



2006 Academic Reading & Study Skills Survey

An articulation study prepared by the Developmental Reading Task Force
Austin Community College

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Purpose	To collect data regarding the reading and studying demands at Austin Community College. The data gathered from this articulation study will assist the Developmental Reading and Study Skills Department to increase the alignment between skills required in college-level courses with skills taught in our Developmental classes. In addition, the survey will assist Austin Community College to comply with the THECB directive of “Closing the Gaps” in higher education in the state.	
Leading Inquiry	What are the reading and studying demands developmental reading students can expect to encounter in their subsequent courses?	
Secondary Inquiry		Continuation of the longitudinal inquiry: Have reading demands increased at Austin Community College?
Survey Method and Features		PHPSurveyor, web-based survey program
		Respondents grouped according to dean area.
		Total number of <i>respondents</i> and total number of <i>responses</i> allow for two different measurement factors.
		One respondent makes one response.
		Respondents rank their selections (1-5, with 1 being the highest). The totals were averaged.

2006 Participation Results

Participation	416 [faculty] respondents
Leading respondents by Dean Area	Math and Science 94 respondents Social & Behavioral Science 93 respondents Communications 54 respondents

- **Reading demands have increased in the past ten years.** In 2006, 93% of the respondents require textbooks. In 1994, only 73% of the respondents required textbooks.
- **Students are assigned to read supplementary materials in addition to the required textbook.** Supplemental readings included in the questionnaire were academic journals, periodicals, books-in-print, teacher-developed materials, and Internet-based materials.
- **Writing is required.** Students can expect to read, and then write research papers or essays of varying lengths. Students can expect to write in response to information presented in lectures. Students can also expect writing assignments that require their opinion and/or imagination.
- **Faculty respondents provide guidance related to the required reading material.** This guidance ranges from verbal announcements to written publications [handouts]. Choices included in the questionnaire included chapter outlines, textbook-published guides and custom study guides.
- **To pass exams, students must read the required textbook.** According to the majority of the instructors surveyed, students will flunk the course if they do not read the required textbook.

- Students can expect exams in varying formats, which include multiple-choice, short-answer, fill-in-the-blank, essay and true-false formats.
- Students can expect some exam questions to be fact based; however, **students should also expect test questions that are more critical in nature requiring higher level thinking skills such as application, analysis, and evaluation.**
- **Experienced instructors believe that students are deficient in critical thinking skills.**
- Essential behaviors noted in students who pass the course include:
 - attending class and participating in class
 - the ability to self-regulate and participate in their own learning experience
 - listening well and taking effective notes from lecture
 - organizational skills
- Student deficits include
 - Lack of problem solving high-level thinking skills (analysis, synthesis, and evaluation).
 - Lack of an educational foundation and the experiences which provide background knowledge.

1994 Survey

Paper/Pencil Survey
359 respondents

73% required textbooks

- 45% require a textbook with more than 500 pages
- 72% reported that the textbook is at college-level (13+)
- 47% indicated that students who do not read the textbook would fail the course
- 57% reported that lecture/discussion activities related to the required reading **but provided a significant amount of additional information not provided in the assigned reading**
- 47% assigned 250-350 pages of textbook reading during the semester

2006 Survey

PHPSurveyor
416 respondents

93% require textbooks

- 70% require additional readings beyond the textbook
 - 80% require a textbook with more than 250 pages
 - 75% reported that the textbook is at college-level (13+)
 - 53% indicated that students who do not read the textbook would fail the course
 - 72% **reported that lecture/discussion activities related to the required reading**
 - 58% require or recommend library research or Internet-based research
 - 50% say their test questions required more than recalling information, including critical evaluation of issues and/or application of learned concepts to “new” material
- 618 responses indicated that writing was a requirement in their courses**

Though the primary purpose of this articulation study serves the needs of the Developmental Reading Department, the findings generated from the survey may assist the college in initiatives such as curriculum redesign and "Closing the Gaps." The following recommendations, based upon the faculty responses gathered in this survey, are intended as suggestions for college-wide development.

- Foster a college-wide environment that values critical thinking in teaching and learning.
- Establish focus-groups who develop model curriculum that includes content-driven reading comprehension and critical thinking skills.
- Establish focus-groups who develop content-specific strategies for cultivating critical reading, writing, speaking, and listening.
- Provide opportunities for students to engage in small group activities that are content-driven, question-driven and problem-solving.

