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ABSTRACT

In 1990, a survey was conducted of students at Miami-Dade Community College (M-DCC) to determine their perceptions of their high school preparation for college. The survey was distributed to a 5% random sample of English classes. Surveys were returned from 502 students in 26 of the 31 sampled classes for a response rate of 84%. A comparison with findings from a similar study conducted in 1982 revealed no significant differences in student perceptions of their high school preparation. Major findings of the study were as follows: (1) on questions designed to assess students' level of commitment to educational goals, 43.6% of the respondents indicated that they had not studied a great deal in high school; over 70% said they usually studied for tests, handed in reports/papers on time, and did their homework; slightly more than one-third said they had a special time and place to do their homework; 54% participated in extracurricular activities; 25.1% indicated that they picked easy courses in high school; and 84.9% planned to attend M-DCC for at least 2 years; (2) on questions focusing on students' perceptions of their high school performance, 54% said their courses were easy for them, 54.6% said they received mostly A's and B's in high school, 39.4% reported receiving mostly C's and D's, and 55% felt ready for college when they graduated from high school; (3) in terms of the academic demands made by their high school, 30.9% said they rarely had to do their homework at home, 69.3% indicated that they had not read 50 pages per week, only 22.7% indicated that they used the library more than 10 times to obtain information, 10.8% indicated that they had no essay exams in high school, 44.6% felt they had not learned to study in high school; (4) less than one fourth of the respondents indicated that they would do everything in the same way if they could do their high school years over; and (5) only 39% agreed that their high school courses prepared them for a job, just over one-half felt high school prepared them for college, and less than one-half agreed that high school prepared them to be an adult. Responses of remedial students are compared with those of students in college-level courses. The survey instrument and student comments are included. (JMC)

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AS VIEWED BY STUDENTS IN
MIAMI-DADE COMMUNITY COLLEGE
ENGLISH CLASSES

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Institutional Research

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June 1990

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High School Preparation As Viewed By
Students in Miami-Dade Community College
English Classes

Introduction

Eight years ago, Losak, Schwartz, and Morris (1982) surveyed academically underprepared students in Miami-Dade Community College (M-DCC) English classes regarding their perceptions of their high school preparation for college. The authors were concerned with the simultaneous increase in the demands of the marketplace for skilled employees and the decrease in the level of preparedness of students entering college. The serious nature of this situation, on a national level, was described in the Presidential Commission report A Nation at Risk (1983). The authors were also concerned about the impact of newly formed state policies of mandatory entry- and exit-level testing on the "open door" philosophy of the college. Within this context, the objectives of their study were:

- 1) to obtain a clearer picture of the level of high school preparation for students who were in developmental courses at M-DCC; 2) to ascertain the views of developmental students regarding their own high school preparation; 3) to ascertain which skills these students perceive as needing more emphasis in their high school preparation; 4) to gain information so that M-DCC and Dade County high school personnel could work together to improve student preparation prior to their entry into postsecondary education (p. 2).

In this study it was reported that in the Fall of 1981, about 5,850 new students wrote the Comparative Guidance and Placement Program (CGP) entry-level placement test. The reading subtest was failed by 44% of the students, the writing subtest was failed by 40% of the students, and the computation subtest was failed by 42% of the students. In all, 70% fell below the cutscore on at least one subtest, and were required to enroll in at least one college preparatory course. This figure has shown little change over the last ten years (Einspruch, 1990). Similarly, Belcher (1990a) reported little change in the performance of recent high school

graduates over the past five years, with about 60% of the students failing at least one subtest.

Given little change in the basic skills level of entering students and the continued increase in the demands of the workplace, the issues that were relevant at the time of the Losak, et al., study are even more pressing today. Therefore, the present study was conducted to see what changes, if any, have occurred in students' perception of their high school preparation for college. The original survey was modified only slightly for the present study, so that comparative data could be generated. Since the previous study was limited in that it only surveyed academically underprepared students, the scope of the present study was expanded by surveying students in college-level English classes as well as students in college preparatory English classes.

Method

After review by members of Institutional Research and the Academic Deans, the original survey was modified slightly (a copy of the survey is provided in Appendix A). The survey was distributed to a five percent random sample of English classes stratified by campus and course number. The survey was distributed and collected by the Testing Directors, and the data were entered and analyzed by members of Institutional Research. Demographic information was obtained from the demographic research file (IRS40), and test scores were obtained from the test master record file (TMR). For those students who completed the survey in a college-level English course, test scores were used to distinguish between students who entered college academically prepared or underprepared. Items were grouped by general issues, and tables were produced that resemble the tables in the 1982 report so that a comparison between the two reports may be made. Consistent with the 1982 report, students from non-Dade County high schools and students earning a high school equivalent diploma (G.E.D.) were excluded from the comparisons by ethnic group, gender, age, and type of course in which the survey was completed.

Comparison to the 1982 Survey

One major finding of this study is simple: given the information provided by the two surveys, student perceptions of their high school preparation for college have changed very little over the nine year interval. While some minor differences between the two sets of results may be found, these are so small that they may be due to chance alone. All in all, the findings from the two studies are indeed remarkably similar.

Results

Surveys were returned from 26 of the 31 classes to which they were distributed, representing an 84% response rate. A total of 502 surveys were returned. While this is about the same number as surveyed in the 1982 project, only 57 of respondents in the present study completed the survey in a college preparatory course. However, an additional 227 students who completed the survey in a college-level course also began their matriculation by failing at least one of the FL-MAPS entry-level subtests (and were therefore required to enroll in college preparatory course work). Thus, a total of 284 respondents began their college work as academically under-prepared students. Forty-seven of the respondents did not enter their student number, and demographic information was therefore not available for these students. The following tables detail responses for the entire group, and also include comparisons between ethnic groups, gender, type of high school from which respondents graduated, age groups, and level of course in which students completed the survey. The last comparison will be discussed in this section. Interested readers may examine the tables for further results.

Table 1 details the demographic distributions of the students completing the survey. The figures in this table are only somewhat similar to those appearing in the Fall Profile for 1989 (Belcher, 1990b) first-time-in-college students, and therefore suggest that caution should be used in generalizing from the sample to the student body at large. In particular, White non-Hispanics and females were under-represented, while students who graduated from outside Dade County were over-represented. As mentioned

earlier, these non-Dade County graduates are excluded from many of the analyses. Fifteen percent of the respondents were White non-Hispanic, 19% were Black non-Hispanic, and 53% were Hispanic. Males account d for 39% of the respondents, while 48% were female. Fifty-four percent of the respondents had graduated from Dade County public high schools, 9% had graduated from Dade County private high schools, 19% had graduated from high schools outside of Dade County, and 9% had earned a high school equivalent diploma (G.E.D.). Half of the respondents were twenty years of age or older, and 37% were under twenty years of age. Sixteen percent of the respondents completed the survey in a college preparatory course, 62% completed the survey in a college-level course (and had failed at least one FL-MAPS subtest), and 22% completed the survey in a college-level course (and had passed all FL-MAPS subtests). (These totals may not add to 100% due to missing data.)

Perception of Personal Commitment to Educational Goals and Tasks

Table 2 details the responses to the twelve items that related to this issue. Of the total group of respondents, about one-fourth agreed that they picked easy courses in high school, and one-third or less agreed that they had a special time or place for doing homework. About half of the total group of respondents agreed that they studied a lot or enjoyed reading books in their spare time, and about one-half agreed that they participated in extra-curricular events sponsored by their high school. Three quarters or more of the respondents agreed that they usually studied for tests, usually handed in reports or papers on time, usually did their homework, mostly had friends who were planning to go to college, and plan to attend M-DCC at least two years. Two items in this section required students to rank their three top responses (Items 42 and 43). There was a low response rate for these items, which was further complicated by students incorrectly marking the survey, rendering their answers unusable. Most of the students who provided usable responses indicated that requirements for graduation helped them to decide which courses to take in high school, and that they would recommend to tenth graders that they take courses which will be used in college.

Students who completed the survey in a college-level course and who had also passed the FL-MAPS typically indicated better student behaviors than students who entered college academically underprepared. In particular, they usually studied for tests (75% vs. 58%), usually handed in reports on time (93% vs. 86%), usually did their homework (84% vs. 70%), mostly had friends who were planning to attend college (89% vs. 81%), and plan to attend M-DCC for at least two years (94% vs. 81%). These students also recommended that tenth graders take courses that will be used in college (24%), keep trying even when it looks like you might not make it (10%), take English courses which require regular writing (8%), and take mathematics courses beyond arithmetic (8%). Interestingly, students who completed the survey in a college preparatory course (44%) were more likely to agree that they had a special time where they did their homework than students in a college level course who had passed all three FL-MAPS subtests (25%).

Perception of Academic Performance in High School

Table 3 details the responses to items that addressed this issue. Of the entire group of respondents, only one-fourth agreed that they took easy courses in high school. About half of the respondents agreed that their grades in high school were usually A's and B's, thought their courses were easy, and that they were ready for college when they graduated from high school. Three-fourths or more of the respondents agreed that they usually did their homework and that they usually handed in reports or papers on time.

