a statistically significant improvement from 26.1 to 28.5 (t(68)=2.70, p=0.00754). Therefore, we can reject the null hypothesis that the difference in the means of the overall scores of the pre- and post-test scores is equal to 0, and we can conclude this with a 95% confidence that the differences in scores are not solely due to chance. A distribution of overall scores from pre-to-post test can be found in Figure 2.
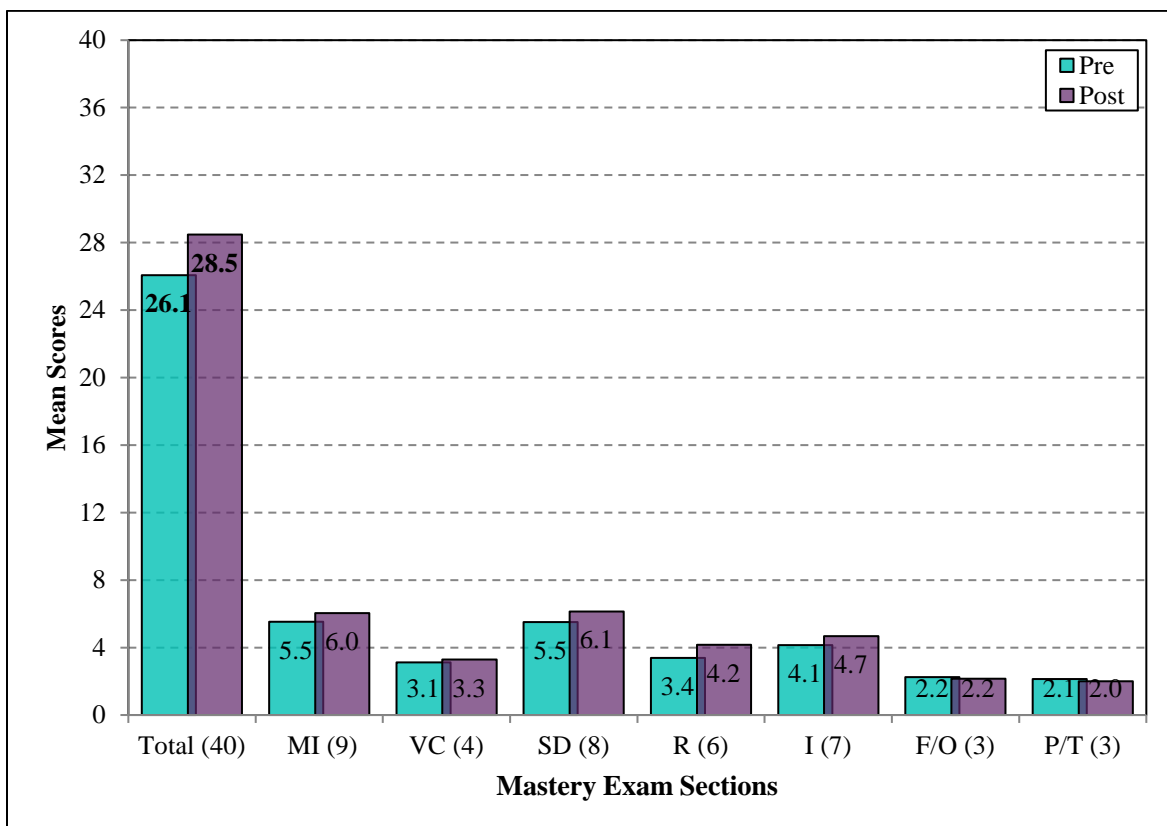

