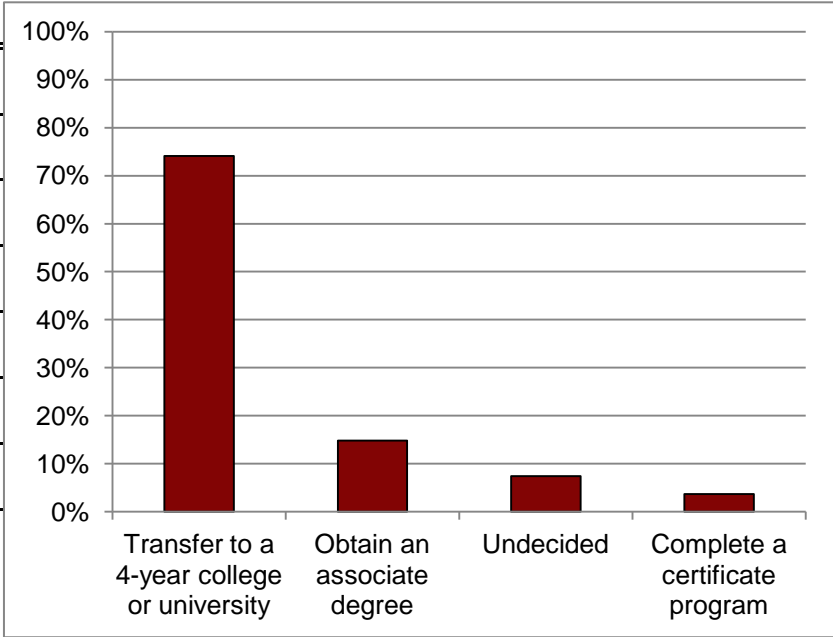


**IRW Entrance Survey Winter 2013
Cohort 2**

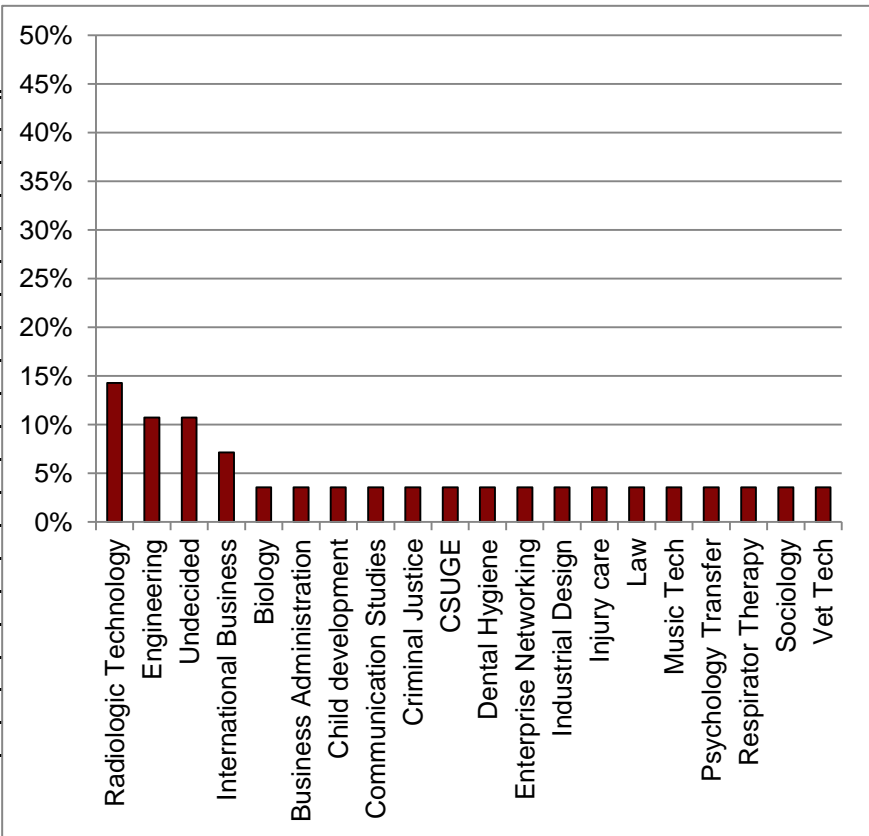
2. What is your primary education goal?

Response	N	%
Transfer to a 4-year college or university	20	74%
Obtain an associate degree	4	15%
Undecided	2	7%
Complete a certificate program	1	4%
Obtain or update job-related skill	0	0%
Self-improvement/personal	0	0%
Change careers	0	0%
Total	27	100%



3. What is your major?

Response	N	%
Radiologic Technology	4	14%
Engineering	3	11%
Undecided	3	11%
International Business	2	7%
Biology	1	4%
Business Administration	1	4%
Child development	1	4%
Communication Studies	1	4%
Criminal Justice	1	4%
CSUGE	1	4%
Dental Hygiene	1	4%
Enterprise Networking	1	4%
Industrial Design	1	4%
Injury care	1	4%
Law	1	4%
Music Tech	1	4%
Psychology Transfer	1	4%
Respirator Therapy	1	4%
Sociology	1	4%
Vet Tech	1	4%
Total	28	100%



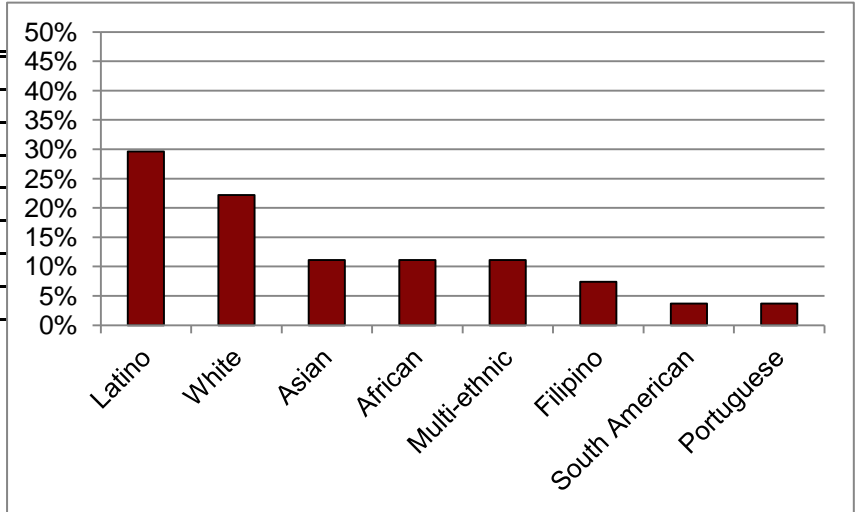
Write-in: Criminal Justice
Industrial Design

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4. How would you describe your ethnicity?