A greater percentage of the students who completed the survey in a college-level course and who had passed the FL-MAPS than students who completed the survey in a college preparatory course agreed that they usually handed in reports and papers on time (93% vs. 86%), usually did their homework (84% vs. 70%), earned A's and B's (63% vs. 44%), and believed they were ready for college when they graduated (60% vs. 49%). In contrast, 65% of the students in a college preparatory course said their courses were easy for them, compared to 58% of the students who has passed all three FL-MAPS subtests.

Perception of Academic Demands Made by High School

Table 4 details the results related to this issue. Only half of the total group of respondents agreed that they were ready to go to college when they graduated. Less than one-third agreed that they hardly ever had to do homework at home. Only eleven percent agreed that their work required fifty pages of reading each week. About one-fourth of the group indicated that in high school they used the library three to five times for information, while another one-fourth indicated they used it more than ten times. About half of the respondents indicated that they had to write reports or papers once or twice a month, while only one-fourth indicated that they had to write reports or papers once or twice a year. Again, about one-fourth of the respondents took essay exams in high school once or twice, while another one-fourth took essay exams three to five times.

Students who completed the survey in a college-level course and who had passed the FL-MAPS did not agree as often as students in a college preparatory course that they hardly ever had to do homework at home (30% vs. 46%), but agreed more often that they were ready for college when they graduated (60% vs. 49%). These students also had to use the library and write reports or papers more often than the less prepared students.

Perception of Academic Assistance Provided by the High School

Table 5 details the results related to this issue. Less than one-fourth of the total group of respondents agreed that if they could do their high school years over, they would do everything the same way. Also, less than one-fourth agreed that their high school informed them of which courses to take for college. About one-third agreed that they learned how to study in high school, which has helped them in college. About one-third also agreed that if they could do their high school years over, they would take courses which required more homework. Also, about one-third stated that they have ways the high school could have better prepared them for college (responses to this item are discussed more fully below). About half of the respondents agreed that if they could do their high school years over, they would take more science courses and take courses which require more reading. Around two-thirds of the respondents agreed that they were able to get help at school if they needed it. Also, about two thirds

agreed that if they could do their high school years over, they would take a foreign language course. Three-fourths of the respondents agreed that if they could do their high school years over, they would take more mathematics courses, take more English courses, take English courses which require more writing, and read more.

Students who completed the survey in a college preparatory course agreed more often than students who had passed all three FL-MAPS subtests that they were able to get help in school if they needed it (77% vs. 55%), and that they learned how to study in high school (40% vs. 29%). They also agreed that if they could do their high school years over they would take courses which require more homework (54% vs. 21%), take more English (86% vs. 50%), mathematics (84% vs. 63%), science (53% vs. 34%), and foreign language courses (75% vs. 54%), and take courses which require more writing (88% vs. 63%). Respondents in a college preparatory class were more likely than students who had passed the FL-MAPS to disagree that if they could do their high school years over they would do them the same way (65% vs. 45%).

Perception of Skill Attained From the High School Experience

Table 6 details the responses to the items which deal with this issue. Only 39% of the respondents agreed that their high school courses prepared them for a job, just over one-half agreed that their high school courses prepared them for college, and less than one-half agreed that their high school courses prepared them to be an adult.

Students who completed the survey in a college-level course and who passed the FL-MAPS agreed more often than students who entered college academically underprepared that their high school courses prepared them for a job (46% vs. 33%) and to go to college (64% vs. 51%). These two groups had almost equal percentages (about 50%) stating that their high school course prepared them to be an adult, compared to only 38% of those completing the survey in a college level course but who had failed at least one FL-MAPS subtest.

Perception of Academic Assistance Provided by M-DCC

Of the total group of respondents, only one-third agreed that they would do better at M-DCC if their teachers would go slower. Almost two-thirds agreed that basic skills courses have helped them (the fact that almost half of those who had passed the FL-MAPS agreed with this item suggests that they may have thought of something other than college preparatory courses when they answered this item). Almost ninety percent of the respondents agreed that they would recommend M-DCC to their friends.

Students who completed the survey in a college preparatory course agreed more than students who completed the survey in a college level course that they would do better if their teachers would go slower (47% vs. 34%), and that basic skills courses have helped them (75% vs. 43%). Both groups stated that they would recommend M-DCC to their friends (over 85%).

Perception of Academic Performance at M-DCC

Of the total group of respondents, two-thirds agreed that they are better students now than they were in high school, and one-half agreed that they do not mind taking basic skills courses. About two thirds of the students completing the survey in a college preparatory course agreed that they are a better student than they were in high school, which was similar to the percentage in a college level course who agreed. While 61% of the college preparatory students agreed that they do not mind taking basic skills courses, only 53% of student in a college level course who failed one FL-MAPS subtest agreed to this item, and only 34% in a college level course who passed the FL-MAPS agreed to this item.

Student Perceptions of How High School Could Have Better Prepared Them for College

The last item on the survey asked students if they had any suggestions for ways in which high school could have better prepared them for college. These comments are summarized in Appendix B, and a sample of comments is detailed verbatim in Appendix C. There were several recurring themes in the student comments. Students who completed the survey in a college preparatory English class said that they should have been provided with more writing assignments, received more attention, been better prepared

for the expectations of college, and had help in improving study habits. They also suggested that teachers have higher demands and expectations of students. Students who completed the survey in a college-level English course felt that they should have been required to do more reading and writing, that they should have been better prepared and informed about what to expect in college, and that they should have been required to take more mathematics courses. They also felt that educators need to develop a positive and serious attitude towards education and to impress the importance of this attitude upon students. In addition, they felt the need to improve their study habits, and to have more contact with (and guidance from) their counselors. In sum, students were concerned about the difference between the demands of high school and college, and felt that they should have been expected to do better in high school. They also saw the need for more communication between the college and high school, so that they would be better informed about how to prepare for college.

Conclusion

The 1982 survey of high school preparation as viewed by academically underprepared students was conducted by Losak, Schwartz, and Morris in response to concerns regarding the low level of academic skill possessed by students entering M-DCC. The researchers felt the need for more empirical data, as well as closer cooperation between M-DCC and DCPS. The results of the 1982 study indicated that students felt that too little was expected of them in high school, that they did not study a lot, that they picked easy courses, and that they did not feel ready for college when they graduated. Citing in addition that many students who do not plan to enter college while in high school later change their mind and decide to matriculate, the authors conclude that, "It can only be to the benefit of the student, the high school, the college, and society in general to insist on the acquisition of those necessary skills that will permit the student at a later time to move effectively into postsecondary education" (p. 24).

The results of the present study, as well as studies of the results entry-level assessment, show little change over the years. Many

students continue to leave high school and arrive at M-DCC academically underprepared, and to feel that the high school experience was not demanding enough. Even those students who entered M-DCC adequately prepared felt that their high school experience could have been more valuable. Given the rate at which the demands of the marketplace are increasing vis-a-vis the rate of change of student level of preparedness, it remains timely to call for higher expectations of high school students, closer cooperation between the college and the high schools, and greater participation of the community at large.

Table 1

A Demographic Profile of the Survey Sample

Demographic Subgroup*	Number	Percent
<u>Ethnic</u>		
White Non-Hispanic	55	15
Black Non-Hispanic	69	19
Hispanic	187	53
Unknown	47	13
<u>Gender</u>		
Males	141	39
Females	176	48
Unknown	47	13
<u>Type of High School</u>		
Dade County Public High School Graduates	273	54
Dade County Private High School Graduates	44	9
Non-Dade County High School Graduates	97	19
High School Equivalent	41	9
Unknown	47	9
<u>Age</u>		
20 and Older	183	50
Under 20	134	37
Unknown	47	13
<u>Course</u>		
College Preparatory	57	16
College Level (Failed FL-MAPS)	227	62
College Level (Passed FL-MAPS)	80	22
Total	502	100

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School." Demographic information was not available for the 47 respondents who did not provide their student number.