Figure 1. Comparison of pre- (aqua) and post-test (purple) achievement for the Townsend Press College Reading Test (serving as the course mastery exam) conducted during the Spring 2020 semester in REA 0019 courses. MI: Main Idea (9 points), VC: Vocabulary (4 points), SD: Supporting Details (8 points), R: Relationships (6 points), I: Inferences (7 points), F/O: Fact/Opinion (3 points), and P/T: Purpose/Tone (3 points) for a total of 40 possible points.
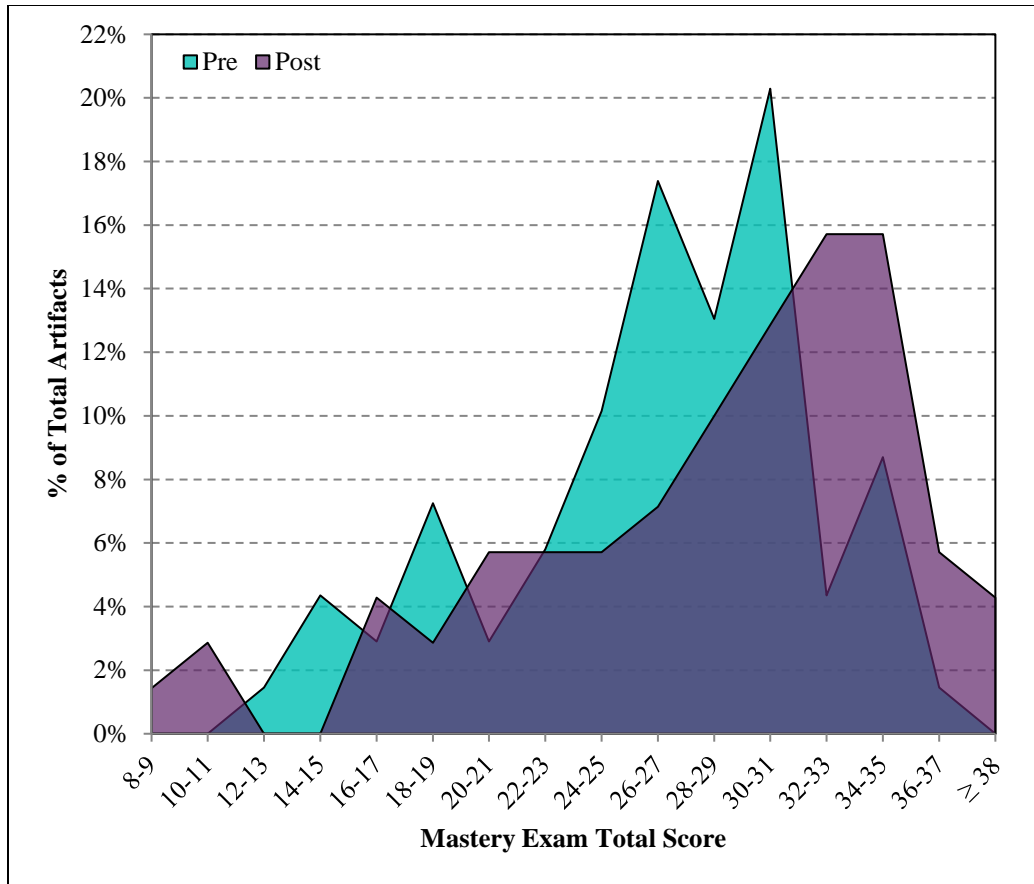
Figure 2. Distribution of pre- (aqua) and post-test (purple) scores for the Townsend Press College Reading Test (serving as the course mastery exam) conducted during the Spring 2020 semester in REA 0019 courses.

A comparison of pre-test to post-test results as a function of learning strategy (modularized, compressed, and contextualized) is shown in Figure 3. The mean scores of all learning strategies increased from pre-to-post tests ranging from +1.9/40 points in compressed sections to +3.3/40 points in modularized sections. These improvements are an increase of 5-8 percentage points. Each comparison study was tested for significance using a paired means t-test according to standard methods[1,2,3,4]. The paired means t-test results indicate a statistically significant improvement for the modularized and compressed learning strategies.
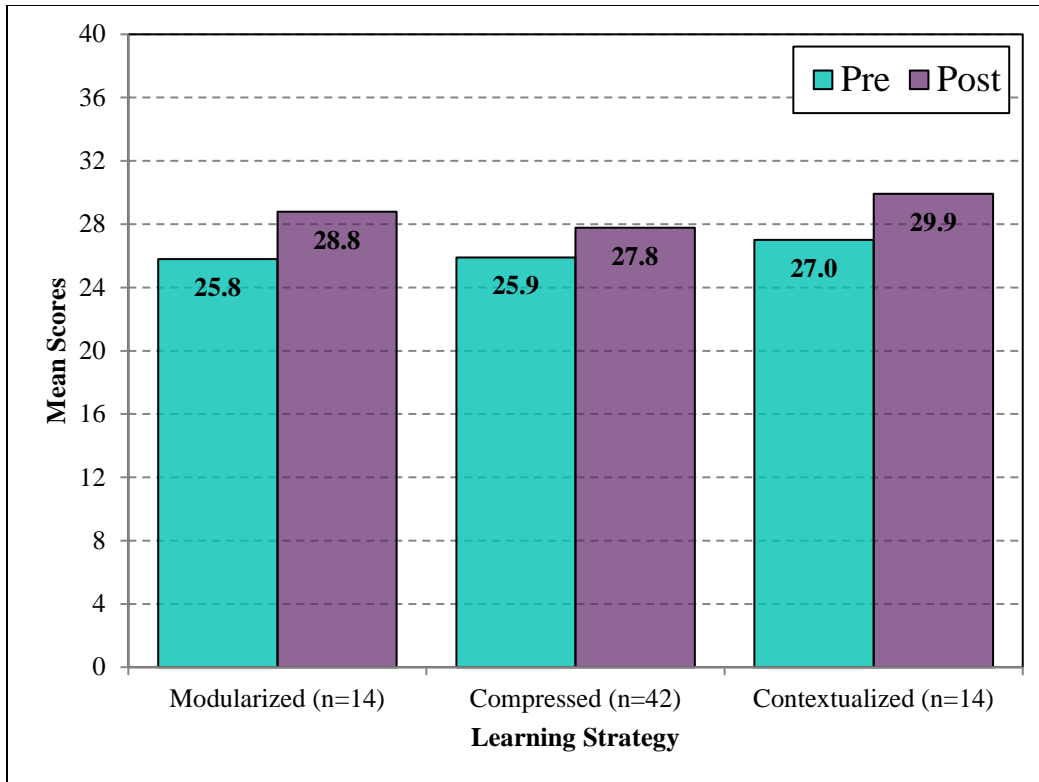
Figure 3. Comparison of pre- (aqua) and post-test (purple) achievement conducted during the Spring 2020 semester in REA 0019 courses based on enrollment in a modularized, compressed, or contextualized course.