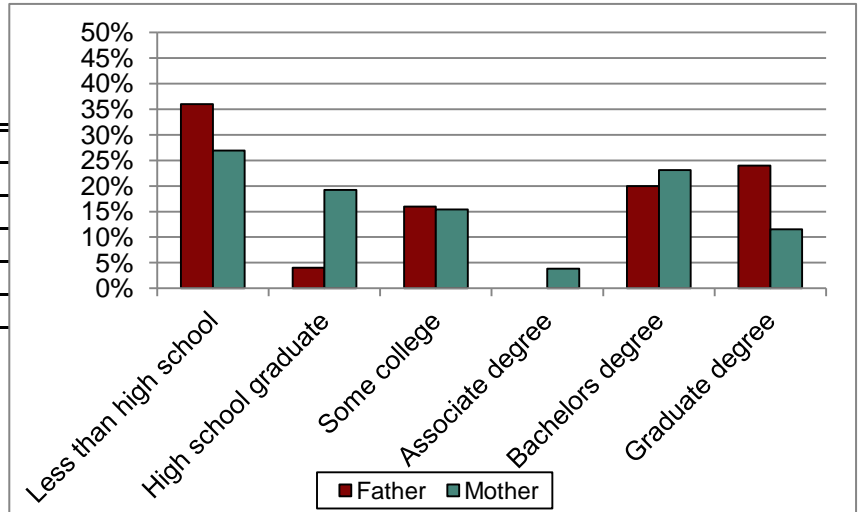
Response	N	%
Latino	8	30%
White	6	22%
Asian	3	11%
African	3	11%
Multi-ethnic	3	11%
Filipino	2	7%
South American	1	4%
Portuguese	1	4%
Total	27	100%

Write-in: South American
Portuguese



5. What is the highest level of formal education obtained by your parents/guardians?

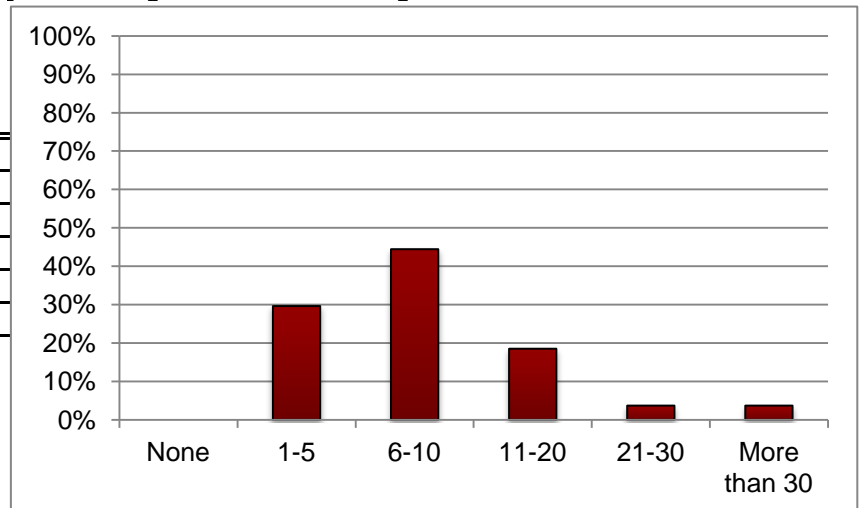
Response	Father		Mother	
	N	%	N	%
Less than high school	9	36%	7	27%
High school graduate	1	4%	5	19%
Some college	4	16%	4	15%
Associate degree	0	0%	1	4%
Bachelors degree	5	20%	6	23%
Graduate degree	6	24%	3	12%
Total	25	100%	26	100%



6. About how many hours do you spend in a typical 7-day week doing each of the following?

a. Preparing for class

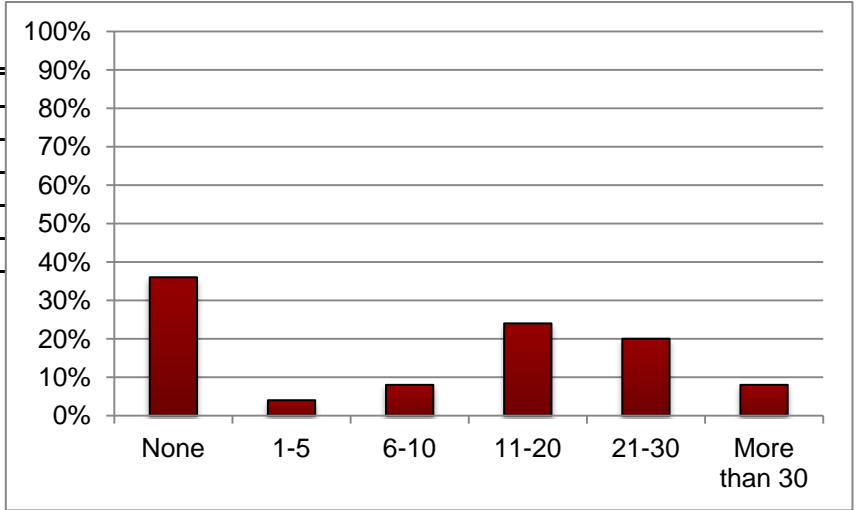
Response	N	%
None	0	0%
1-5	8	30%
6-10	12	44%
11-20	5	19%
21-30	1	4%
More than 30	1	4%
Total	27	100%



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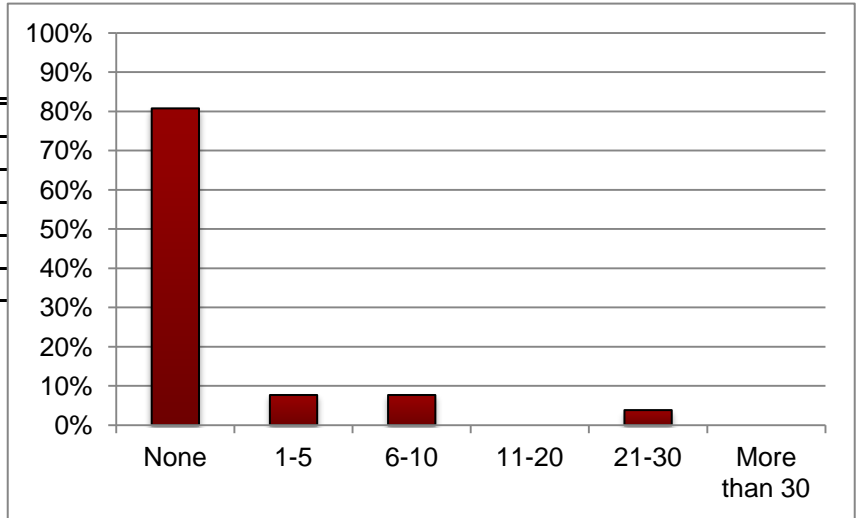
b. Working for pay

Response	N	%
None	9	36%
1-5	1	4%
6-10	2	8%
11-20	6	24%
21-30	5	20%
More than 30	2	8%
Total	25	100%