Table 2

Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 15%	Black Non-Hispanic (69) 19%	Hispanic (187) 53%	Males (141) 39%	Females (176) 48%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 50%	Under 20 (134) 37%	College Preparatory (57) 16%	College Level (Failed FL-MAPS) (227) 62%	College Level (Passed FL-MAPS) (80) 22%
Question 1: I studied a lot	Strongly Agree/ Agree	45.4	23.6	66.7	33.2	27.0	48.3	38.5	40.9	66.0	42.1	34.3	43.9	36.6	42.5
	Strongly Disagree/ Disagree	43.6	69.1	27.5	50.3	58.9	40.3	48.4	50.0	30.9	46.4	51.5	43.9	50.7	45.0
	Undecided	9.8	7.3	5.8	14.4	11.3	11.4	11.7	9.1	3.1	10.4	12.7	12.3	11.5	10.0
	Not Applicable	0.6	-	-	1.6	2.1	-	1.1	-	-	0.5	1.5	-	0.4	2.5
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 3: I usually studied for my tests	Strongly Agree/ Agree	72.7	65.5	78.3	69.0	58.9	80.7	69.2	81.8	84.5	71.6	70.1	57.9	70.9	75.0
	Strongly Disagree/ Disagree	18.3	27.3	13.0	19.8	28.4	11.9	20.5	11.4	10.3	17.5	21.6	26.3	19.4	18.8
	Undecided	8.2	7.3	8.7	10.2	11.3	7.4	9.5	6.8	5.2	10.4	7.5	15.8	8.4	6.3
	Not Applicable	0.2	-	-	0.5	0.7	-	0.4	-	-	-	0.7	-	0.4	-
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 4: I usually handed in reports or papers on time	Strongly Agree/ Agree	83.7	83.6	82.6	86.6	77.3	92.0	85.7	84.1	85.6	88.5	81.3	86.0	81.5	92.5
	Strongly Disagree/ Disagree	10.0	10.9	11.6	7.5	12.8	5.7	9.2	6.8	9.3	7.1	11.2	7.7	11.9	5.0
	Undecided	5.2	5.5	5.8	4.8	9.2	1.7	4.4	9.1	4.1	3.8	6.7	7.0	5.3	2.5
	Not Applicable	0.4	-	-	0.5	-	0.6	0.4	-	-	-	0.7	-	0.4	-
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 2
(continued)

Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (137) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
*Question 5: I usually did my homework	Strongly Agree/ Agree	76.9	60.0	84.1	75.9	61.0	86.9	75.1	77.3	87.6	74.9	76.1	70.2	71.8	83.7
	Strongly Disagree/ Disagree	14.3	34.5	11.6	11.8	24.1	8.5	16.1	11.4	8.2	16.4	14.2	22.8	18.1	7.5
	Undecided	7.8	5.5	4.3	10.7	12.8	4.5	8.1	9.1	4.1	8.2	8.2	7.0	8.4	8.7
	Not Applicable	0.4	-	-	1.1	1.4	-	0.4	2.3	-	-	1.5	-	0.9	-
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 7: I had a special place where I did my homework	Strongly Agree/ Agree	35.9	23.6	46.6	36.4	28.4	42.0	36.3	34.1	43.3	36.6	35.1	38.6	34.8	31.3
	Strongly Disagree/ Disagree	43.8	43.6	40.6	42.2	45.4	40.3	42.9	40.9	42.3	44.8	39.6	45.6	42.3	48.7
	Undecided	12.2	25.5	8.7	12.8	17.7	10.8	13.2	18.2	8.2	11.5	17.2	14.0	13.2	13.7
	Not Applicable	7.4	5.5	4.3	8.0	7.1	6.8	7.0	6.8	6.2	6.6	7.5	1.8	8.4	6.3
	No Response	0.8	1.8	-	0.5	1.4	-	0.7	-	-	0.5	0.7	-	1.3	-
Question 8: I had a special time when I did my homework	Strongly Agree/ Agree	34.5	20.0	40.6	30.5	29.8	32.4	31.9	27.3	49.5	33.9	27.6	43.9	29.1	25.0
	Strongly Disagree/ Disagree	48.6	58.2	46.4	49.7	51.8	49.4	50.2	52.3	38.1	47.0	55.2	40.4	51.1	61.2
	Undecided	11.8	21.8	10.1	12.3	11.3	14.8	12.8	15.9	10.3	14.2	11.9	14.0	11.9	11.2
	Not Applicable	4.6	-	2.9	7.0	6.4	3.4	4.8	4.5	2.1	4.4	5.2	1.8	7.0	2.5
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 9: I participated in extra-curricular events sponsored by my high school	Strongly Agree/ Agree	54.0	41.8	65.2	55.6	50.4	59.1	54.6	59.1	63.9	59.6	49.3	50.9	53.7	56.3
	Strongly Disagree/ Disagree	32.3	47.3	24.6	30.5	35.5	29.5	32.6	29.5	25.8	26.8	39.6	36.8	33.0	31.3
	Undecided	6.0	5.5	7.2	4.8	8.5	2.8	5.5	4.5	5.2	4.9	6.0	5.3	5.3	5.0
	Not Applicable	6.6	5.5	1.4	8.6	5.0	8.0	6.6	6.8	3.1	7.7	5.2	5.3	7.0	7.5
	No Response	1.2	-	1.4	0.5	0.7	0.6	0.7	-	2.1	1.1	-	1.8	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 2
(continued)

Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (272) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 12: I enjoyed reading books in my spare time	Strongly Agree/ Agree	42.2	29.1	34.8	35.8	22.0	44.3	37.4	15.9	64.9	30.6	39.6	28.1	37.9	32.5
	Strongly Disagree/ Disagree	41.2	47.3	46.4	47.1	55.3	40.9	44.3	65.9	26.8	50.8	42.5	43.9	43.2	52.5
	Undecided	13.3	20.0	15.9	14.4	17.0	14.2	15.0	18.2	6.2	16.4	14.2	28.1	14.5	11.2
	Not Applicable	2.6	3.6	2.9	2.1	5.0	0.6	2.9	-	2.1	1.6	3.7	-	3.5	3.7
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 15: I picked easy courses to take when I was in high school	Strongly Agree/ Agree	25.1	27.3	13.0	33.2	28.4	26.7	26.7	31.8	22.7	24.0	32.1	22.8	26.9	23.7
	Strongly Disagree/ Disagree	58.0	63.6	72.5	50.8	55.3	60.2	58.6	54.5	54.6	61.7	53.0	61.4	55.5	68.8
	Undecided	9.4	5.5	13.0	11.2	11.3	9.7	11.0	6.8	6.2	11.5	9.0	12.3	11.9	2.5
	Not Applicable	6.8	1.8	1.4	4.3	3.5	3.4	2.9	6.8	16.5	2.2	5.2	3.5	4.4	5.0
	No Response	0.8	1.8	-	0.5	1.4	-	0.7	-	-	0.5	0.7	-	1.3	-
Question 16: Most of my friends were planning on going to college	Strongly Agree/ Agree	78.7	70.9	82.6	86.6	80.9	85.2	82.4	88.6	78.4	85.2	80.6	80.7	78.9	88.7
	Strongly Disagree/ Disagree	12.0	18.2	11.6	6.4	11.3	8.0	9.2	11.4	14.4	9.3	9.7	14.0	9.3	3.7
	Undecided	7.2	9.1	4.3	6.4	7.1	5.7	7.3	-	3.1	4.4	9.0	5.3	9.7	7.5
	Not Applicable	1.4	1.8	1.4	-	-	1.1	0.7	-	3.1	0.5	0.7	-	1.3	-
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 2
(continued)

Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 21: I plan to attend Miami-Dade for at least two years	Strongly Agree/ Agree	84.9	87.3	84.1	88.8	85.1	89.8	87.9	86.4	82.5	88.5	86.6	80.7	85.5	93.8
	Strongly Disagree/ Disagree	5.0	7.3	4.3	2.7	5.0	2.8	3.7	4.5	8.2	3.8	3.7	5.3	4.0	2.5
	Undecided	7.2	3.6	11.6	5.9	7.1	6.3	6.6	6.8	4.1	7.1	6.0	12.3	7.5	3.7
	Not Applicable	2.6	1.8	-	2.1	2.1	1.1	1.5	2.3	5.2	-	3.7	1.8	2.2	-
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
*Question 43: What helped you decide upon your high school courses?	Requirements for graduation	25.7	40.0	17.4	32.1	25.5	34.1	29.7	34.1	15.5	32.7	26.9	21.1	25.5	46.2
	Courses which wouldn't be too hard	2.6	3.6	1.4	2.7	3.5	1.7	2.9	-	2.1	2.2	3.0	3.5	3.5	-
	Advice from your guidance counselor	3.6	-	5.8	4.8	5.0	4.0	4.4	4.5	2.1	5.5	3.0	1.8	3.5	6.3
	Suggestions from your friends	0.8	3.6	-	0.5	0.7	1.1	0.4	4.5	-	-	2.2	-	1.3	-
	Your desire to prepare for something after high school	16.7	16.4	11.6	17.6	14.2	17.0	14.7	22.7	13.4	14.8	17.2	12.3	16.3	17.5
	The name of the course if it sounded interesting	0.6	-	-	-	-	-	-	-	1.0	-	-	-	-	-
	Other	1.4	-	1.4	0.5	1.4	-	0.7	-	3.1	0.5	0.7	3.5	0.4	1.2
	No Response	48.6	36.4	62.3	41.7	49.6	42.0	47.3	34.1	62.9	44.3	47.0	57.9	49.3	28.7

*Listed under more than one table.