Table 1

How many years have you been teaching at the college level?

Dean Area	Years teaching:											
	0-2 years		3-5 years		6-10 years		11 or more years		Total			
	N	%	N	%	N	%	N	%	N	%		
Applied Technology, Multimedia, and Public Service	2	8.3%	1	4.2%	6	25.0%	15	62.5%	24	100.0%		
Arts and Humanities	4	9.3%	4	9.3%	5	11.6%	30	69.8%	43	100.0%		
Business Studies	9	28.1%	6	18.8%	5	15.6%	12	37.5%	32	100.0%		
Communications	0	0.0%	6	11.1%	13	24.1%	35	64.8%	54	100.0%		
Computer Science and Advanced Technology	3	10.7%	2	7.1%	11	39.3%	12	42.9%	28	100.0%		
Health Sciences	8	16.7%	8	16.7%	6	12.5%	26	54.2%	48	100.0%		
Math and Sciences	6	6.4%	13	13.8%	15	16.0%	60	63.8%	94	100.0%		
Social and Behavioral Sciences	3	3.2%	14	15.1%	15	16.1%	61	65.6%	93	100.0%		
Total	35	8.4%	54	13.0%	76	18.3%	251	60.3%	416	100.0%		

Single response

60% of the total respondents have taught more than 11 years.

Which of the following types of reading materials are used in your class?

Dean Area	Types of reading materials:*											
	Textbook required		Textbook recommended		No textbook required or recommended		Teacher developed material required		Outside reading materials		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Applied Technology, Multimedia, and Public Service	20	83.3%	4	9.5%	0	0.0%	12	6.6%	8	4.7%	24	
Arts and Humanities	38	88.4%	6	14.3%	1	50.0%	13	7.1%	17	9.9%	43	
Business Studies	29	90.6%	3	7.1%	0	0.0%	11	6.0%	13	7.6%	32	
Communications	53	98.1%	6	14.3%	0	0.0%	21	11.5%	19	11.0%	54	
Computer Science and Advanced Technology	26	92.9%	4	9.5%	1	50.0%	17	9.3%	8	4.7%	28	
Health Sciences	43	89.6%	8	19.0%	0	0.0%	30	16.5%	32	18.6%	48	
Math and Sciences	88	93.6%	6	14.3%	0	0.0%	44	24.2%	23	13.4%	94	
Social and Behavioral Sciences	90	96.8%	5	11.9%	0	0.0%	34	18.7%	52	30.2%	93	
Total	387	93.0%	42	10.1%	2	0.5%	182	43.8%	172	41.3%	416	

*Multiple responses permitted

Multiple Responses permitted**387 respondents or 93% of the total respondents require textbooks****354 responses assign supplemental reading in addition to the required textbooks****182 responses to teacher developed material required****172 responses to outside reading materials**

What is the approximate length of your primary textbook?

Dean Area	Length of primary textbook:													
	Less than 100 pages			100 - 250 pages			250 - 500 pages			More than 500 pages			Total	
	N	%		N	%		N	%		N	%		N	%
Applied Technology, Multimedia, and Public Service	2	8.3%	4	16.7%	13	54.2%	5	20.8%		24	100.0%			
Arts and Humanities	3	7.0%	14	32.6%	21	48.8%	5	11.6%		43	100.0%			
Business Studies	0	0.0%	8	25.0%	13	40.6%	11	34.4%		32	100.0%			
Communications	0	0.0%	10	18.5%	27	50.0%	17	31.5%		54	100.0%			
Computer Science and Advanced Technology	1	3.6%	4	14.3%	10	35.7%	13	46.4%		28	100.0%			
Health Sciences	1	2.1%	7	14.6%	12	25.0%	28	58.3%		48	100.0%			
Math and Sciences	1	1.1%	10	10.6%	31	33.0%	52	55.3%		94	100.0%			
Social and Behavioral Sciences	0	0.0%	14	15.1%	51	54.8%	28	30.1%		93	100.0%			
Total	8	1.9%	71	17.1%	178	42.8%	159	38.2%		416	100.0%			

Single response

43% of the total respondents require a book with 250-500 pp.