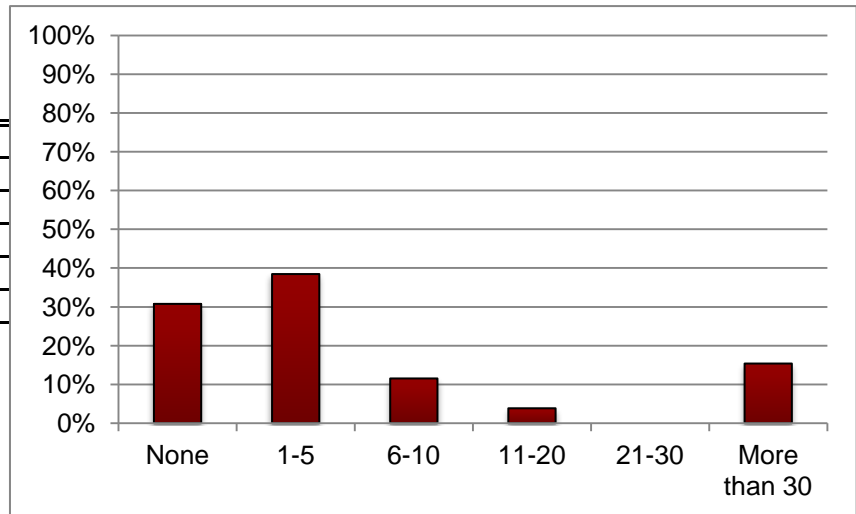
c. Participating in college-sponsored activities

Response	N	%
None	21	81%
1-5	2	8%
6-10	2	8%
11-20	0	0%
21-30	1	4%
More than 30	0	0%
Total	26	100%



d. Providing care for others

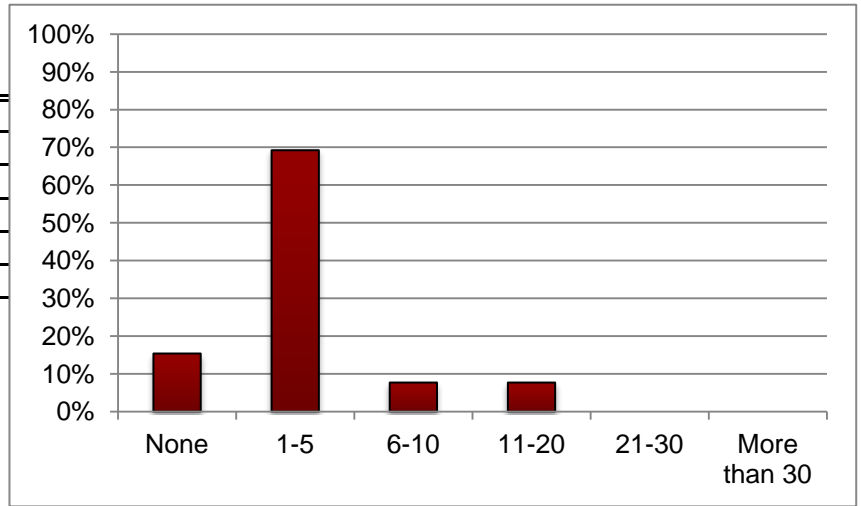
Response	N	%
None	8	31%
1-5	10	38%
6-10	3	12%
11-20	1	4%
21-30	0	0%
More than 30	4	15%
Total	26	100%



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Cohort 2**

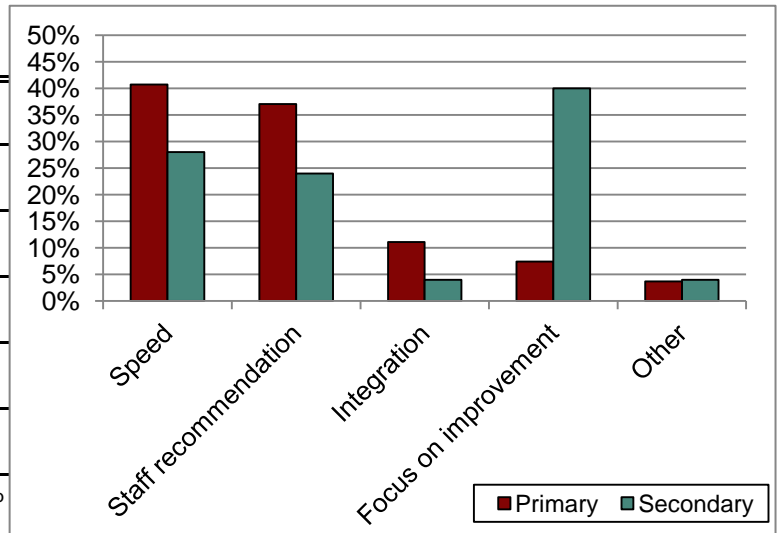
e. Commuting to and from classes

Response	N	%
None	4	15%
1-5	18	69%
6-10	2	8%
11-20	2	8%
21-30	0	0%
More than 30	0	0%
Total	26	100%



7. Rank the reasons that led you to enroll in ENGL 1S:

Response	Primary		Secondary	
	N	%	N	%
Ability to complete English requirement in two quarters	11	41%	7	28%
Counselor/staff recommendation	10	37%	6	24%
Course approach that integrates reading and writing	3	11%	1	4%
Opportunity to focus on improving reading and writing	2	7%	10	40%
Other	1	4%	1	4%
Friend recommendation	0	0%	0	0%
Total	27	100%	25	100%



Write-in (primary):

Failed last quarter

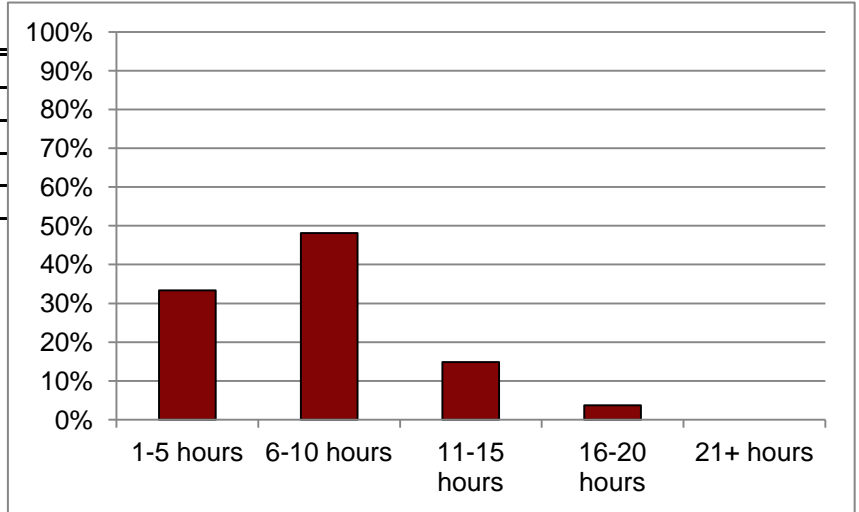
Write-in (Secondary):

So that I could have a teacher who understood me more than a new teacher would if I didn't enroll in this class