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Table 2
(continued)

Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
*Question 44: What would you recommend to 10th graders so they can be ready for college?	Take courses that will be used in college	16.3	21.8	13.0	19.8	14.2	21.6	18.3	18.2	12.4	20.8	14.9	21.1	15.9	23.7
	Keep trying even when it looks like you might not make it	5.6	3.6	8.7	5.9	5.0	7.4	6.2	6.8	3.1	8.2	3.7	7.0	4.4	10.0
	Go to summer school for extra help in certain subjects	0.8	-	-	0.5	0.7	-	0.4	-	-	-	0.7	-	0.9	-
	Make sure you study at least 4-5 hours a week.	1.2	1.8	-	2.1	3.5	0.6	1.8	2.3	-	1.6	2.2	-	2.2	1.2
	Make sure you study at least 6-10 hours a week	2.4	5.5	-	3.2	0.7	4.5	2.9	2.3	1.0	3.3	2.2	3.5	2.2	3.7
	Make sure you take an English course that requires writing papers regularly or weekly	4.4	1.8	1.4	5.3	5.0	2.8	3.3	6.8	5.2	4.4	3.0	1.8	4.0	7.5
	Make sure you take extra math courses besides arithmetic	2.0	7.3	-	2.7	5.0	1.1	2.9	2.3	1.0	2.2	3.7	-	1.3	7.5
	Make sure to improve your reading skills	1.6	3.6	-	0.5	0.7	1.1	0.4	4.5	1.0	1.1	0.7	-	0.9	2.5
	Get someone to help you if you are having trouble in any subjects	5.6	10.9	4.3	4.8	5.0	6.3	4.4	13.6	2.1	4.9	6.7	1.8	7.5	5.0
	Other	2.2	3.6	-	4.3	3.5	2.8	3.3	2.3	-	3.3	3.0	1.8	2.2	5.0
	No Response	58.0	40.0	72.5	50.8	56.7	51.7	56.0	40.9	74.2	50.3	59.0	63.2	58.6	33.7

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*Percentage of students ranking this reason as most important.

Table 3

Perception of Academic Performance in High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
<u>Question 2</u> My courses were easy for me	Strongly Agree/ Agree	54.0	63.6	56.5	60.4	33.8	57.4	60.8	56.8	43.3	62.3	57.5	64.9	56.8	57.5
	Strongly Disagree/ Disagree	28.5	25.5	11.6	21.9	19.1	29.5	23.1	36.4	33.0	23.0	27.6	19.3	28.2	26.2
	Undecided	16.3	10.9	31.9	16.0	15.6	12.5	15.4	4.5	22.7	14.2	13.4	14.0	13.7	16.2
	Not Applicable	0.4	-	-	1.1	0.7	0.6	0.4	2.3	-	-	1.5	1.8	0.4	-
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-
<u>Question 4:</u> I usually handed in reports or papers on time	Strongly Agree/ Agree	83.7	86.3	82.6	86.6	77.3	92.0	85.7	84.1	85.6	88.5	81.3	86.0	81.5	92.5
	Strongly Disagree/ Disagree	10.0	10.9	11.6	7.5	12.8	5.7	9.2	6.8	9.3	7.1	11.2	7.0	11.9	5.0
	Undecided	5.2	5.5	5.8	4.8	9.2	1.7	4.4	9.1	4.1	3.8	6.7	7.0	5.3	2.5
	Not Applicable	0.4	-	-	0.5	-	0.6	0.4	-	-	-	0.7	-	0.4	-
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-
<u>Question 5:</u> I usually did my homework	Strongly Agree/ Agree	76.9	60.0	84.1	75.9	61.0	86.9	75.1	77.3	87.6	74.9	76.1	70.2	71.8	83.7
	Strongly Disagree/ Disagree	14.3	34.5	11.6	11.8	24.1	8.5	16.1	11.4	8.2	16.4	14.2	22.8	18.1	7.5
	Undecided	7.8	5.5	4.3	10.7	12.8	4.5	8.1	9.1	4.1	8.2	8.2	7.0	8.4	8.7
	Not Applicable	0.4	-	-	1.1	1.4	-	0.4	2.3	-	-	1.5	-	0.9	-
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-

*Listed under more than one table.

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Table 3
(continued)

Perception of Academic Performance in High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
*Question 15: I picked easy courses to take when I was in high school	Strongly Agree/ Agree	25.1	27.3	13.0	33.2	28.4	26.7	26.7	31.8	22.7	24.0	32.1	22.8	26.9	23.7
	Strongly Disagree/ Disagree	58.0	63.6	72.5	50.8	55.3	60.2	58.6	54.5	54.6	61.7	53.0	61.4	55.5	68.8
	Undecided	9.4	5.5	13.0	11.2	11.3	9.7	11.0	6.8	6.2	11.5	9.0	12.3	11.9	2.5
	Not Applicable	6.8	1.8	1.4	4.3	3.5	3.4	2.9	6.8	16.5	2.2	5.2	3.5	4.4	5.0
	No Response	0.8	1.8	-	0.5	1.4	-	0.7	-	-	0.5	0.7	-	1.3	-
Question 17: My grades in high school were usually As & Bs	Strongly Agree/ Agree	54.6	49.1	58.0	52.9	39.0	65.3	53.8	52.3	66.0	62.3	41.8	43.9	51.5	62.5
	Strongly Disagree/ Disagree	31.5	38.2	29.0	33.7	44.0	23.9	32.2	36.4	18.6	26.2	41.8	42.1	34.4	23.7
	Undecided	10.0	10.9	10.1	10.2	12.1	9.7	11.4	6.8	8.2	8.7	13.4	14.0	10.1	10.0
	Not Applicable	3.2	1.8	2.9	2.7	4.3	1.1	2.2	4.5	6.2	2.2	3.0	-	3.1	3.7
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-
Question 18: My grades in high school were usually Cs and Ds	Strongly Agree/ Agree	39.4	47.3	40.6	42.2	51.1	36.4	42.1	47.7	30.9	35.0	53.7	54.4	44.9	25.0
	Strongly Disagree/ Disagree	43.0	34.5	47.8	38.5	29.8	48.3	40.7	36.4	50.5	45.9	32.1	35.1	37.0	55.0
	Undecided	8.4	10.9	2.9	11.2	12.8	6.3	9.5	6.8	7.2	9.3	9.0	1.8	11.0	8.7
	Not Applicable	7.4	7.3	7.2	7.0	5.7	8.0	6.6	9.1	9.3	8.7	4.5	7.0	5.7	10.0
	No Response	1.8	-	1.4	1.1	0.7	1.1	1.1	-	2.1	1.1	0.7	1.8	1.3	1.2
*Question 19: When I graduated from high school I believed I was ready for college	Strongly Agree/ Agree	55.0	43.6	56.5	52.4	48.9	55.7	52.4	54.5	62.9	56.3	47.8	49.1	54.2	60.0
	Strongly Disagree/ Disagree	27.3	34.5	31.9	28.9	25.5	33.5	30.8	25.0	19.6	26.8	34.3	29.8	30.4	23.7
	Undecided	13.9	18.2	11.6	16.0	22.0	9.7	14.7	18.2	13.1	16.4	13.4	19.3	11.9	15.0
	Not Applicable	3.0	3.6	-	2.1	2.8	1.1	1.8	2.3	3.1	-	4.5	1.8	2.6	1.2
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-

*Listed under more than one table.

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Table 4

Perception of Academic Demands Made by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparator (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 6: I hardly ever had to do my homework at home	Strongly Agree/ Agree	30.9	30.9	26.1	38.5	35.5	33.0	35.2	27.3	20.6	37.7	29.1	45.6	32.6	30.0
	Strongly Disagree/ Disagree	55.8	54.5	66.7	46.5	46.8	58.0	52.7	54.5	63.9	49.7	57.5	40.4	53.7	58.7
	Undecided	10.8	12.7	7.2	12.3	14.2	8.5	10.3	15.9	10.3	10.9	11.2	12.3	11.0	11.2
	Not Applicable	2.0	1.8	-	2.1	2.8	0.6	1.5	2.3	5.2	1.1	2.2	1.8	1.8	-
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 11: My work took 50 pages of reading a week	Strongly Agree/ Agree	10.6	9.1	10.1	8.0	7.7	11.4	7.7	15.9	10.3	7.7	10.4	12.3	10.1	8.7
	Strongly Disagree/ Disagree	69.3	70.9	66.7	78.1	77.3	72.2	76.9	59.1	60.8	76.5	71.6	75.4	69.6	77.5
	Undecided	15.3	16.4	20.3	10.2	10.6	15.3	11.7	22.7	22.7	12.0	14.9	10.5	15.9	10.0
	Not Applicable	4.0	1.8	2.9	3.2	5.0	1.1	2.9	2.3	6.2	3.3	2.2	1.8	3.1	3.7
	No Response	0.8	1.8	-	0.5	1.4	-	0.7	-	-	0.5	0.7	-	1.3	-
Question 19: When I graduated from high school I believed I was ready for college	Strongly Agree/ Agree	55.0	43.6	56.5	52.4	48.9	55.7	52.4	54.5	62.9	56.3	47.8	49.1	54.2	60.0
	Strongly Disagree/ Disagree	27.3	34.5	31.9	28.9	25.5	33.5	30.8	25.0	19.6	26.8	34.3	29.8	30.4	23.7
	Undecided	13.5	18.2	11.6	16.0	22.0	9.7	14.7	18.2	13.4	16.4	13.4	19.3	11.9	15.0
	Not Applicable	3.0	3.6	-	2.1	2.8	1.1	1.8	2.3	3.1	-	4.5	1.8	2.6	1.2
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-