- Dean Areas with books w/ 250-500 pp:
- Social and Behavioral Sciences.....55%
- Applied Tech, Multimedia & Public Service....54%
- Communications.....50%

38% of the total respondents require a book with more than 500 pp.

- Dean Areas with books w/ more than 500 pp:
- Health Sciences58%
- Math and Sciences.....55%
- Computer Science & Adv. Technology.....46%

At what reading level is the textbook written?

	Reading Level:										
	Below college level			College level			I do not know			Total	
	N	%		N	%		N	%	N	%	
Dean Area											
Applied Technology, Multimedia, and Public Service	2	8.3%	17	70.8%	5	20.8%	24	100.0%			
Arts and Humanities	2	4.7%	36	83.7%	5	11.6%	43	100.0%			
Business Studies	4	12.5%	26	81.3%	2	6.3%	32	100.0%			
Communications	7	13.0%	40	74.1%	7	13.0%	54	100.0%			
Computer Science and Advanced Technology	5	17.9%	16	57.1%	7	25.0%	28	100.0%			
Health Sciences	5	10.4%	40	83.3%	3	6.3%	48	100.0%			
Math and Sciences	19	20.2%	65	69.1%	10	10.6%	94	100.0%			
Social and Behavioral Sciences	12	12.9%	73	78.5%	8	8.6%	93	100.0%			
Total	56	13.5%	313	75.2%	47	11.3%	416	100.0%			

Single response

75% of the total respondents reported college level

14% of the total respondents reported below college level

Mark any of the following that are required or recommended apart from textbook readings

Dean Area	Required or recommended apart from textbook readings.*														Total N
	None		Journal or other periodical articles		Poetry		Full-length fiction or biography		Short stories or excerpts from fictional or biographical works		Library research or internet-based readings		Total N		
	N	%	N	%	N	%	N	%	N	%	N	%			
Applied Technology, Multimedia, and Public Service	4	16.7%	10	41.7%	0	0.0%	2	8.3%	1	4.2%	14	58.3%	24		
Arts and Humanities	9	20.9%	9	20.9%	7	16.3%	5	11.6%	14	32.6%	21	48.8%	43		
Business Studies	7	21.9%	17	53.1%	0	0.0%	0	0.0%	1	3.1%	22	68.8%	32		
Communications	7	13.0%	23	42.6%	5	9.3%	3	5.6%	13	24.1%	43	79.6%	54		
Computer Science and Advanced Technology	11	39.3%	6	21.4%	0	0.0%	0	0.0%	0	0.0%	15	53.6%	28		
Health Sciences	12	25.0%	20	41.7%	0	0.0%	2	4.2%	0	0.0%	35	72.9%	48		
Math and Sciences	49	52.1%	22	23.4%	0	0.0%	0	0.0%	0	0.0%	30	31.9%	94		
Social and Behavioral Sciences	13	14.0%	45	48.4%	1	1.1%	12	12.9%	7	7.5%	61	65.6%	93		
Total	112	26.9%	152	36.5%	13	3.1%	24	5.8%	36	8.7%	241	57.9%	416		

*Multiple responses permitted

Multiple Responses permitted

466 responses to required or recommended reading material apart from textbooks readings

241 responses or 58% of the total respondents to library research or internet-based research

Dean Areas with highest response to library research or internet-based research
 Communications..... **80%**
 Health Sciences..... **73%**
 Social and Behavioral Sciences..... **66%**

152 responses to journal or other periodical articles

How would you classify the required reading in your classes?