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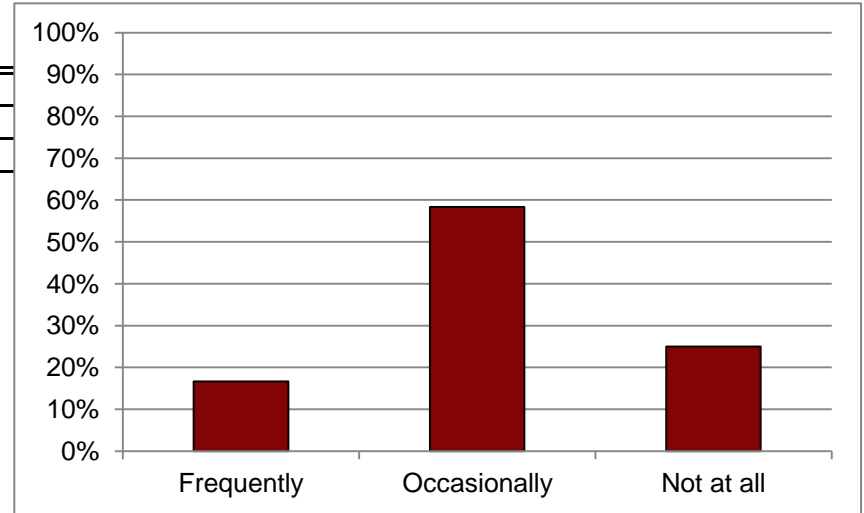
8. How much time outside of class, on average, do you think you will need to spend on this class per week?

Response	N	%
1-5 hours	9	33%
6-10 hours	13	48%
11-15 hours	4	15%
16-20 hours	1	4%
21+ hours	0	0%
Total	27	100%



9. Outside of class assignments, how much do you read?

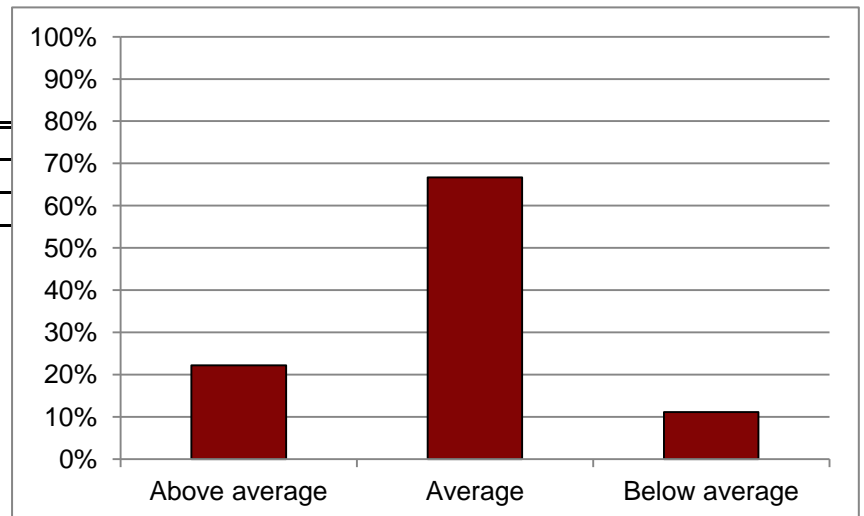
Response	N	%
Frequently	4	17%
Occasionally	14	58%
Not at all	6	25%
Total	24	100%



10. Compared to the average student your age, rate yourself on each of the following traits:

a. Reading confidence

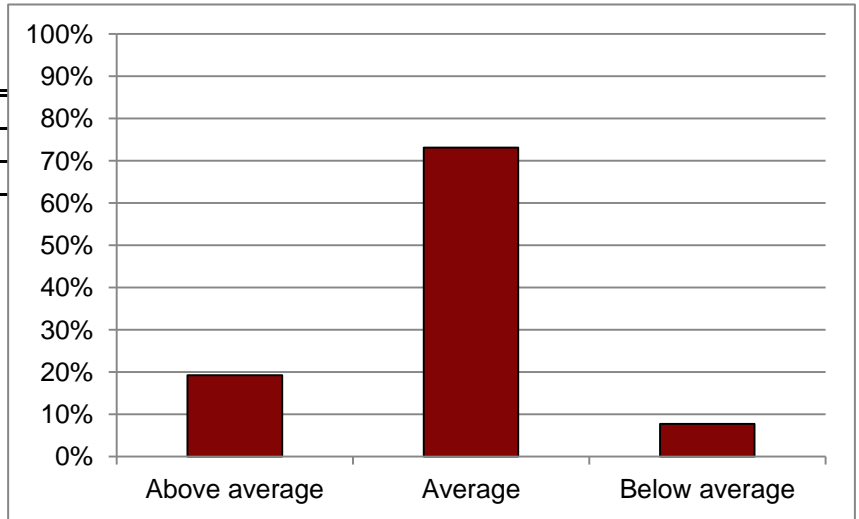
Response	N	%
Above average	6	22%
Average	18	67%
Below average	3	11%
Total	27	100%