A comparison of exam success rates for pre-test and post-test according to learning strategy exhibits substantial improvement across all strategies. Based on results of a Fisher's Exact Test for independence, the overall has statistically significantly higher rates of passing scores in the post-test than in the pre-test. Results of the Fisher's Exact Test for each learning strategy as well as success rates are shown in Table 1.

	Modularized	Compressed	Contextualized	Overall
Pre-Test	43.8%	50.0%	42.9%	**47.1%**
Post-Test	68.8%	60.0%	71.4%	**64.3%**
P	*0.285*	*0.500*	*0.252*	***0.061***

Table 1. Pre-test/Post-test success rates (achievement at 70% or higher) by learning strategy for Spring 2020.

A longitudinal study of success rates on this assessment is provided in Table 2. A graphic display of these data are shown in Figure 4. Overall success rates range from 57% to 79%. The lowest success rates of each academic year consistently occur during the spring term in every academic year except for AY 2018-2019.

	Modularized	Compressed	Contextualized	Overall
Spring 2015	57%	79%	*	**73%**
Summer 2015	67%	*	*	**68%**
Fall 2015	72%	66%	65%	**69%**
Spring 2016	59%	54%	57%	**57%**
Summer 2016	*	62%	*	**62%**
Fall 2016	83%	72%	78%	**76%**
Spring 2017	*	71%	83%	**72%**
Summer 2017	*	81%	*	**81%**
Fall 2017	81%	81%	75%	**79%**
Spring 2018	*	71%	58%	**68%**
Summer 2018	*	83%	*	**83%**
Fall 2018	75%	65%	76%	**72%**
Spring 2019	90%	69%	85%	**74%**
Summer 2019	*	58%	*	**58%**
Fall 2019	67%	67%	56%	**65%**
Spring 2020	69%	60%	71%	**64%**