Dean Area	The required reading in your classes is:														
	Difficult for most students			Easy for most students			Slightly difficult for most students			Slightly easy for most students			Well matched to the reading levels of most of my students		
	N	%		N	%		N	%		N	%		N	%	
Applied Technology, Multimedia, and Public Service	2	8.3%	1	4.2%	6	25.0%	0	0.0%	0	0.0%	15	62.5%	24	100.0%	
Arts and Humanities	9	20.9%	2	4.7%	13	30.2%	2	4.7%	2	4.7%	17	39.5%	43	100.0%	
Business Studies	3	9.4%	1	3.1%	7	21.9%	4	12.5%	4	12.5%	17	53.1%	32	100.0%	
Communications	4	7.4%	0	0.0%	27	50.0%	2	3.7%	2	3.7%	21	38.9%	54	100.0%	
Computer Science and Advanced Technology	4	14.3%	1	3.6%	4	14.3%	1	3.6%	1	3.6%	18	64.3%	28	100.0%	
Health Sciences	4	8.3%	0	0.0%	14	29.2%	1	2.1%	1	2.1%	29	60.4%	48	100.0%	
Math and Sciences	28	29.8%	1	1.1%	38	40.4%	0	0.0%	0	0.0%	27	28.7%	94	100.0%	
Social and Behavioral Sciences	12	12.9%	2	2.2%	44	47.3%	4	4.3%	4	4.3%	31	33.3%	93	100.0%	
Total	66	15.9%	8	1.9%	153	36.8%	14	3.4%	14	3.4%	175	42.1%	416	100.0%	

Single response

42% of the total respondents reported well matched to the reading levels of most of my students

37% of the total respondents reported slightly difficult for most students

Dean Areas with highest response to slightly difficult for most students

Communications.....	50%
Social and Behavioral Sciences.....	47%
Math and Sciences.....	40%

If a student were to do none of the required reading in this class, what would be the likely effect on his/her grade?

Dean Area	Effect on grade:											
	Would have a slightly negative effect on the final grade			Would have no effect on the final grade			Would lower the final grade by at least one letter grade			Would not pass the course		
	N	%		N	%		N	%		N	%	Total
Applied Technology, Multimedia, and Public Service	2	8.3%	1	4.2%	9	37.5%	12	50.0%	24	100.0%		
Arts and Humanities	4	9.3%	0	0.0%	17	39.5%	22	51.2%	43	100.0%		
Business Studies	4	12.5%	0	0.0%	9	28.1%	19	59.4%	32	100.0%		
Communications	0	0.0%	0	0.0%	8	14.8%	46	85.2%	54	100.0%		
Computer Science and Advanced Technology	1	3.6%	0	0.0%	10	35.7%	17	60.7%	28	100.0%		
Health Sciences	7	14.6%	0	0.0%	22	45.8%	19	39.6%	48	100.0%		
Math and Sciences	19	20.2%	2	2.1%	41	43.6%	32	34.0%	94	100.0%		
Social and Behavioral Sciences	4	4.3%	0	0.0%	36	38.7%	53	57.0%	93	100.0%		
Total	41	9.9%	3	0.7%	152	36.5%	220	52.9%	416	100.0%		

Single response

53% of the total respondents reported would not pass the course

Dean Areas with the highest responses to would not pass the course

- Communications.....**85%**
- Computer Science & Adv. Technology.....**61%**
- Business Studies.....**59%**
- Social and Behavioral Sciences.....**57%**

37% of the total respondents reported would lower the grade by at least one letter grade

The relationship between lecture/discussion/classroom activities and required reading in this course.

Dean Area	The relationship between lecture/discussion/classroom activities and required reading:													
	Lecture/discussion/classroom activities related to the required reading				Lecture/discussion/classroom activities generally cover different topics from that of the required reading				Lecture/discussion/classroom activities clarify and emphasize information about the required reading				Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Applied Technology, Multimedia, and Public Service	16	66.7%	1	4.2%	7	29.2%	24	100.0%						
Arts and Humanities	32	74.4%	1	2.3%	10	23.3%	43	100.0%						
Business Studies	23	71.9%	2	6.3%	7	21.9%	32	100.0%						
Communications	43	79.6%	1	1.9%	10	18.5%	54	100.0%						
Computer Science and Advanced Technology	22	78.6%	0	0.0%	6	21.4%	28	100.0%						
Health Sciences	37	77.1%	0	0.0%	11	22.9%	48	100.0%						
Math and Sciences	51	54.3%	3	3.2%	40	42.6%	94	100.0%						
Social and Behavioral Sciences	75	80.6%	4	4.3%	14	15.1%	93	100.0%						
Total	299	71.9%	12	2.9%	105	25.2%	416	100.0%						

Single response

**72% of the total respondents reported
lecture/discussion/classroom activities related to the required reading**

**25% of the total respondents reported
lecture/discussion/classroom activities clarify and emphasize information about required reading**



DEVR 1313 students studying together.