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Cohort 2**

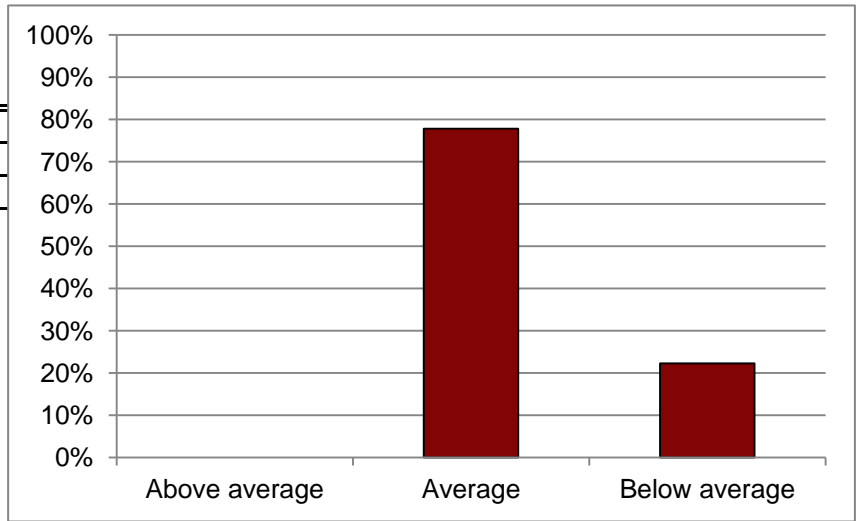
b. Reading ability

Response	N	%
Above average	5	19%
Average	19	73%
Below average	2	8%
Total	26	100%



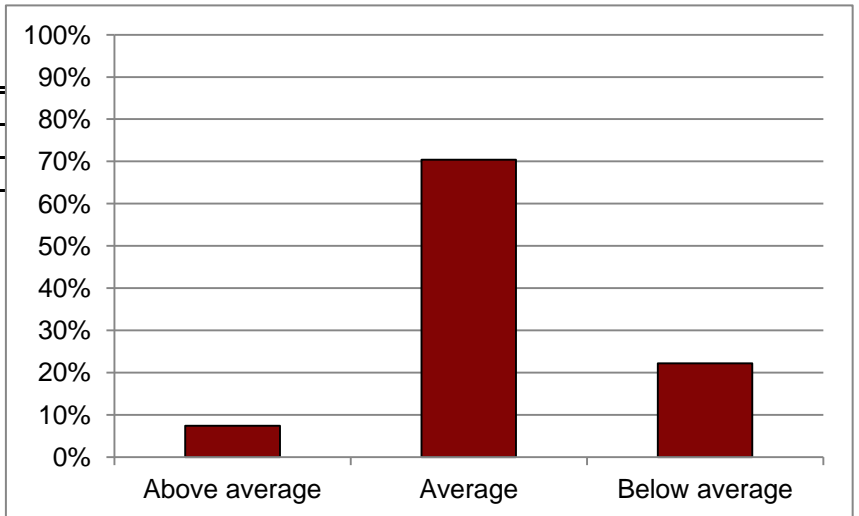
c. Writing confidence

Response	N	%
Above average	0	0%
Average	21	78%
Below average	6	22%
Total	27	100%



d. Writing ability

Response	N	%
Above average	2	7%
Average	19	70%
Below average	6	22%
Total	27	100%

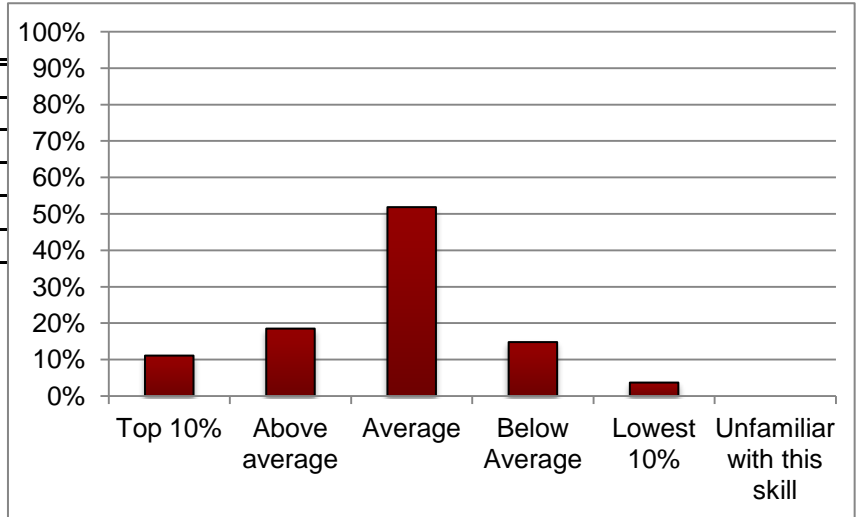


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11. Compared to the average student your age, rate your ability to perform the following skill or strategy:

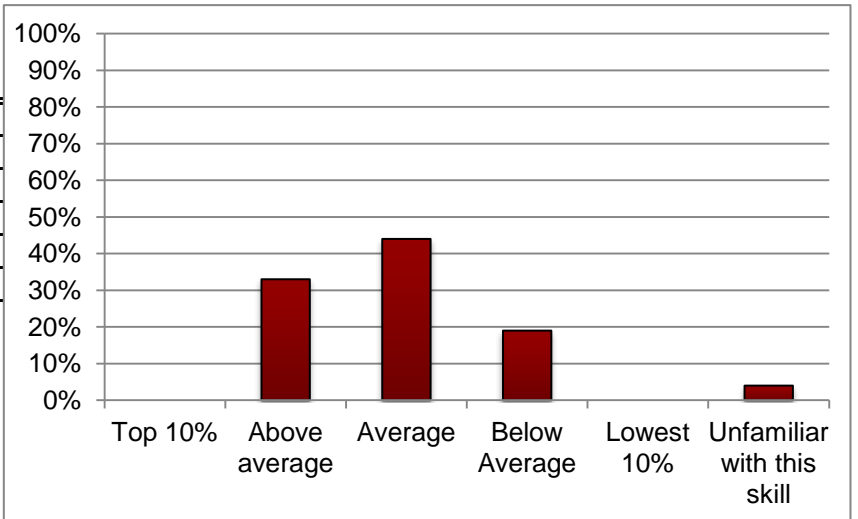
a. Collaborate with others during the reading and writing process

Response	N	%
Top 10%	3	11%
Above average	5	19%
Average	14	52%
Below Average	4	15%
Lowest 10%	1	4%
Unfamiliar with this skill	0	0%
Total	27	100%



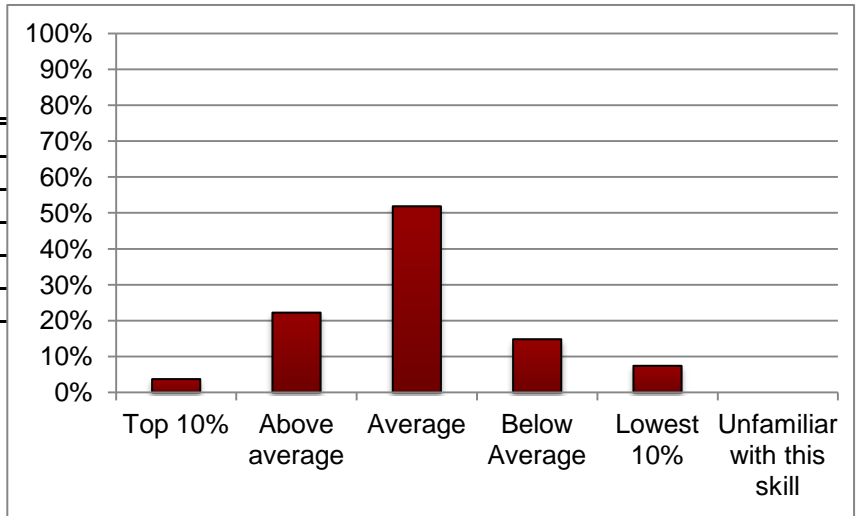
b. Accurately paraphrase ideas from a text

Response	N	%
Top 10%	0	0%
Above average	9	33%
Average	12	44%
Below Average	5	19%
Lowest 10%	0	0%
Unfamiliar with this skill	1	4%
Total	27	100%



c. Identify thesis statements in texts

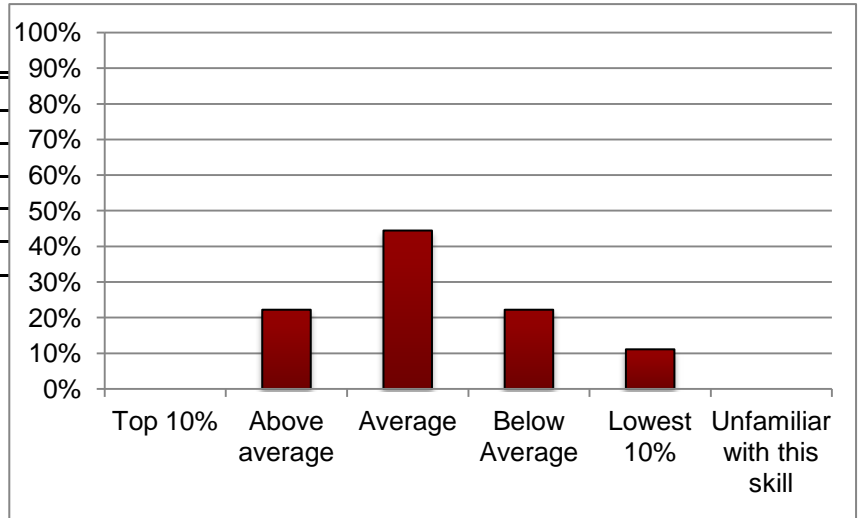
Response	N	%
Top 10%	1	4%
Above average	6	22%
Average	14	52%
Below Average	4	15%
Lowest 10%	2	7%
Unfamiliar with this skill	0	0%
Total	27	100%