Table 2. Longitudinal study of post-test success rates (achievement at 70% or higher) using the present assessment (Townshend Press College Reading Test). *Denotes no sections of the strategy offered.
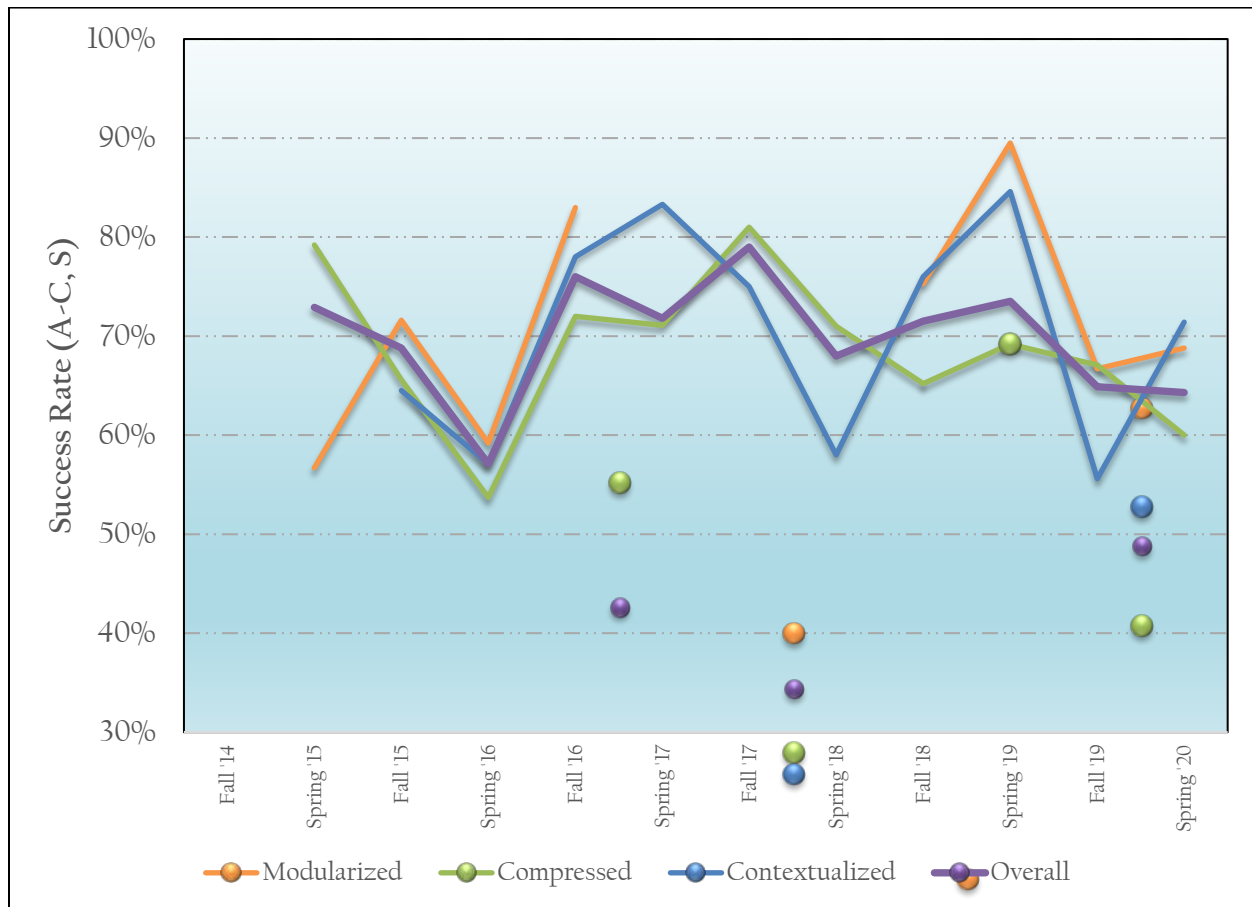

Figure 4. REA 0019 Common course assessment success rates over time by learning strategy. Fall '14 utilized a different common course assessment which did not map well with course outcomes and so results are not valid and are excluded here.

A paired comparison was also completed to gauge improvement in a case-by-case basis. In that study, 66% of students exhibit at least some improvement from pre-to-post test (Figure 3). Of those, 37% of students exhibit improvement of greater than or equal to 10% (4 point or more increase on the 40-point test).
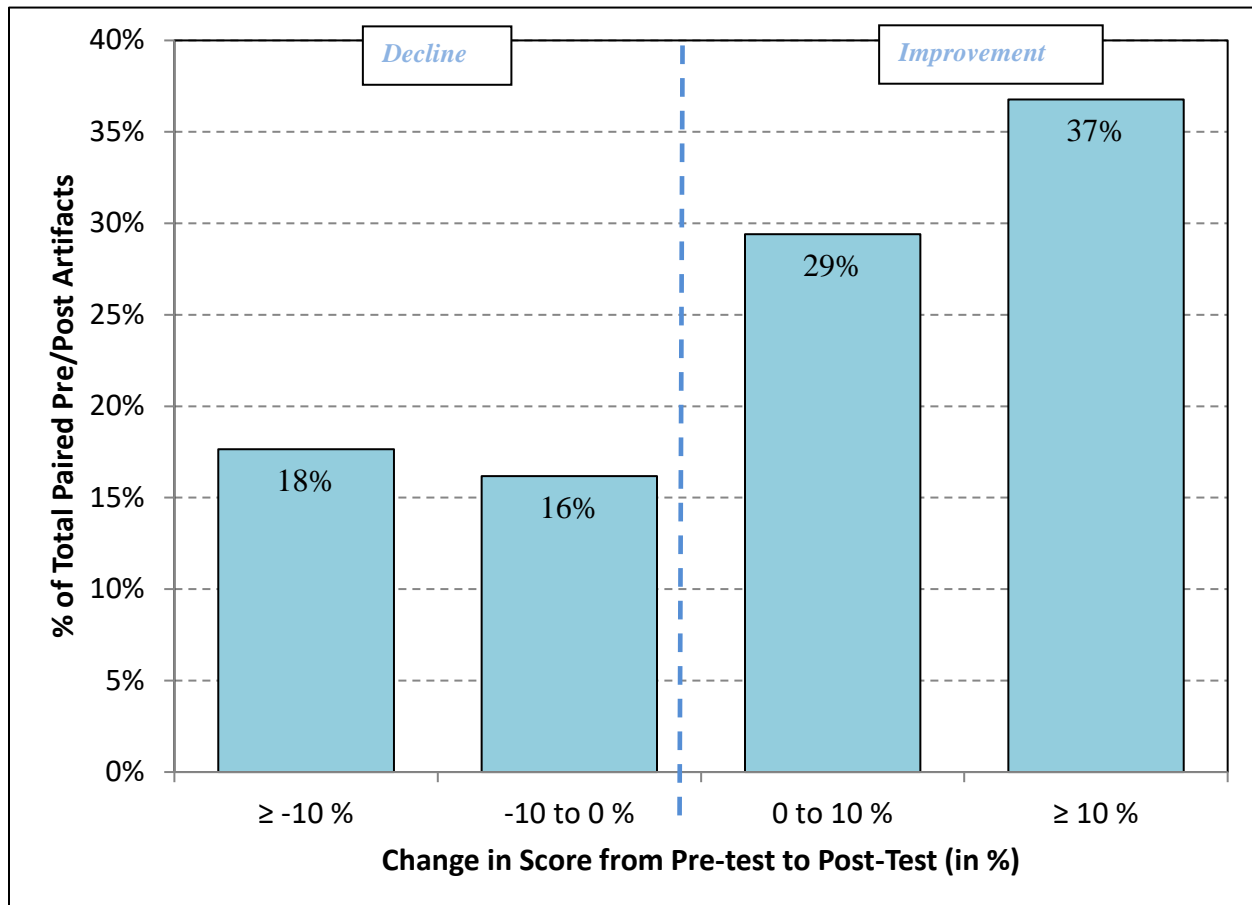
Figure 5. Comparison of the change in individual students' paired tests from pre-test to their post-test counterpart for spring 2020.

