Elizabeth Boretz

Midsemester Academic Interventions in a Student-Centered Research University

In this descriptive study, the use of a midsemester Success Workshop is evaluated within the context of the persistence and motivation of students placed on academic probation in a state university between 2005 and 2010. Elements of the Success Workshop are described. The self-assessments, workshop evaluation results, and other institutional data for 2,630 diverse first-year students who showed signs of academic struggle and were required to attend a success-planning workshop at midsemester are examined. The value of early, personalized, resource-intensive outreach to at-risk students is discussed, with an emphasis on literature related to the correlation between student engagement and student success.

The University of California-Merced was founded in 2005 with the philosophy of "building a university around students." This institution is one campus of a large, multicampus state university in the Western United States where approximately one half of the students in each freshman class from the years 2005-2010 earned single or multiple unsatisfactory grades of D+ or lower. As part of the institutional commitment to supporting struggling students, a midsemester Success Workshop was implemented. The Success Workshop, administered through the Bright Success Center (the university's student advising and learning center), is built on a model of student engagement (Kuh, 2009; Tinto, 1993). As Kuh (2009) noted, "student engagement represents the time and effort students devote to activities that are

empirically linked to desired outcomes of college *and* what institutions do to induce students to participate in these activities" (p. 683). The notion that student engagement originates in the institutional effort to draw on the students' participation, as well as the student experience itself, poses the guiding philosophy and theoretical framework for the Success Workshop and this descriptive study.

Kuh's work (2007) with the National Survey of Student Engagement (NSSE) is a particular influence. NSSE data have served as the foundation for research emphasizing the correlation between student engagement on campus and the rate of student persistence and success. In 2007, the National Postsecondary Educational Cooperative identified eight areas that together define student success: academic achievement, engagement in academically purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and postcollege performance (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007). The Success Workshops described in this report represent in many respects both a nexus and point of departure for all of these domains by initiating a process of connecting high-risk students with staff and peers. Recent literature on student engagement theory, as well as the most currently identified characteristics of today's college student population, together suggest that highly personalized educational efforts are needed to connect students to one another and their institution (Enstrom & Tinto, 2008).

Introduction of the Problem

UC Merced opened its doors to a population dominated by underrepresented and economically disadvantaged students at a moment in history when national and governmental organizations were actively taking note of the challenges that such student communities face:

> Rates of college attainment among our nation's underserved students —first-generation students, low-income students and students of color—are significantly lower than those of other students. These achievement gaps have endured for decades, and they are now *widening*—an ominous sign when one considers current demographic and economic trends. . . . Of the total U.S. population growth of 56 million between 2000 and 2020, 46 million will be members of minority groups. The United States is projected to become a "majority minority" country by 2050. (Lumina Foundation, 2008, para. 4)

The phrase "majority minority" suits the participants in the program discussed here for there is no majority ethnic group at UC Merced. Table 1 shows the ethnic breakdown of the undergraduate population examined in this study from 2009.

Table 1
Undergraduate Population by Ethnicity, Fall 2009

Ethnicity	Percent of Undergraduate Population*
Amer. Indian/Alaskan Native	0.6%
Other/Unknown	4%
Caucasian, non-Hispanic	21.9%
African-American, non-Hispanic	7.0%
Hispanic/Latino	32.2%
Asian/Pacific Islander	32.9%
Total	98.6%

*n = 3,190

At the same time that the students admitted to UC Merced have fulfilled the rigorous system-wide admissions requirements, they set themselves apart from students at well-known sister campuses such as Berkeley and UCLA with regard to diversity, predominance of first-generation college student status, and a prevalence of low-income family backgrounds. Furthermore, they are placed by exam into preuniversity levels of mathematics and writing at a rate of over 60% each year, despite coming from the top 12.5% of their high school classes. As Enstrom and Tinto (2008) noted, "low-income students are more likely to begin higher education academically under-prepared than those from more affluent backgrounds. Beginning higher education with fewer academic resources than their peers, they are less likely to complete their degree programs" (p. 47).

Review of Literature

Kuh (2007) noted six guiding steps to helping students achieve success in college, two of which are especially pertinent here: "Teach first-year students as early as possible how to use college resources effectively… [and] develop networks and early-warning systems to support students

when they need help" (p. A1). He also noted that individual effort and involvement are key to success, and that forming student academic communities is also effective. Today's traditional college students gain confidence through experiences that allow them to compare their experiences and share with peers, particularly in the face of unanticipated academic struggles. Inexperienced college learners today overrate their skills, their understanding of learned material, their self-knowledge, and their true potential for career options in light of their actual competencies and learned work ethic (Dunning, 2005).