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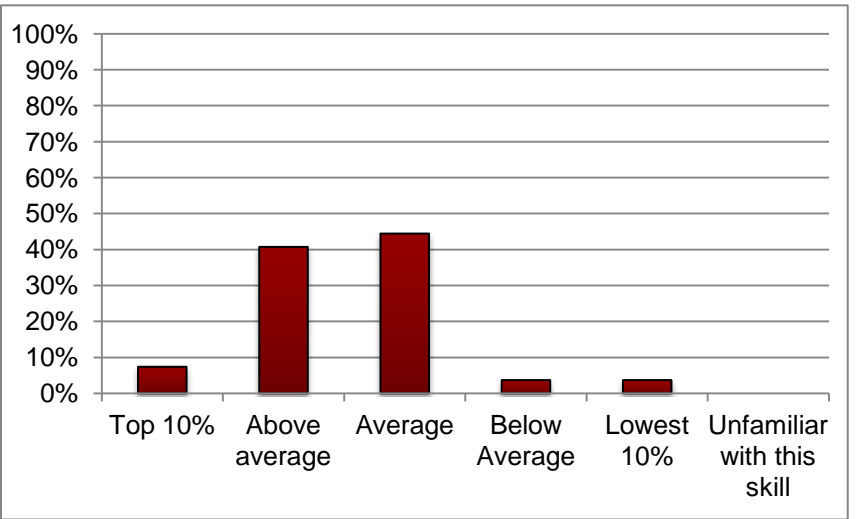
d. Formulate your own thesis in writing

Response	N	%
Top 10%	0	0%
Above average	6	22%
Average	12	44%
Below Average	6	22%
Lowest 10%	3	11%
Unfamiliar with this skill	0	0%
Total	27	100%



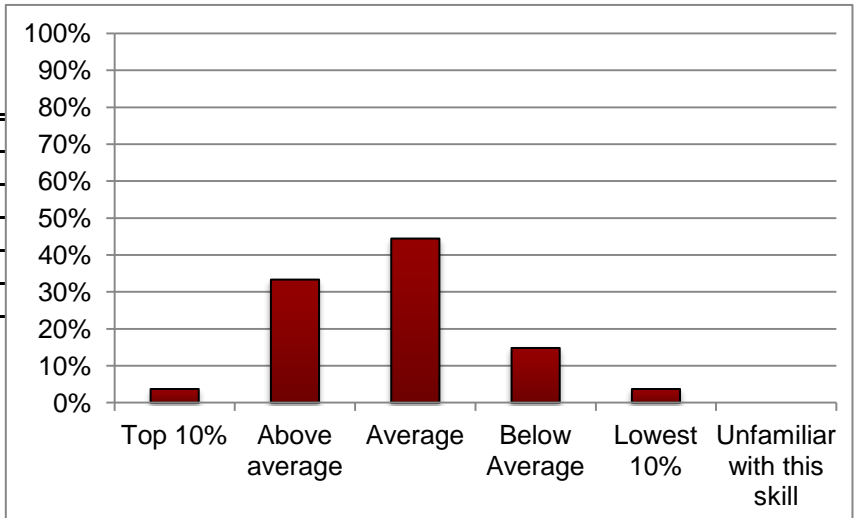
e. Recognize the main ideas in texts

Response	N	%
Top 10%	2	7%
Above average	11	41%
Average	12	44%
Below Average	1	4%
Lowest 10%	1	4%
Unfamiliar with this skill	0	0%
Total	27	100%



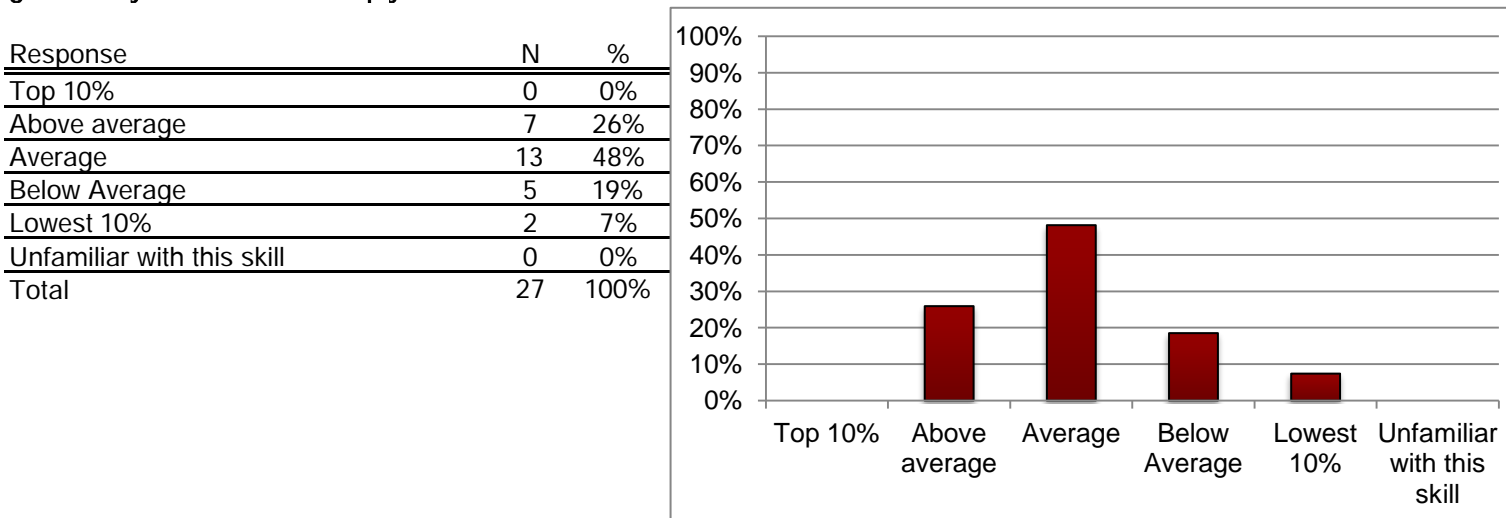
f. Develop your own main ideas in writing

Response	N	%
Top 10%	1	4%
Above average	9	33%
Average	12	44%
Below Average	4	15%
Lowest 10%	1	4%
Unfamiliar with this skill	0	0%
Total	27	100%