[1]Davis, J.C. 1973. Statistics and Data Analysis in Geology. John Wiley & Sons, New York, New York, 564 pp.
[2]McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.
[3]Siegel, S. 1956. Nonparametric statistics for the behavior sciences. McGraw-Hill, New York, New York, 312 pp.
[4]Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and Explanations. American Psychologist 54 (8), 594–604.

Section 4

# REA 0019 Satisfaction Survey
Spring 2020 Results

July 15, 2020

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Team AASPIRE
Assessment – Accountability – Sponsored Programs – Institutional Research - Effectiveness

	Total Count
	19

Q4 - Was this your first year in college?	Compressed	Modularized	Contextualized
Yes	9	3	2
No	3	1	1

Q5: Responses to prompt: "I believe I have improved in the following areas since taking this Reading class."
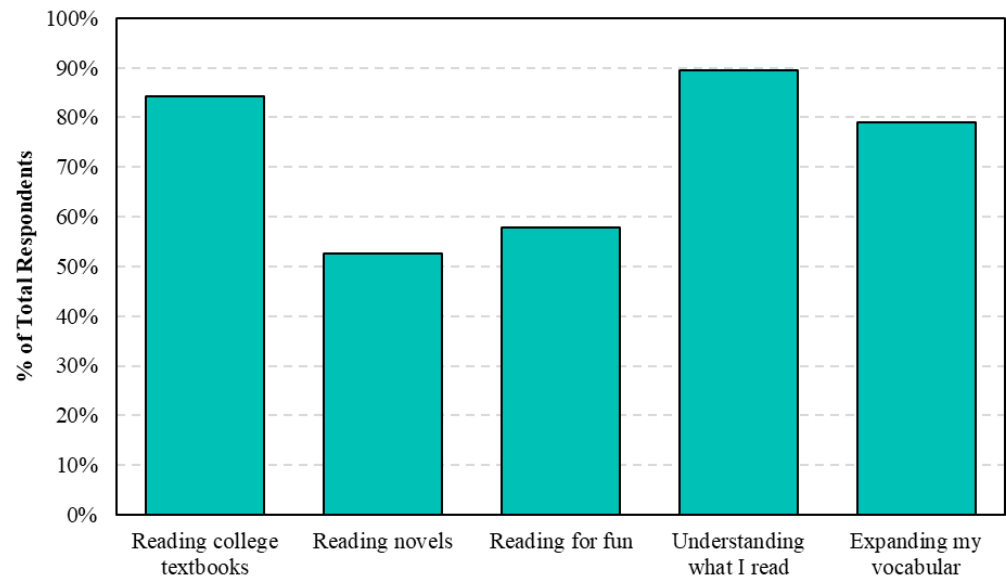
Q5 - I believe I have improved in the following areas since taking this Reading class.	Compressed	Modularized	Contextualized
Reading college textbooks	83%	75%	100%
Reading novels	55%	25%	100%
Reading for fun	67%	25%	67%
Understanding what I read	83%	75%	100%
Expanding my vocabular	83%	50%	100%

Q6: Responses to prompt: "I benefitted from the following aspects of the Academic Support Center for Reading this semester."