The current generation has been characterized as "maze smart," a phrase coined by George Kuh (cited in Merrow, 2005): They strive to know only how much they need to know to reach the intended goal. Those who teach traditional-age students encounter a population of students who have not been trained in the strategies and independence to perform well in unstructured settings (Lee, Keough, & Sexton, 2002; Poindexter, 2003; Twenge, 2006). In a recent study funded by The Bill and Melinda Gates Foundation, the researchers interviewed 613 former college students with incomplete degrees, ages 23 through 30, about their reasons for discontinuing their studies. The most consistent responses were those that revolved around feeling unprepared and perhaps unmotivated to find meaning in abstract or critical-thinking exercises (Johnson & Rochkind, 2009).

Student development theory (e.g., Baxter Magolda & Porterfield, 1985; Perry, 1968) often incorporates descriptions of the earliest phases of college learning as taking place in the relatively cautious terrain of a teacher-versus-learner mentality. This perspective among the participants in this project is evident in student responses to the self-assessments, showing that they are not taking the actions to find help and seek out answers themselves. Belenky, Clinchy, Goldberger, and Tarule (1986), for example, examined the phase in which learners prefer received knowledge. Creating one's own knowledge is a process unknown to the traditional new student, or at least it is not the option most readily considered when faced with a task involving self-guided problem solving. Similarly, William Perry's (1968) four-stage model begins with dualism, where the student views the teacher's role as providing information and the student's role as receiving and retaining it. More recently, Baxter Magolda and Porterfield's (1985) stages of development revisited Perry's work, and included a common starting point for first-year college students as absolute knowers; undergraduates look to their educators as the source of the right answers and to themselves as passive recipients of information.

The "Millennial Generation" is still used in reference to the current twenty-somethings, known for being sheltered, closely bonded to their parents, heavily pressured to achieve, confident, and overscheduled (Howe & Strauss, 2000). Jean Twenge (2006) noted that this generation reported at a rate 80% higher than in the 1970s that "external factors" are to blame for one's circumstances, and that external factors determine one's outcomes in life (p. 140). All of these observations by leading scholars on the current generation's formation and beliefs implicitly speak to the validity of theories of student engagement. These theories support the argument that students need to be, perhaps, forcibly integrated into their institutions through outreach and requirements to connect with peers, helpful resources, staff, faculty, and personalized attention. Ill-equipped, bright, ambitious students need to know and believe that intelligence is not "some fixed, prior ability, but purposeful engagement" (Dweck, p. 7, 2006). Such theoretical and cultural currents converge upon these 2,630 first-year university students.

The midsemester workshops described in this study were constructed in order to help move inexperienced college learners away from the comfortable belief that the most essential source of self-fulfillment and empowerment, in a word, "learning," lies outside of themselves. The question this study sought to answer was: What is the role of a mandatory Success Workshop on the persistence and motivation of students placed on academic probation?

Method

This is a descriptive study, utilizing institutional data sources, self-assessments by students, and the results of Success Workshop evaluations. Elements of the methods employed in this study are detailed in this section.

Participants

A policy of this campus is that all freshmen who have at least one unsatisfactory grade of D+ or lower at midsemester have a block placed on their registration for the following semester. With the exception of fall semesters 2008, 2009 and 2010, more than 50% of each freshman class has faced this requirement due to low grades. In the fall of 2010, 44.59% of new freshmen were on the list, out of a cohort of 1,699.

University-wide context of participants. At UC Merced, the "majority minority" (Lumina, 2008, para. 4) is not just a future reality, but also a current trend to embrace, as Table 2 illustrates.

Table 2
Change in Ethnic Breakdown of UC Merced First-Year Students

Ethnicity	Freshman Class, 2009	Change Compared to Prior Year's Cohort
Amer. Indian/Alaskan Native	1%	No change
Other/Unknown	2.8%	-1.2%
Caucasian, non-Hispanic	18%	-3.9%
African-American, non-Hispanic	8.4%	+1.2%
Hispanic/Latino	35.2%	+3%
Asian/Pacific Islander	33.6%	+0.4%

In addition, 73% of UC Merced's undergraduates rely upon need-based financial aid to attend college, and 54% of all of the undergraduates represent the first generation in their family to pursue higher education. This is the highest rate of first-generation college-enrolled students within the research-oriented University of California system. Although the robust sample of at-risk freshmen who supplied data for this study attend a relatively selective research university, their needs and insights are likely to be found applicable to their peers on almost every type of postsecondary campus across the country.