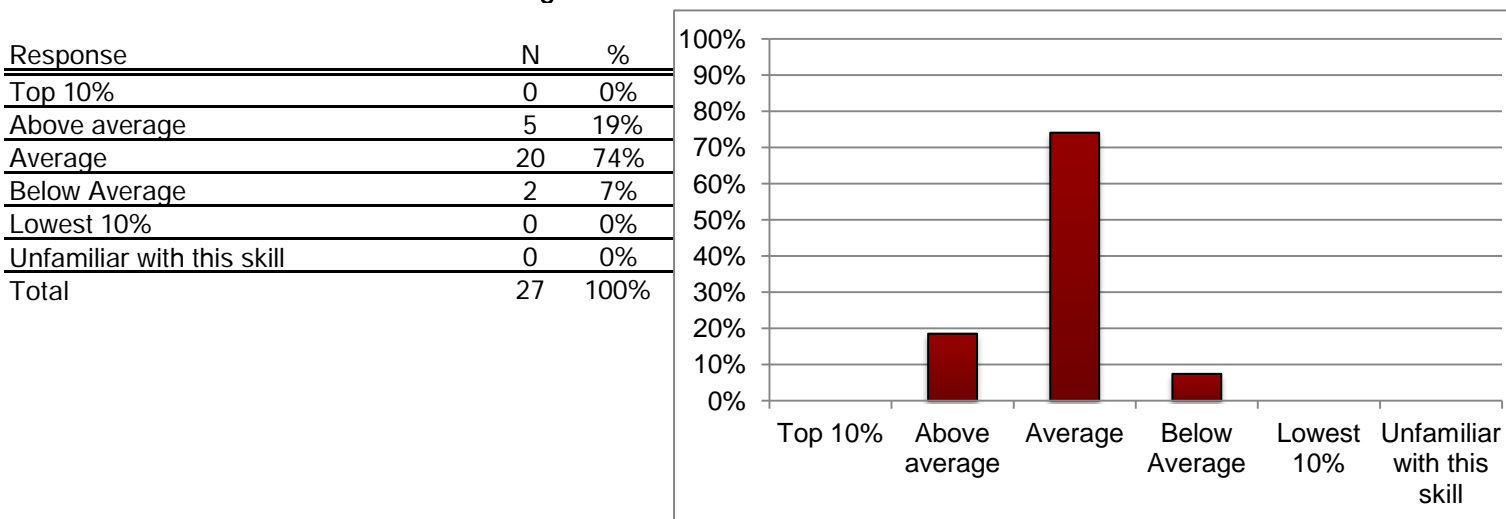


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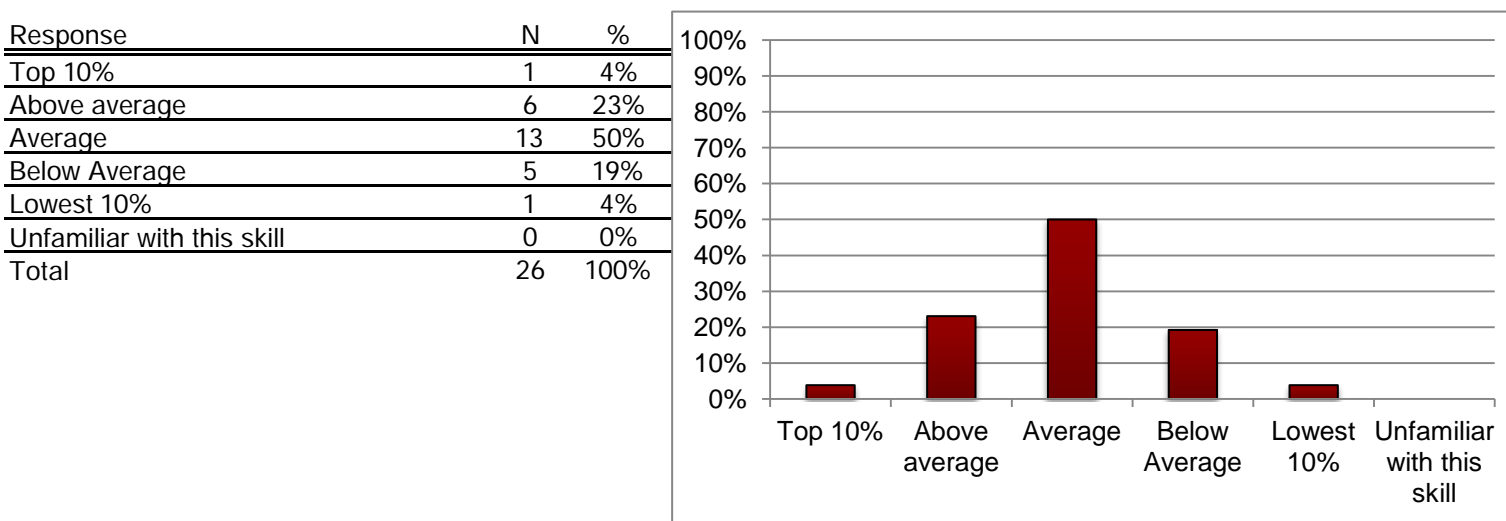
g. Outline your ideas to develop your thesis



h. Use context clues to determine the meanings of unknown or unfamiliar words



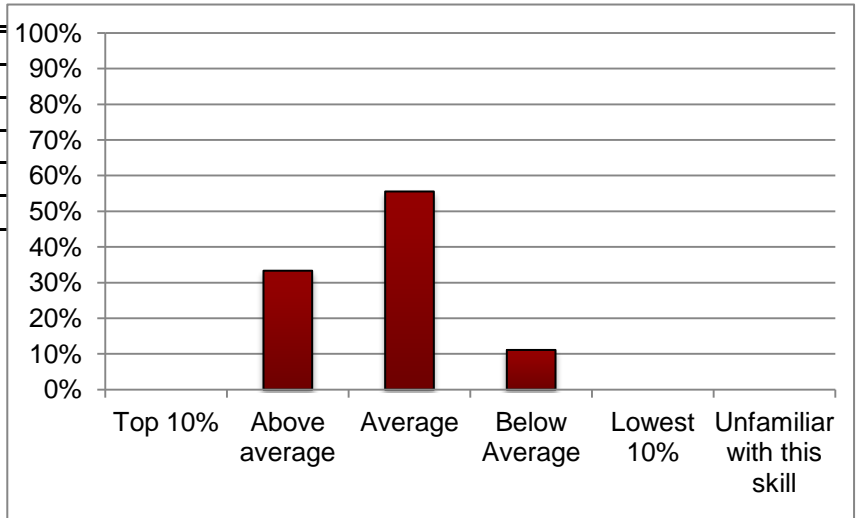
i. Analyze rhetorical choices writers make depending on their intended audience and purpose.