| Q6 - I benefitted from the following aspects of the Academic Support Center for Reading this semester.	Compressed	Modularized	Contextualized
The resources available in the Center	75%	75%	100%
The instructional assistants	83%	75%	100%
The access to computers	92%	75%	100%
The programs on the computers	92%	75%	100%
The hours the Center was open	92%	75%	100%
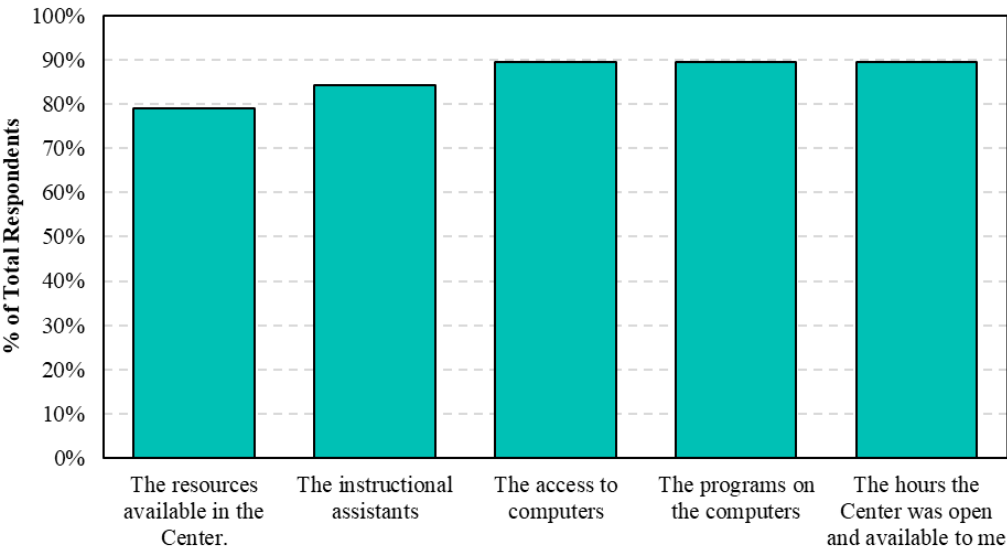
## Q7: Responses to prompt: "I was satisfied with the following aspects of my Reading class this semester."
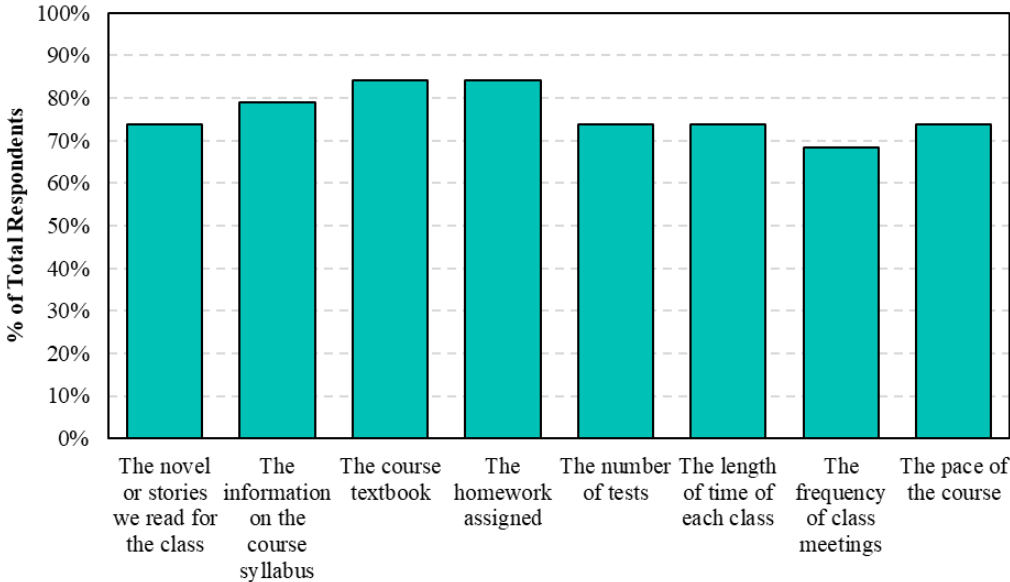
Q7 - I was satisfied with the following aspects of my Reading class this semester.	Compressed	Modularized	Contextualized
The novel or stories we read for	92%	25%	67%
The information on the course s	92%	25%	100%
The course textbook	92%	50%	100%
The homework assigned	92%	50%	100%
The number of tests	83%	50%	67%
The length of time of each class	75%	50%	100%
The frequency of class meeting	75%	50%	67%
The pace of the course	75%	50%	100%

Q8: Responses to prompt: "This reading course prepared me for:"