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Table 4
(continued)

Perception of Academic Demands Made by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
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Question 38:	Never	5.0	9.1	4.3	4.3	9.2	2.3	3.3	18.2	4.1	3.8	7.5	12.3	4.8	1.2
In high school,	Once or Twice	19.9	16.4	10.1	23.5	20.6	18.8	20.1	15.9	13.4	19.7	19.4	19.3	20.7	0
how many times	3 - 5	27.1	29.1	33.3	28.3	28.4	30.7	30.0	27.3	21.6	30.6	28.4	19.3	29.1	22.0
did you have	6 - 10	19.3	21.8	21.7	20.9	20.6	21.6	22.0	15.9	18.6	23.0	18.7	17.5	19.8	22.5
to use the	More than 10	22.7	18.2	30.4	18.2	16.3	23.9	20.5	20.5	34.0	19.1	22.4	28.1	19.4	18.8
library for	No Response	6.0	5.5	-	4.8	5.0	2.8	4.0	2.3	8.2	3.8	3.7	3.5	6.2	2.5
information?															
Question 39:	Never	12.0	10.9	8.7	13.4	14.2	10.2	10.3	22.7	10.3	10.4	14.2	19.3	11.5	10.0
In high school,	Once or Twice	49.2	47.3	42.0	54.0	47.5	52.8	48.0	65.9	52.6	48.6	53.0	33.3	53.3	47.5
how many times	3 - 5	22.7	30.9	27.5	20.9	25.5	22.2	26.4	6.8	19.6	29.0	16.4	28.1	19.4	32.5
a month did you	6 - 10	7.4	3.6	17.4	5.9	5.7	9.7	8.8	2.3	6.2	6.0	10.4	12.3	6.6	6.3
have to write	More than 10	2.4	-	2.9	1.1	1.4	1.7	1.8	-	4.1	1.6	1.5	3.5	2.2	1.2
reports or	No Response	6.4	7.3	1.4	4.8	5.7	3.4	4.8	2.3	7.2	4.3	4.5	3.5	7.0	2.5
papers?															
Question 40:	Never	2.8	1.8	5.8	0.5	2.1	1.7	2.2	-	3.1	1.1	3.0	7.0	1.3	-
In high school,	Once or Twice	21.9	12.7	14.5	31.0	28.4	20.5	22.3	34.1	20.6	22.4	26.1	22.8	23.8	22.5
how many times	3 - 5	25.5	29.1	29.0	27.8	24.8	31.3	27.1	36.4	19.6	26.8	30.6	21.1	32.2	18.8
a year did you	6 - 10	17.1	16.4	24.6	16.0	17.0	19.3	17.6	22.7	15.5	18.0	18.7	14.0	17.2	22.5
have to write	More than 10	26.1	34.5	24.6	19.8	22.0	24.4	26.4	4.5	32.0	27.3	17.9	29.8	18.9	33.7
reports or	No Response	6.6	5.5	1.4	4.8	5.7	2.8	4.4	2.3	9.2	4.4	3.7	5.3	6.6	2.5
Question 41:	Never	10.8	1.8	11.6	11.2	8.5	10.2	9.2	11.4	12.4	4.4	16.4	14.0	12.3	-
In high school,	Once or Twice	23.3	30.9	24.6	24.6	24.8	27.8	26.7	25.0	17.5	25.7	27.6	21.1	26.0	25.0
how many times	3 - 5	25.7	27.3	31.5	26.7	27.7	27.8	27.1	31.8	21.6	28.4	26.9	31.6	26.4	28.7
did you have	6 - 10	14.1	12.7	15.9	15.5	12.8	16.5	15.4	11.4	14.4	16.9	11.9	17.5	12.3	16.2
to take essay	More than 10	18.9	20.0	14.5	17.1	19.9	14.8	16.8	18.2	22.7	20.2	12.7	10.5	15.9	27.5
exams?	No Response	7.2	7.3	1.4	4.8	6.4	2.8	4.8	2.3	11.3	4.4	4.5	5.3	7.0	2.5

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 5

Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
<u>Question 10:</u> I was able to get help at school if I needed it	Strongly Agree/ Agree	61.6	60.0	75.4	58.8	66.7	58.0	61.2	65.9	62.9	62.3	61.2	77.2	59.0	55.0
	Strongly Disagree/ Disagree	23.3	27.3	17.4	20.3	18.4	23.3	19.8	29.5	26.8	20.2	22.4	17.5	22.5	23.7
	Undecided	11.8	10.9	5.8	17.1	12.8	15.3	15.8	4.5	7.2	15.3	12.7	5.3	14.1	18.8
	Not Applicable	2.6	1.8	1.4	2.7	1.4	2.8	2.6	-	3.1	1.6	3.0	-	3.1	2.5
	No Response	0.8	-	-	1.1	0.7	0.6	0.7	-	-	0.5	0.7	-	1.3	-
<u>Question 14:</u> My high school told me which courses to take for college	Strongly Agree/ Agree	17.3	9.1	34.8	15.5	16.3	19.9	19.0	13.6	16.5	19.1	17.2	19.3	19.4	15.0
	Strongly Disagree/ Disagree	66.5	80.0	53.6	72.2	66.7	72.7	68.9	77.3	58.8	70.5	69.4	71.9	66.1	72.5
	Undecided	8.0	3.6	5.8	8.6	10.6	4.0	6.6	9.1	10.3	6.6	7.5	5.3	7.9	7.5
	Not Applicable	7.6	7.3	5.8	3.2	5.7	3.4	5.1	-	13.4	3.3	6.0	3.5	5.7	5.0
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
<u>Question 20:</u> I learned how to study in high school, which helped me in college	Strongly Agree/ Agree	38.8	25.5	42.0	27.3	25.5	34.7	29.3	38.6	63.9	31.1	29.9	40.4	30.0	28.7
	Strongly Disagree/ Disagree	44.6	63.6	40.6	52.5	53.5	51.7	53.8	40.9	25.8	50.3	54.5	43.9	53.3	51.2
	Undecided	13.5	10.9	17.4	15.0	19.1	11.4	14.3	18.2	10.3	16.9	11.9	14.0	12.3	18.8
	Not Applicable	2.4	-	-	3.7	2.1	2.3	2.2	2.3	-	1.1	3.7	1.8	3.5	1.2
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-

*Listed under more than one table.

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 5
(continued)

Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 26: If I could do my high school years over, I would take courses that require more homework	Strongly Agree/ Agree	39.8	30.9	53.6	41.7	41.8	42.0	42.9	36.4	36.1	34.4	52.2	54.4	43.6	21.2
	Strongly Disagree/ Disagree	37.8	49.1	24.6	39.0	36.2	39.8	36.6	47.7	36.1	44.3	29.9	26.3	34.8	57.5
	Undecided	19.3	14.5	20.3	18.2	19.1	17.0	18.3	15.9	21.	19.7	15.7	15.8	19.8	18.8
	Not Applicable	2.4	3.6	1.4	0.5	1.4	1.1	1.5	-	6.2	1.1	1.5	3.5	0.4	2.5
	No Response	0.6	1.8	-	0.5	1.4	-	0.7	-	-	0.5	0.7	-	1.3	-
Question 27 If I could do my high school years over I would take more science courses	Strongly Agree/ Agree	50.2	45.5	56.5	43.9	53.2	42.0	48.4	36.6	50.5	41.5	54.5	52.6	50.2	33.7
	Strongly Disagree/ Disagree	32.9	36.4	27.5	36.9	24.1	43.2	35.2	31.8	32.0	39.3	28.4	28.1	32.6	47.5
	Undecided	13.1	12.7	11.6	17.6	18.4	13.1	13.6	27.3	10.3	15.3	15.7	17.5	14.5	12.5
	Not Applicable	3.0	5.5	2.9	1.1	2.8	1.7	2.2	2.3	6.2	2.7	1.5	1.8	1.3	6.3
	No Response	0.8	-	1.4	0.5	1.4	-	0.7	-	1.0	1.1	-	-	1.3	-
Question 28: If I could do my high school years over, I would take more math courses	Strongly Agree/ Agree	72.7	65.5	81.2	72.7	75.9	71.0	72.9	75.0	71.1	69.4	78.4	84.2	73.1	62.5
	Strongly Disagree/ Disagree	18.7	27.3	8.7	19.3	13.5	22.2	19.0	13.6	19.6	20.8	14.9	10.5	18.5	25.0
	Undecided	5.8	3.6	8.7	7.0	7.8	6.3	6.6	9.1	3.1	7.7	6.0	5.3	6.6	8.7
	Not Applicable	2.4	3.6	1.4	0.5	2.1	0.6	1.1	2.3	6.2	1.6	0.7	-	0.9	3.7
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 5
(continued)

Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 29: If I could do my high school years over, I would take more English courses	Strongly Agree/ Agree	74.3	58.2	79.7	70.1	65.2	73.3	70.3	65.9	84.5	65.6	75.4	86.0	73.1	50.0
	Strongly Disagree/ Disagree	14.7	29.1	11.6	17.1	20.6	15.9	18.3	15.9	9.3	18.0	17.9	8.8	13.2	32.5
	Undecided	8.8	9.1	8.7	10.7	9.9	10.8	9.5	15.9	3.1	13.7	6.0	3.5	11.9	13.7
	Not Applicable	1.8	3.6	-	1.6	3.5	-	1.5	2.3	3.1	2.2	0.7	1.8	0.9	3.7
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 30: If I could do my high school years over, I would take English courses that make me write more	Strongly Agree/ Agree	75.9	65.5	81.2	75.4	72.3	76.1	75.1	70.5	80.4	71.6	78.4	87.7	74.9	62.5
	Strongly Disagree/ Disagree	13.1	23.6	7.2	16.0	14.9	15.3	15.8	11.4	7.2	16.4	13.4	7.0	14.5	21.2
	Undecided	9.4	9.1	11.6	7.5	10.6	8.5	8.4	15.9	9.3	10.4	8.2	5.3	9.3	13.7
	Not Applicable	1.2	1.8	-	0.5	1.4	-	0.4	2.3	3.1	1.1	-	-	0.4	2.5
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 31: If I could do my high school years over, I would take a foreign language course	Strongly Agree/ Agree	68.5	54.5	82.6	69.0	65.2	72.7	70.7	61.4	68.0	66.7	73.1	75.4	71.4	53.7
	Strongly Disagree/ Disagree	17.5	25.5	5.8	18.7	20.6	14.8	17.2	18.2	20.6	19.1	14.9	12.3	16.3	26.2
	Undecided	12.4	16.4	11.6	11.2	11.3	12.5	10.6	20.5	10.3	13.1	10.4	10.5	11.0	17.5
	Not Applicable	1.0	3.6	-	-	1.4	-	0.7	-	1.0	0.5	0.7	-	0.4	2.5
	No Response	0.6	-	-	1.1	1.4	-	0.7	-	-	0.5	0.7	1.8	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 5
(continued)

Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (127) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (37) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 32: If I could do my high school years over, I would read more	Strongly Agree/ Agree	82.3	72.7	92.8	80.7	78.0		81.7	81.8	86.6	80.9	82.8	86.0	82.8	73.7
	Strongly Disagree/ Disagree	8.6	14.5	2.9	9.6	1.1		9.5	9.1	4.1	10.9	7.5	7.0	8.8	16.2
	Undecided	7.4	9.1	2.9	8.0	6.4		7.0	6.8	8.2	6.6	7.5	5.3	6.6	7.5
	Not Applicable	1.7	3.6	1.4	0.5	2.1	0.6	1.1	2.3	1.0	1.1	1.5	-	0.9	2.5
	No Response	0.6	-	-	1.1	1.4	-	0.7	-	-	0.5	0.7	1.8	0.9	-
Question 33: If I could do my high school years over, I would take courses that make me read more	Strongly Agree/ Agree	58.0	38.2	55.1	58.3	46.1	60.8	54.5	52.3	66.0	51.4	58.2	52.6	55.9	48.7
	Strongly Disagree/ Disagree	20.5	41.8	20.3	18.7	25.5	21.0	23.1	22.7	14.4	24.0	21.6	19.3	22.5	27.5
	Undecided	16.9	16.4	21.7	19.3	23.4	15.3	18.3	22.7	14.4	19.7	17.9	26.1	18.1	13.7
	Not Applicable	4.7	3.6	2.9	3.2	4.3	2.8	3.7	2.3	5.2	4.4	2.2	1.8	2.6	10.0
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
Question 34: If I could do my high school years over, I would do everything the same way that I did	Strongly Agree/ Agree	20.9	16.4	18.8	19.3	16.3	20.5	17.9	22.7	24.7	22.4	13.4	19.3	16.3	31.3
	Strongly Disagree/ Disagree	58.6	63.6	59.4	58.3	62.4	58.0	60.8	54.5	52.6	51.6	68.7	64.9	62.6	45.0
	Undecided	16.3	16.4	18.8	17.6	16.3	18.2	16.5	22.7	18.6	19.7	14.7	10.5	17.6	20.0
	Not Applicable	3.2	3.6	2.9	3.7	3.5	3.4	4.0	-	3.1	3.8	3.0	3.5	2.6	3.7
	No Response	1.0	-	-	1.1	1.4	-	0.7	-	1.0	0.5	0.7	1.8	0.9	-
Question 42: In high school how many times a year did you see your counselor	Never	20.5	20.0	2.9	15.5	14.9	12.5	13.9	11.4	33.0	7.7	21.6	5.3	18.5	12.5
	Once or twice	40.2	36.4	52.7	44.9	39.7	49.4	43.6	54.5	29.9	42.6	48.5	29.8	45.8	45.0
	3 - 5	17.9	20.0	20.3	20.3	22.0	19.3	20.5	20.5	15.5	24.0	15.7	26.3	16.3	25.0
	6 - 8	8.3	10.9	14.5	7.5	12.8	6.8	10.3	4.5	7.2	13.7	3.7	10.5	8.4	10.0
	9 or more	7.0	7.3	10.1	7.0	5.7	9.1	7.7	6.8	5.2	8.2	6.7	4.6	4.8	5.0
	No Response	6.2	5.5	-	4.8	5.0	2.8	4.0	2.3	9.3	3.8	3.7	3.5	6.2	2.5
Question 45: Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?	No	54.8	47.3	59.4	50.3	52.5	51.1	50.2	61.4	68.0	52.5	50.7	57.9	48.0	55.0
	Yes	37.5	47.3	39.1	43.3	40.4	45.5	44.3	36.4	19.6	42.6	44.0	38.1	44.5	40.0
	No Response	7.8	5.5	1.4	6.4	7.1	3.4	5.5	2.3	12.4	4.9	5.2	3.5	7.5	5.0

*Listed under more than one table.

Table 6

Perception of Skills Attained From the High School Experience

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 35: My high school courses prepared me for a job	Strongly Agree/ Agree	39.4	27.3	44.9	40.1	33.3	43.8	36.3	56.8	37.1	41.0	36.6	33.3	37.4	46.2
	Strongly Disagree/ Disagree	39.0	60.0	31.9	39.6	44.0	39.2	42.5	34.1	37.1	41.0	41.8	38.6	41.4	40.0
	Undecided	11.6	9.1	13.0	10.7	12.8	9.7	12.1	4.5	14.4	12.0	9.7	15.8	10.6	10.0
	Not Applicable	6.8	1.8	8.7	5.9	5.0	6.3	6.6	-	8.2	4.4	7.5	7.0	7.5	2.5
	No Response	3.2	1.8	1.4	3.7	5.0	1.1	2.6	4.5	3.1	1.6	4.5	5.3	3.1	1.2
Question 36: My high school courses prepared me for college	Strongly Agree/ Agree	58.8	34.5	69.6	51.9	53.2	52.8	52.0	59.1	76.3	60.1	43.3	50.9	50.7	63.7
	Strongly Disagree/ Disagree	22.5	43.6	15.9	24.6	23.4	27.8	27.1	18.2	14.4	21.3	32.1	22.8	27.8	20.0
	Undecided	12.9	20.0	8.7	16.0	16.3	14.2	14.7	18.2	7.2	15.3	14.9	17.5	14.5	13.7
	Not Applicable	3.0	0	4.3	3.2	2.1	3.4	3.3	-	-	1.6	4.5	1.8	4.4	1.2
	No Response	2.8	1.8	1.4	4.3	5.0	1.7	2.9	4.5	2.1	1.6	5.2	7.0	2.6	1.2
Question 37: My high school courses prepared me to be an adult	Strongly Agree/ Agree	44.6	34.5	47.8	44.4	40.4	45.5	41.8	52.3	47.4	45.4	40.3	52.6	37.9	50.0
	Strongly Disagree/ Disagree	32.7	47.3	31.9	31.0	35.5	33.5	35.9	25.0	28.9	33.3	35.8	28.1	37.4	31.3
	Undecided	15.1	16.4	13.0	16.0	17.0	14.7	15.4	15.9	16.5	16.9	13.4	12.3	15.9	15.0
	Not Applicable	4.6	-	5.8	4.8	2.8	5.1	4.4	2.3	5.2	3.3	5.2	-	6.2	2.5
	No Response	3.0	1.8	1.4	3.7	4.3	1.7	2.6	4.5	2.1	1.1	5.2	7.0	2.6	1.2

*Listed under more than one table.