Left to right, Olga Rios, Real Estate major; Tamera Rodgers, Forensic Science major; Sgt. Jesse Longoria, USMC, Iraqi War Veteran, awarded Navy & Marine Corp Combat Valor Medal, Purple Heart recipient, Business major; Jessica Moore, Computer Science major; Aaron Raesz, electrician, Applied Science major; John Hook, Marketing and Advertising major.

I provide the following type(s) of study guides for required reading

	None		In lectures, I announce specific chapters or page numbers where related information may be found in the required reading assignments		I provide chapter objectives or study guides created by the publisher of the required textbook		I provide chapter outlines for required reading assignments		I have created custom study guides with questions or notes referenced to specific chapters, pages, or other segments of the required reading assignments		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Dean Area												
Applied Technology, Multimedia, and Public Service	6	25.0%	13	54.2%	5	20.8%	2	8.3%	4	16.7%	24	
Arts and Humanities	2	4.7%	21	48.8%	8	18.6%	8	18.6%	21	48.8%	43	
Business Studies	9	28.1%	14	43.8%	8	25.0%	7	21.9%	8	25.0%	32	
Communications	7	13.0%	39	72.2%	11	20.4%	7	13.0%	18	33.3%	54	
Computer Science and Advanced Technology	2	7.1%	13	46.4%	11	39.3%	6	21.4%	12	42.9%	28	
Health Sciences	5	10.4%	23	47.9%	10	20.8%	11	22.9%	27	56.3%	48	
Math and Sciences	18	19.1%	51	54.3%	10	10.6%	15	16.0%	40	42.6%	94	
Social and Behavioral Sciences	9	9.7%	42	45.2%	30	32.3%	16	17.2%	45	48.4%	93	
Total	58	13.9%	216	51.9%	93	22.4%	72	17.3%	175	42.1%	416	

*Multiple responses permitted

Multiple Responses permitted

556 responses to a provision of guidance for the required reading

175 responses to I have created custom study guides with questions or notes referenced to specific chapters, pages, or other segments of the required reading assignments

Dean Areas with the highest response to <u>custom study guides</u>	
Health Sciences.....	56%
Arts & Humanities.....	49%
Social & Behavioral Sciences.....	48%

216 responses to In lecture, I announce specific chapters of page numbers where related information may be found in the required reading

Dean Area with the highest response to <u>announcing</u>	
Communications.....	72%
Math and Sciences.....	54%
Arts & Humanities.....	49%
Health Science.....	48%

Which of the following types of writing assignments are required?

Dean Area	Writing assignments required.*												Total	
	None		Write paragraph(s) in class and/or on tests that are based entirely on lecture/discussion/class activities		Write paragraph(s) in class and/or on tests that are based entirely on reading assignments		Write about a topic based on imagination, description, or opinion, not on research		Research and write about a topic, using research paper standards		Research and write multiple pages about a topic, using research paper standards		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
Applied Technology, Multimedia, and Public Service	4	16.7%	9	37.5%	11	45.8%	4	16.7%	7	29.2%	6	25.0%	24	
Arts and Humanities	6	14.0%	24	55.8%	14	32.6%	15	34.9%	8	18.6%	11	25.6%	43	
Business Studies	6	18.8%	10	31.3%	5	15.6%	4	12.5%	12	37.5%	9	28.1%	32	
Communications	2	3.7%	21	38.9%	24	44.4%	27	50.0%	25	46.3%	25	46.3%	54	
Computer Science and Advanced Technology	9	32.1%	11	39.3%	9	32.1%	4	14.3%	1	3.6%	1	3.6%	28	
Health Sciences	21	43.8%	15	31.3%	9	18.8%	6	12.5%	11	22.9%	10	20.8%	48	
Math and Sciences	36	38.3%	48	51.1%	19	20.2%	3	3.2%	11	11.7%	7	7.4%	94	
Social and Behavioral Sciences	4	4.3%	53	57.0%	34	36.6%	27	29.0%	31	33.3%	37	39.8%	93	
Total	88	21.2%	191	45.9%	125	30.0%	90	21.6%	106	25.5%	106	25.5%	416	

*Multiple responses permitted

Multiple Responses permitted

This question received a total of 706 responses, 618 of those responses indicated that writing was a requirement.