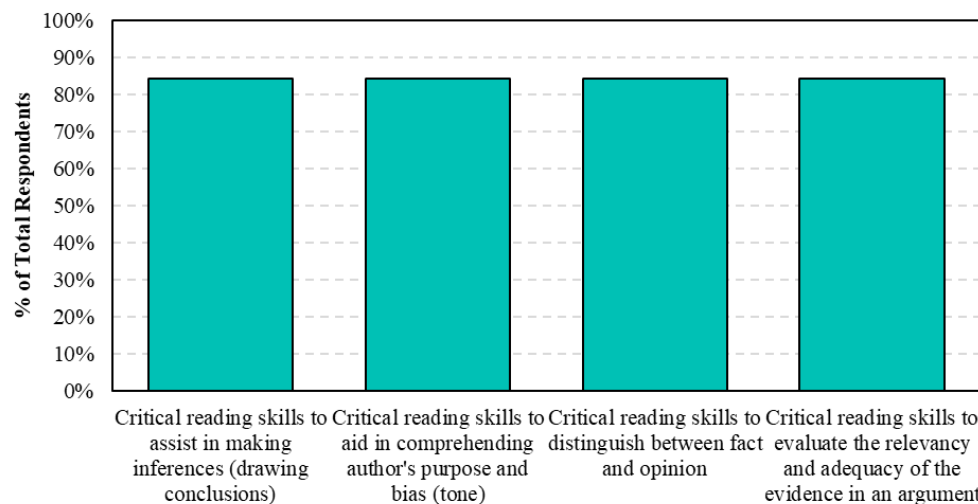| Q8 - This reading course prepared me for:	Compressed	Modularized	Contextualized
The textbook reading I will do i	83%	75%	100%
The expectations of college cou	83%	75%	100%
The time management I must ha	75%	50%	100%
The skills I need to take tests i	83%	75%	100%
The technology used in college	83%	75%	100%
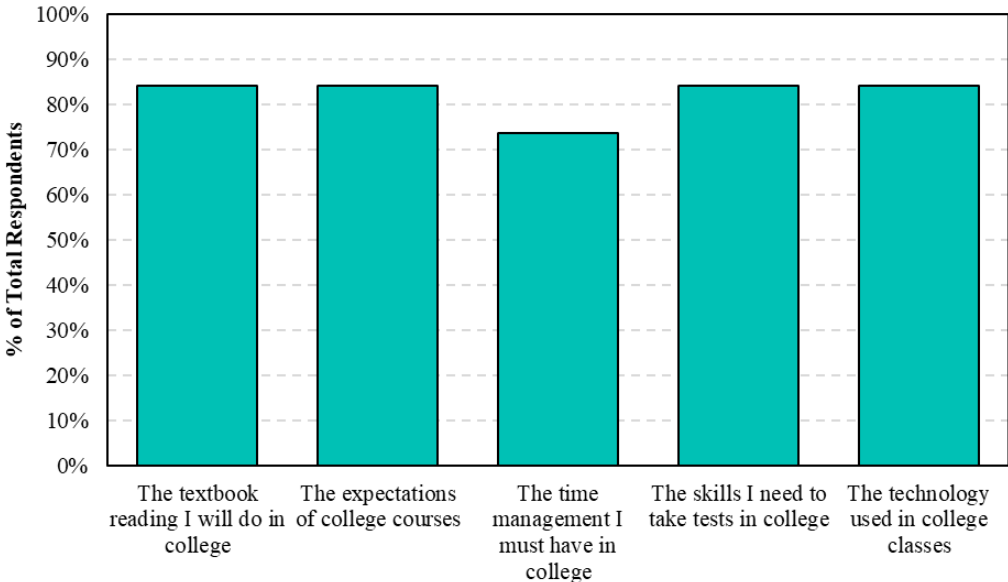
Q9: Responses to prompt: "Of the following Reading Strategies which do you feel have helped to improve your reading comprehension?"
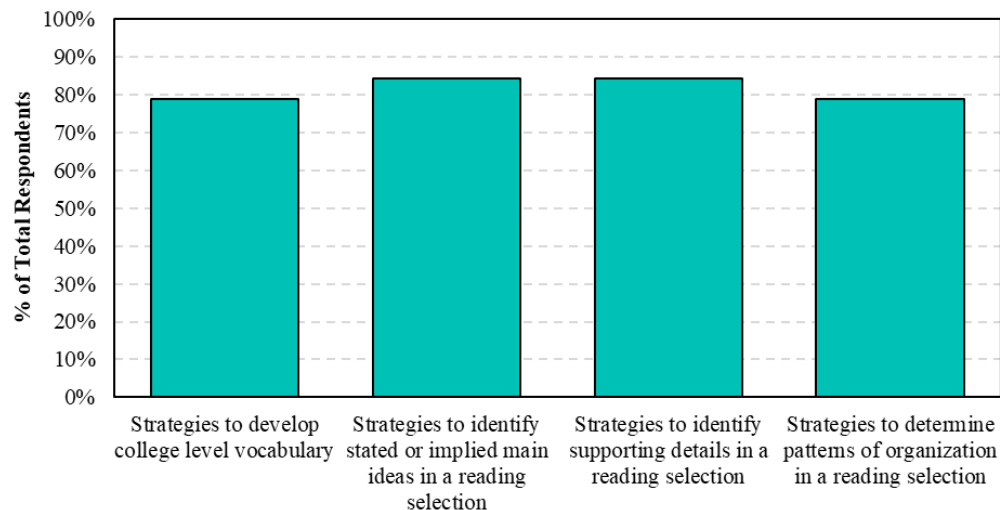
Q9 - Of the following Reading Strategies which do you feel have helped to improve your reading comprehension?	Compressed	Modularized	Contextualized
Strategies to develop college le	83%	75%	67%
Strategies to identify stated or i	83%	75%	100%
Strategies to identify supportin	83%	75%	100%
Strategies to determine pattern	75%	75%	100%