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Table 7

Perception of Academic Assistance Provided by Miami-Dade

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (49) 10%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
<u>Question 22:</u> I would do better at Miami-Dade if my teachers would go slower	Strongly Agree/ Agree	33.5	29.1	34.8	38.0	36.2	35.2	34.4	43.2	30.9	34.4	37.3	42.1	32.6	33.7
	Strongly Disagree/ Disagree	36.9	49.1	37.7	34.2	38.3	36.9	37.0	40.9	34.0	38.3	36.6	40.4	35.7	36.2
	Undecided	26.5	21.8	27.5	26.2	24.1	27.3	27.8	13.6	26.8	25.7	26.1	17.5	29.1	28.7
	Not Applicable	2.6	-	-	1.1	0.7	0.6	0.4	2.3	7.2	1.1	-	-	1.8	1.2
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-
<u>Question 23:</u> Basic skills courses have helped me	Strongly Agree/ Agree	62.4	41.8	71.0	60.4	54.6	64.2	61.2	52.3	69.1	55.2	66.4	75.4	61.7	42.5
	Strongly Disagree/ Disagree	12.5	27.3	5.8	11.2	17.7	8.5	12.5	13.6	8.2	14.8	9.7	14.0	12.3	17.5
	Undecided	13.7	12.7	17.4	13.4	13.5	14.2	13.6	15.9	16.5	13.1	14.9	8.8	16.7	8.7
	Not Applicable	11.0	18.2	5.8	14.4	13.5	13.1	12.5	18.2	6.2	16.4	9.0	1.8	8.4	31.3
	No Response	0.4	-	-	0.5	0.7	-	0.4	-	-	0.5	-	-	0.9	-
<u>Question 25:</u> I would recommend Miami-Dade to my friends	Strongly Agree/ Agree	87.3	72.7	94.2	91.4	84.4	91.5	89.0	84.1	86.6	88.5	88.1	87.7	86.8	86.2
	Strongly Disagree/ Disagree	3.4	9.1	5.8	1.6	5.7	2.3	4.0	2.3	1.0	3.3	4.5	3.1	4.4	3.7
	Undecided	8.2	18.2	-	5.3	8.5	5.7	5.9	13.6	11.3	6.6	7.5	8.8	7.5	7.5
	Not Applicable	0.6	-	-	1.1	0.7	0.6	0.7	-	-	1.1	-	-	0.4	2.5
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

Table 8

Perception of Academic Performance at Miami-Dade

Questions	Response Choice	Total (502) 100%	Ethnicity			Gender		Type of High School From Which Student Graduated			Age of Respondent		Course in Which Survey Was Completed		
			White Non-Hispanic (55) 11%	Black Non-Hispanic (69) 14%	Hispanic (187) 37%	Males (141) 28%	Females (176) 35%	Dade County Public (273) 54%	Dade County Private (44) 9%	Non-Dade County (97) 19%	20 and Older (183) 36%	Under 20 (134) 27%	College Preparatory (57) 11%	College Level (Failed FL-MAPS) (227) 45%	College Level (Passed FL-MAPS) (80) 16%
Question 13: I am a better student now than I was in high school	Strongly Agree/ Agree	65.3	76.4	56.5	72.2	73.0	66.5	68.5	75.0	53.6	67.8	71.6	66.7	67.8	67.5
	Strongly Disagree/ Disagree	15.5	7.3	11.6	12.3	9.9	12.5	11.7	9.1	30.9	9.8	13.4	17.5	11.0	11.2
	Undecided	18.1	16.4	31.9	15.0	16.3	21.0	19.4	15.9	14.4	21.9	14.9	15.8	19.8	21.2
	Not Applicable	0.2	-	-	-	-	-	-	-	-	-	-	-	0.4	-
	No Response	0.8	-	-	0.5	0.7	-	0.4	-	1.0	0.5	-	-	0.9	-
Question 24: I don't mind taking basic skills course	Strongly Agree/ Agree	53.6	40.0	60.9	50.3	48.2	52.8	52.0	43.2	62.9	42.6	61.9	61.4	52.9	33.7
	Strongly Disagree/ Disagree	26.9	34.5	20.3	26.7	27.7	26.1	26.4	29.5	22.7	31.7	20.1	22.8	28.2	32.5
	Undecided	13.3	10.9	15.9	15.5	17.0	13.1	13.9	20.5	11.3	14.2	15.7	14.0	13.7	15.0
	Not Applicable	5.6	14.5	2.9	7.0	6.4	8.0	7.3	6.8	3.1	10.9	2.2	-	4.4	18.8
	No Response	0.6	-	-	0.5	0.7	-	0.4	-	-	0.5	-	1.8	0.9	-

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School."

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Appendix A
MIAMI-DADE COMMUNITY COLLEGE
QUESTIONNAIRE FOR STUDENTS IN ENGLISH COURSES

Instructions

You are among a group of students on all four campuses who have been selected to answer this questionnaire. If you have already completed this questionnaire in another class, please do not complete it again.

We are very interested in knowing your attitudes and opinions regarding your high school experiences and your feelings about Miami-Dade Community College. With this information, Miami-Dade can work together with high school personnel to better prepare students for college.

Please be accurate with your answers. Don't just write things that you think we want to see. We want to know the truth, so please be honest. The information you write down will be combined with all the other students who answer this questionnaire. Nothing you write will be counted against you.

The first thing you should do is write down your student number in the top left corner. This will help us in our research, but only summary data will be examined. We will not identify any individual's answers. Remember, you are thinking back to your days in high school when you answer these questions. Thank you for your help with this questionnaire. You may begin.

STUDENT NUMBER _____

MIAMI-DADE COMMUNITY COLLEGE
QUESTIONNAIRE FOR STUDENTS IN ENGLISH COURSES

THINK BACK TO YOUR DAYS IN HIGH SCHOOL WHEN YOU ANSWER THE FOLLOWING QUESTIONS. FOR EACH ITEM DECIDE IF YOU:

[1] STRONGLY AGREE [2] AGREE [3] UNDECIDED
[4] DISAGREE [5] STRONGLY DISAGREE [6] NOT APPLICABLE

AND PUT THE NUMBER OF THE ANSWER THAT YOU CHOOSE (EITHER [1] [2] [3] [4] [5] [6]) ON THE LINE NEXT TO THE ITEM.

IN HIGH SCHOOL:

- _____ 1) I studied a lot.
- _____ 2) My courses were easy for me.
- _____ 3) I usually studied for my tests.
- _____ 4) I usually handed in reports or papers on time.
- _____ 5) I usually did my homework.
- _____ 6) I hardly ever had to do my homework at home.
- _____ 7) I had a special place where I did my homework.
- _____ 8) I had a special time when I did my homework.
- _____ 9) I participated in extra-curricular events sponsored by my high school.
- _____ 10) I was able to get help at school if I needed it.
- _____ 11) My homework took 50 pages of reading a week.
- _____ 12) I enjoyed reading books in my spare time.
- _____ 13) I am a better student now than I was in high school.
- _____ 14) My high school told me which courses to take for college.
- _____ 15) I picked easy courses to take when I was in high school.
- _____ 16) Most of my friends were planning on going to college.
- _____ 17) My grades in high school were usually A's and B's.
- _____ 18) My grades in high school were usually C's and D's.

NOW THAT I AM ATTENDING COLLEGE:

- _____ 19) When I graduated from high school, I believed I was ready for college.
- _____ 20) Learning how to study in high school has helped me in college.
- _____ 21) I plan to attend Miami-Dade for at least two years.
- _____ 22) I would do better at Miami-Dade if my teachers would go slower.
- _____ 23) Basic skills courses have helped me.
- _____ 24) I don't mind taking basic skills courses.
- _____ 25) I would recommend Miami-Dade to my friends.

IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD:

- _____ 26) Take courses that required more homework.
- _____ 27) Take more science courses.
- _____ 28) Take more math courses.
- _____ 29) Take more English courses.
- _____ 30) Take an English course that required more writing.
- _____ 31) Take a foreign language course.
- _____ 32) Read more.
- _____ 33) Take courses that required more reading.
- _____ 34) Do everything the same way that I did.

MY HIGH SCHOOL COURSES PREPARED ME:

- _____ 35) For a job.
- _____ 36) For college.
- _____ 37) To be an adult.

FOR ITEMS 38 - 41, ANSWER:

[1] NEVER [2] 1 OR 2 [3] 3 TO 5 [4] 6 TO 10 [5] MORE THAN 10

IN HIGH SCHOOL:

- ___ 38) On average, how many times did you have to use the library for information?
___ 39) On average, how many times a month did you have to write reports or papers?
___ 40) On average, how many times a year did you have to write reports or papers?
___ 41) On average, how many times did you have to take essay exams?
___ 42) On average, how many times a year did you see your counselor?

FOR THE FOLLOWING TWO ITEMS (#42 AND 43) PUT A [1] NEXT TO THE ANSWER THAT YOU FEEL IS MOST IMPORTANT, A [2] NEXT TO THE ANSWER THAT YOU FEEL IS SECOND MOST IMPORTANT AND A [3] NEXT TO THE ANSWER THAT YOU FEEL IS THIRD MOST IMPORTANT.