25% of the total responses require research & write multiple pages about a topic, using research paper standards

There were 125 responses to write paragraphs in class on tests that are based entirely on reading assignments.

Dean Areas with the highest response to research paper with multiple pages

- Communications..... 46%
- Social & Behavioral Sciences..... 40%
- Business Studies..... 28%

There were 191 responses to write paragraphs in class on tests that are based entirely on lecture/discussion/class activities



Above, DEVR 1303 students left to right, Joe Morales, Engineering Design major; Damian Tarango, HVAC major; Matt Walker, Business major.

Below, DEVR 0303 students, left to right, Mia del Socorro, Early Childhood major; Evette Carter, Music major; Janice Mojica, Nursing major.



Which of the following choices best describes your major tests and final exams?*

Dean Area	Which of the following choices best describes your major tests and final exams?*																					
	Multiple choice		True-False		Essay		Short answer or fill-in-the-blank		Questions derived from a test-bank provided by the textbook publisher		Questions based on factual recall of information		Questions based on application of acquired concepts to "new" material		Questions based on critical evaluation and/or subjective analysis		Weekly quizzes		End of semester comprehensive tests			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Applied Technology, Multimedia, and Public Service	19	79.2%	12	50.0%	4	16.7%	17	70.8%	8	33.3%	17	70.8%	13	54.2%	6	25.0%	2	8.3%	6	25.0%	24	
Arts and Humanities	16	37.2%	14	32.6%	21	48.8%	33	76.7%	5	11.6%	15	34.9%	22	51.2%	19	44.2%	14	32.6%	21	48.8%	43	
Business Studies	25	78.1%	12	37.5%	12	37.5%	11	34.4%	13	40.6%	14	43.8%	16	50.0%	12	37.5%	5	15.6%	4	12.5%	32	
Communications	17	31.5%	9	16.7%	41	75.9%	13	24.1%	8	14.8%	14	25.9%	23	42.6%	28	51.9%	15	27.8%	15	27.8%	54	
Computer Science and Advanced Technology	18	64.3%	11	39.3%	3	10.7%	14	50.0%	4	14.3%	17	60.7%	13	46.4%	12	42.9%	2	7.1%	10	35.7%	28	
Health Sciences	46	95.8%	17	35.4%	6	12.5%	21	43.8%	6	12.5%	24	50.0%	32	66.7%	31	64.6%	11	22.9%	27	56.3%	48	
Math and Sciences	39	41.5%	11	11.7%	29	30.9%	51	54.3%	22	23.4%	58	61.7%	75	79.8%	46	48.9%	21	22.3%	46	48.9%	94	
Social and Behavioral Sciences	78	83.9%	33	35.5%	59	63.4%	33	35.5%	34	36.6%	60	64.5%	46	49.5%	51	54.8%	12	12.9%	21	22.6%	93	
Total	258	62.0%	119	28.6%	175	42.1%	193	46.4%	100	24.0%	219	52.6%	240	57.7%	205	49.3%	82	19.7%	150	36.1%	416	

*Multiple responses permitted

Table 1.1 Describe major tests and final exams

Multiple Responses permitted

258 respondents or 62% of the total of responses reported using multiple choice

- Dean Areas with the highest response to multiple choice
- Health Science..... 96%
- Social & Behavioral Sciences.....84%
- Applied Tech, Multimedia & Pub Srvc... 79%

240 respondents reported using questions based on application of acquired concepts to new information

- Dean Areas with the highest response to application of new information
- Math and Sciences..... 80%
- Health Science.....67%
- Social & Behavioral Sciences..... 50%

193 respondents reported using short answer or fill-in-the blank

- Dean Areas with the highest response to short answer or fill-in- the-blank
- Arts and Humanities.....77%
- Applied Tech, Multimedia & Pub Srvc... 71%
- Math and Sciences..... 54%

219 respondents reported using questions based on factual recall

- Dean Areas with the highest response to factual recall
- Applied Tech, Multimedia & Pub Srvc..71%
- Social & Behavioral Sciences.....65%
- Math and Sciences.....62%

175 respondents reported using essay

- Dean Areas with the highest response to essay
- Communications..... 76%
- Social & Behavioral Sciences..... 63%
- Arts and Humanities..... 49%