Q10 - Of the following Critical Reading Skills which do you feel have helped to improve your reading comprehension?	Compressed	Modularized	Contextualized
Critical reading skills to assist	83%	75%	100%
Critical reading skills to aid in	83%	75%	100%
Critical reading skills to distin	83%	75%	100%
Critical reading skills to evalu	83%	75%	100%

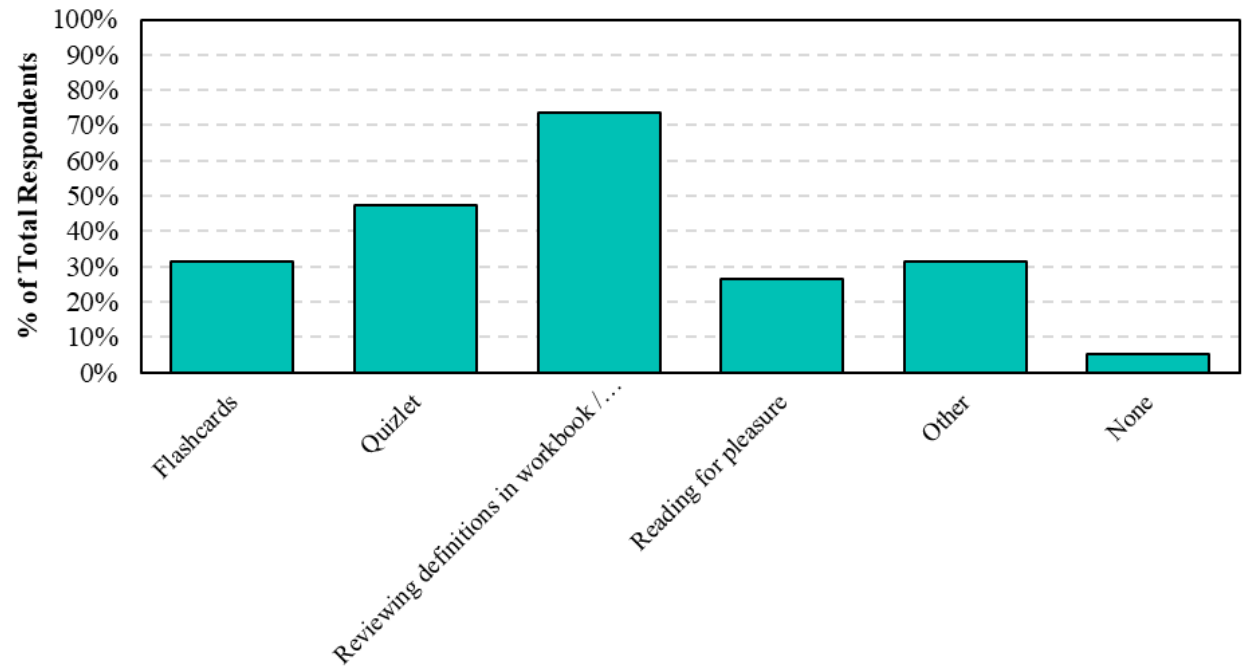## Q10: Responses to prompt: "Of the following Critical Reading Skills which do you feel have helped to improve your reading comprehension?"

Q11: Responses to prompt: "What resources / strategies did you use outside of class time to increase your vocabulary knowledge? Select all that apply."

Q11 - What resources/strategies did you use outside of class time to increase your vocabulary knowledge? Please select all that apply.	Compressed	Modularized	Contextualized
Flashcards	14%	11%	20%
Quizlet	18%	22%	30%
Reviewing definitions in workb	36%	33%	30%
Reading for pleasure	14%	11%	10%
Other	14%	22%	10%
None	5%	0%	0%