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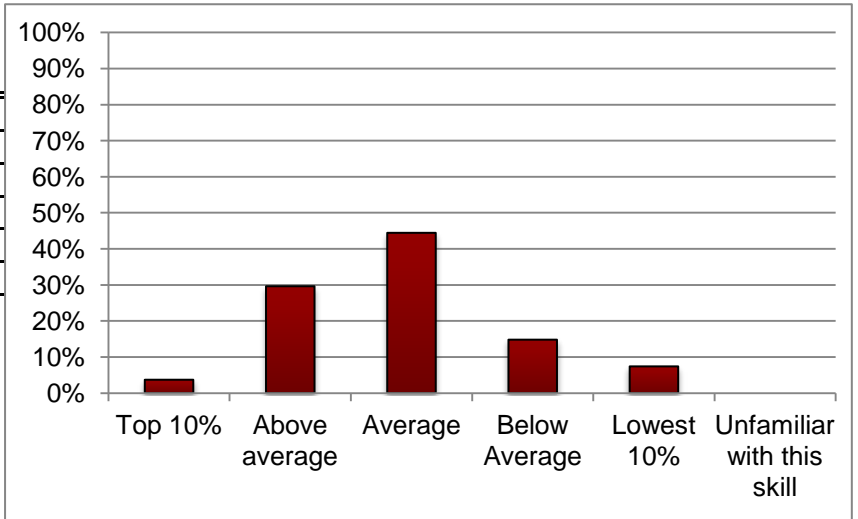
j. Reflect on your own reading and writing processes to identify your challenges and strengths

Response	N	%
Top 10%	0	0%
Above average	9	33%
Average	15	56%
Below Average	3	11%
Lowest 10%	0	0%
Unfamiliar with this skill	0	0%
Total	27	100%



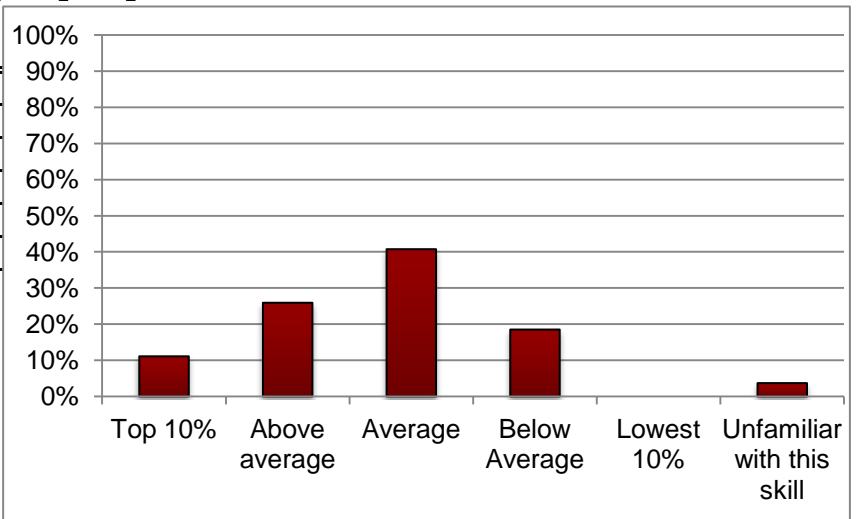
k. Use different reading and writing strategies depending on the level of difficulty of the reading or writing assignment

Response	N	%
Top 10%	1	4%
Above average	8	30%
Average	12	44%
Below Average	4	15%
Lowest 10%	2	7%
Unfamiliar with this skill	0	0%
Total	27	100%



l. Demonstrate academic integrity and ethical conduct by integrating text citations

Response	N	%
Top 10%	3	11%
Above average	7	26%
Average	11	41%
Below Average	5	19%
Lowest 10%	0	0%
Unfamiliar with this skill	1	4%
Total	27	100%





FOOTHILL COLLEGE

ENGLISH 1S- Integrated Reading and Writing (IRW) Survey

The ENGL 1S/1T course combination provides a new option for Foothill students to satisfy General Education requirements for English and receive UC transfer credit for ENGL 1A. This survey will gather information to help ensure continuous improvement of this new pathway. Please answer honestly as there are no right or wrong answers. Participation will have no bearing on your course outcome. Your responses are confidential and survey results will not be reported at the individual level. Your participation is greatly appreciated.

Should you have any questions, concerns or feedback regarding this survey, please contact Elaine Kuo, Foothill's College Researcher, at kuoelaine@fhda.edu. Thank you for your time!

You can expect to spend approximately 10 minutes on the survey.

1. What is your Foothill student identification number? (required question)

2. What is your primary educational goal?

Obtain an associate degree

Complete a certificate program

Transfer to a 4-year college or university

Obtain or update job-related skills

Self-improvement/personal enjoyment

Change careers

Undecided

3. What is your major? (Please select one)

Accounting

Other:

4. How would you describe your ethnicity? (Please select all that apply)

Asian

African

American

Filipino

Hispanic/Latino

Middle

Eastern

Native

American

Pacific

Islander

- White
- Decline to State
- Other

5. What is the highest level of formal education obtained by your parents/guardians?

	Father/ Guardian 1	Mother/ Guardian 2
a. Less than high school		
b. High school graduate		
c. Some college		
d. Associate degree (AA/AS)		
e. Bachelor degree (BA/BS)		
f. Graduate degree (MA, PhD, etc.)		

6. About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1-5	6-10	11-20	21-30	More than 30
a. Preparing for class (studying, reading writing, rehearsing, doing homework, or other activities related to your program)						
b. Working for pay						
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intermural sports, etc.)						
d. Providing care for others (parents, children, spouse/partner, siblings, etc.)						
e. Commuting to and from classes						

7. Rank the reasons that led you to enroll in ENGL 1S:

Primary reason

[Click here](#)

If other:

Secondary reason:

[Click here](#)

If other:

8. How much time outside of class, on average, do you think you will need to spend on this class per week?

- 1-5 hours
- 6-10 hours

- 11-15
hours
- 16-20
hours
- 21+
hours

9. Outside of class assignments, how much do you read (Either online or hard copy format such as newspapers, magazines, books, etc.)?

- Frequently
- Occasionally
- Not at
all

10. Compared to the average student your age, rate yourself on each of the following traits:

Above average Average Below average

- a. Reading confidence
- b. Reading ability
- c. Writing confidence
- d. Writing ability

11. Compared to the average student your age, rate your ability to perform the following skill or strategy:

Top 10% Above Average Average Below Average Lowest 10% Unfamiliar with this skill/strategy

- a. Collaborate with others during the reading and writing process.
- b. Accurately paraphrase ideas from a text.
- c. Identify thesis statements in texts.
- d. Formulate your own thesis in writing.
- e. Recognize the main ideas in texts.
- f. Develop your own main ideas in writing.
- g. Outline your ideas to develop your thesis (using patterns of organization such as comparison and contrast, exemplification, definitions, process, cause and effect or problem-solution, etc.).
- h. Use context clues to determine the meanings of unknown or unfamiliar words.
- i. Analyze rhetorical choices writers make depending on their intended audience and purpose, such as through their use of vocabulary, diction and tone.
- j. Reflect on your own reading and writing

processes to identify your challenges and strengths.

- k. Use different reading and writing strategies depending on the level of difficulty of the reading or writing assignment.
- l. Demonstrate academic integrity and ethical conduct by integrating text citations.

FOOTHILL INSTITUTIONAL RESEARCH AND PLANNING

Updated 01/15/2013