205 respondents reported using questions based on critical evaluation and/or subjective analysis

- Dean Areas with the highest response to critical evaluation
- Health Science.....65%
- Social & Behavioral Sciences..... 55%
- Communications..... 52%

**Which of the following reading skill deficiencies do you find most prevalent in your students?
(Average Ratings*)**

Dean Area	Reading Skill Deficiencies:				
	Lack of an educational foundation and experiences which provide background knowledge	Lack of problem solving/high-level thinking skills (Analysis, Synthesis, and Evaluation)	Unable to comprehend reading assignments	Unable to understand implied information in reading assignments	Vocabulary deficiency
Applied Technology, Multimedia, and Public Service	2.29	2.29	3.15	3.09	3.90
Arts and Humanities	2.57	2.97	3.22	2.89	2.84
Business Studies	2.41	2.29	3.74	2.73	3.32
Communications	2.49	2.20	3.92	2.66	3.57
Computer Science and Advanced Technology	3.26	1.63	3.81	2.56	3.70
Health Sciences	2.91	2.04	4.07	2.93	2.89
Math and Sciences	2.39	1.87	3.73	3.03	3.88
Social and Behavioral Sciences	2.37	2.49	3.57	3.05	3.32
Total	2.53	2.21	3.69	2.91	3.44

*Rank based on a scale from 1 to 5, with 1 = "Most prevalent"

Ranking, averages of 1-5 reported

Most prevalent deficit

**Lack of problem solving high-level thinking skills
(analysis, synthesis, and evaluation)**

Second most prevalent deficit

**Lack of an educational foundation and experiences
which provide background knowledge**

Describe the importance of the following behaviors as they relate to a student passing in your course (Average Ratings*)

Dean Area	Behaviors:				
	Attends and participates in class	Completes reading assignments	Copes well with personal problems	Is goal oriented	Self-regulates and participates in own learning experience
Applied Technology, Multimedia, and Public Service	1.67	3.00	4.48	3.09	2.65
Arts and Humanities	1.66	3.15	4.36	3.08	2.43
Business Studies	2.35	2.69	4.66	2.84	2.30
Communications	1.85	2.80	4.63	3.48	2.22
Computer Science and Advanced Technology	1.86	3.21	4.79	2.86	2.29
Health Sciences	2.36	3.53	4.23	3.00	1.85
Math and Sciences	1.90	3.89	4.44	2.80	1.90
Social and Behavioral Sciences	1.97	2.93	4.44	3.36	2.22
Total	1.96	3.22	4.48	3.09	2.16

*Rank based on a scale from 1 to 5, with 1 = "Most important"

Ranking, averages reported (1-5, with 1 being most important)

Most prevalent behavior for student passing course
Attends and participates in class

Second most prevalent behavior
Self-regulates and participates in own learning experience

Rank the following behaviors in order of importance for success in your course (Average Ratings*)

Dean Area	Behaviors:					
	Applying memory and study strategies to remember new information	Listening and taking effective notes from lecture	Organizational skills	Test taking skills and managing test anxiety	The ability to merge notes from textbook and lecture	Time management
Applied Technology, Multimedia, and Public Service	3.38	1.91	3.61	4.65	3.39	3.96
Arts and Humanities	2.95	3.38	2.61	4.69	4.00	2.63
Business Studies	2.74	2.80	3.38	4.55	3.41	3.61
Communications	4.04	3.00	2.43	4.98	3.60	2.63
Computer Science and Advanced Technology	3.07	3.96	2.50	4.11	3.85	3.39
Health Sciences	3.04	3.53	2.89	3.81	4.00	3.66
Math and Sciences	2.96	3.01	3.46	3.82	4.08	3.56
Social and Behavioral Sciences	3.42	2.47	3.82	4.32	2.96	3.87
Total	3.23	2.97	3.19	4.28	3.64	3.44

*Rank based on a scale from 1 to 6, with 1 = "Most important"

Ranking, averages of 1-5 reported (1-5, with 1 being most important)

Most important behavior for success in course

Listening and taking effective notes from lecture

Secondary behaviors indicated

Organizational skills

Applying memory and study strategies

to remember new information

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