- 43) What helped you decide upon your high school courses?
___ Requirements for graduation.
___ Courses which wouldn't be too hard.
___ Advice from your guidance counselor.
___ Suggestions from your friends.
___ Your desire to prepare for something after high school (college, job or vocational school).
___ The name of the course if it sounded interesting.
___ Other (PLEASE EXPLAIN) _____
- 44) What would you recommend to tenth graders to help them prepare for college?
___ Take courses that will be used in college.
___ Keep trying, even when it looks like you might not make it.
___ Go to summer school for extra help in certain subjects.
___ Make sure you study at least 4 to 5 hours a week.
___ Make sure you study at least 6 to 10 hours a week.
___ Make sure you take an English course that requires writing papers regularly or weekly.
___ Make sure you take extra math courses besides arithmetic.
___ Make sure you improve your reading skills.
___ Get someone to help you if you are having trouble in any subject.
___ Other (PLEASE EXPLAIN) _____

FOR THE LAST ITEM, PLEASE ANSWER YES OR NO. IF YOU ANSWER YES, PLEASE EXPLAIN.

- ___ 45) Do you have any suggestions for ways in which you or your high school could have better prepared you for Miami-Dade?
[1] No
[2] Yes (IF YES, PLEASE EXPLAIN) _____

THANK YOU!

Institutional Research
February 1990

Appendix B

Suumarized Responses to Item 44:
"Suggestions for Ways in Which You or Your High School
Could Have Better Prepared You for Miami-Dade"*

Responses From Students in College-Level English:

More writing. (23)

Students should be better prepared and informed about what to expect in college. (21)

High schools should mandate completion of higher levels of mathematics. (17)

More reading. (16)

Educators need to develop a positive and serious attitude towards education and impress the importance of this upon the students. (14)

Help to improve study habits. (13)

Curriculum should have more emphasis on basic skills course work which is a prerequisite for college courses. (12)

More courses from which to choose (i.e., more interesting courses). (7)

More English. (6)

Tougher teachers - failure to complete assignments on time should not be tolerated. (5)

More Science. (5)

Better (and more) counseling. (4)

Educators need to take students more seriously and treat them as adults. (4)

Less emphasis on remedial work. There should be stricter graduation requirements and students should be forced to meet them. (4)

High schools should take students to visit local colleges and universities. (4)

Help students to become more responsible and independent. (4)

*Number in parentheses indicates how many time this suggestion was made. If the suggestion was made only once, no number is included.

Appendix B
(continued)

- Teachers need to be more clear about what is expected of a student on assignments. (3)
- Force students to submit quality work - sub-standard work should not be accepted for a grade. (3)
- Tighter curriculum - there should be fewer electives. (3)
- Provide career counseling. (3)
- More discipline. (3)
- There should be more emphasis on the development of library/research skills. (2)
- Less emphasis on "shop" courses - more emphasis on courses which relate directly to college work. (2)
- System needs better teachers. (2)
- Provide information on all the various forms of financial aid available for post-secondary study. (2)
- Teachers should give more homework assignments. (2)
- Help students develop better skills for taking exams. (2)
- Make school more interesting. (2)
- Give equal attention to all students, not just the bright ones. (2)
- More involvement of parents. (2)
- Teachers should put more emphasis on the material they are teaching.
- Public speaking.
- Same type of courses should be made available to all students (i.e. honor students should not have access to courses not offered on a corresponding level to the average student).
- Better books.
- Material should be taught at a pace beneficial to the majority of students - going too slow causes loss of interest.
- Need more access to high school library.
- Evaluate teacher's performance regularly.
- Summer classes to help students prepare for college.

Appendix B
(continued)

Require students to write a journal.

Offer more dual-enrollment courses.

Provide better parking.

Motivate students to achieve career goals.

Need stricter attendance rules.

More essay tests should be given.

Smaller classes.

Provide tutors.

High schools need to provide a more well-rounded education.

Give tricky multiple choice tests.

Require a foreign language.

More geography.

Responses From Students in College Preparatory English:

More writing. (3)

Give students more attention. (2)

Prepare students for what to expect from college life. (2)

Help students to improve study habits. (2)

More reading.

More vocabulary.

More History.

More essay tests.

Teachers should expect more of students.

Teachers need to be more aware of students' abilities.

Students should not be allowed to leave school grounds during breaks.

Make students aware of course work required for college.

Appendix B
(continued)

Spend more time with troubled students.

More caring teachers.

Stricter expectations - High school is too easy.

Don't give "busy" work - teach the material and move on.

High schools should bring in college representatives.

Appendix C

Selected Verbatim Responses to Item 44:
"Suggestions for Ways in Which You or Your High School
Could Have Better Prepared You for Miami-Dade"

ENCO020 E

- °Teachers should be more concerned with their students scholastic abilities.
- °They should have made you learn more writing if you were in a advance, remedial or average.
- °I believe high school should had prepared me more because me as will as other students that come to high school are having great difficulty because teachers in high school are to easy and give to many chance in which college does not admit. Thats why most of the high school students don't even make it through the first semester without dropping out. I believe high school should get tougher or MDCC will just have less students. I regret not making HS hard for my self.
- °High school they could have explained the college requirements better, and help you to get into classes that would have been useful for college.

ENC1100

- °If the teachers had been more serious and rude I have been more prepare. Example; never none of my teachers obligate any students to do their assingment, or homework on time.
- °Let people know how college is and get them prepared in high school so they can better understand thing in college high school need more writing & library activities making people take higher math as the years go by & reading more. Help the students be better student some teachers really just want a pay check.
- °Dev'lp. positive attitude towards school (education) in general.
- °I should of study harder & taken school more seriously.
- °More reading.
- °Better prepare me in reading, & math skills.
- °I think that they could have better prepared me if they would assigned more writing papers and readings.
- °Give timed essays to students so they can be prepared for it in college.
- °Learn the techniques of school like studying year round instead of before an exam.
- °I should have not taken important subjects for granted.

Appendix C
(continued)

°Classes that are more interesting and will help you in college.

ENC1101

°To learn how to study properly is important! Also getting over the anxiety of taking exams!

°It could have explained grants, scholarships, and financial aide. Could have also given us a list of courses that we or I need to take to complete my AA for my chosen occupation. More information.

°For the teachers to care and make the student want to study.

°By giving students more responsibility.

°More contact time with the counselors is to help us for college.

°They could have given us an idea as to what to look forward to in college.

°High school could have better prepared me for college math classes by focusing the educators to teach students or college bound students more college math. Even though I reached Algebra II in high school, I am struggling in Miami Dade to pass college algebra.

°They could have help me more in my writing skills. The things I though I knew I didn't know at all.

°Give students more homework, and have them go to their counselor more often.

°Advise the students to take courses that will help them to be susccessful in college and decide their career ahead of time.

°Given us a special english class that all you do is write. They teach you special techniques that would make you a better writer.

°It would be a good idea if the students are taking to MDCC to see by themselves how the system work.

°By requiring more formality and responsibility from students and at the same time changing the curriculum to make it two things a) more related to real life situations b) heavier concentration on math and sciences.

°I went to private school so I was babied alot I needed to be more independent.

°Make high school more interesting so kids enjoy it and learn and work harder.

Appendix C
(continued)

ENC11G2

- °They should have more reading (novels, literature) done & definitely more writing, in the regular English classes.
- °I could have tried harder and studied more.
- °Have seniors take more college oriented courses!
- °Students who are borderline or have potential are not discovered but are left to fall through the cracks only to discover they had intelligence. Counselors need to find & help these students not just those who can afford to go to college.
- °Make them study.
- °Advice from guidance counselor mandatory.
- °To give courses on college survival.
- °If I had had more assignments or writing a ' reading It had been easier for me my experience in college.
- °Try to get parents more involved with things of students. Take young professionals to high schools so they can share there experiences with the students. How they became professionals and how there life has changed or improved.
- °My high school's discipline was very poor, and the faculty could not control the students, therefore causing a great lack of learning and improvmmnt.
- °They should have put emphasis on writing & research papers and etc.
- °They should have taught us what we might expect from our college professors.
- °I am not sure if it would have made a difference but it is up to the student to be prepared.

ENC2301

- °They should of inforced my, math & science requirements and had smaller classrooms.
- °My high school could have concentrated on reading and writing skills more.
- °If I would have studied a little more then I would have been easier for me in college.
- °Learning to write good essays.

Appendix C
(continued)

- ° Study and take the courses in high school seriously. Go in with a good attitude. Don't take the easy way out by taking easy courses.
- ° English classes that taught you how to write better papers.
- ° Prepare the students by having higher standards to graduate. Give classes to prepare students for college.
- ° Get as much advice as you can about the courses you will need to take in college.
- ° Improvement in educators in some of the required courses (Spanish, etc.)
- ° Counselors in high school should be better prepared. Of course they know what they're doing in the high school level, but they should be better aware of college requirements, courses, etc. Be more personable with students, not so stuffy so that kids feel intimidated.
- ° Be a little more demanding with their students. It would benefit them in the long run.
- ° Taking remedial courses in reading and writing so that one won't waste that time in college.
- ° High schools need more discipline in education. There are too many easy way outs.
- ° Stress the importance of college to a young person.
- ° Had higher standards for education.
- ° Treat the student more like an adult rather than a child, with this respect on both ends will develop, and a sense of responsibility thus, better achievement.
- ° Things that were told to me in high school about MDCC turned out to be incorrect.

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