First-year students at UC Merced from groups widely associated with risk factors related to belonging to an underrepresented ethnic group, disadvantaged economic standing, or being from the first generation in their family to attend college disproportionally encounter academic struggles. For example, in 2009, 54% of first-year students on campus were from underrepresented, first-generation, or low-income demographics, and 78% of the first-year students with unsatisfactory midsemester grades were from those same populations. The Success Workshop is designed to support these and all students who are at risk for academic probation.

Context of the Intervention

The rationale for a midsemester intervention was based on the need to identify student struggles and adjust student trajectories before the end of the semester. Midsemester grading held promise to inform students and their teachers regarding where learning was optimal, and where there was need for improvement. This was to take place at a juncture in the semester when there was still time to recommit, alter the pace of work, readjust the grading scale and weight of remaining exams and assignments, or adapt teaching and learning styles in general. Midsemester grade reports and related activities were utilized as tools for student empowerment and engagement, targeting those at risk early in their college career. Cocurricular learning support is universal among institutions of higher education nationwide, although the specific aims of programs on more selective campuses may differ from those in, for example, community colleges.

Process

The Registrar sends the midsemester grade report to the Director of the Bright Success Center, who then enters the holds on the student records. This hold is released by the Director only upon each student's participation in a one-hour workshop organized by the Bright Success Center. Students are alerted to their blocked spring registration by e-mail, and the importance of the workshop is noted to students by peer academic advisors, academic advisors, resident assistants, and peer mentors, as well as an announcement on the online student portal. The Bright Success Center Director sets up an online reservation system for the mandatory Success Workshops, and sends the link for the schedule and registration site in the announcement e-mail. The response rate among students to the workshops has held at over 95% each year.

Workshop Activities

In these workshops, participants are welcomed warmly; they sit down to complete two-page self-assessments listing several campus resources, personal obstacles to success, and study-related behaviors (see Appendix). This short activity is followed by an introductory statement by the Director, explaining that the purpose of the session is to ensure that all present understand that a bump in the road does not spell defeat, and that the remaining eight weeks provide an opportunity to strive for improvement. This statement is followed by brief pep talks led by peer mentors who had attended these workshops as freshmen, and are now excelling as upperclassmen. For the remainder of the session, academic advisors, professional counselors, and other skilled staff members within

Student Affairs break the students into small groups for discussions. In these groups, the students produce success plans by listing and reading aloud steps that they will begin to take that very day to improve their performance.

Those who do not attend a required meeting still complete the self-assessment, which they submit with a makeup success plan in essay form. Of the 50-60 non-attendees each year, 25-30 usually complete the self-assessment and essay on their own. Those who never respond are frequently the ones experiencing broad-ranging hardships and usually withdraw from the university during the term, or are academically dismissed at the end of the fall, and never need to register for the spring. The persistence outcomes for the 25–30 students who complete the assignment outside of the workshop have not been studied, although their responses are included in the data in the Appendix with those of the participants.

Results and Discussion

Findings of this study related to persistence, student response, student self-assessment, motivation, and workshop evaluation are described and discussed in this section.

Persistence

Students targeted for the Success Workshop are those with a term grade point average of below 1.5 on a 4.0 scale and no longer eligible to remain in attendance due to their poor performance. Institutional data demonstrate that those students who are subject to academic dismissal are disproportionately African American, Latino/Hispanic, first-generation, and low income. The midsemester Success Workshop intervention has been somewhat effective in closing the gap between success rates among the advantaged and disadvantaged students, moving from a 32% discrepancy in academic success rates at midsemester to an 18% difference at the end of the semester. Although this provides some evidence that UC Merced is finding ways to make a college education accessible to the most underserved groups in the nation, the greater challenge lies in finding more effective ways to stop the revolving door and close the gaps in student persistence and outcomes in general.

Student Response

Student feedback on these sessions has remained consistently positive since the initial implementation of this program, as the sample from 2009, depicted in Table 3, demonstrates.

Table 3
Student Success Workshop Evaluation Results, Fall 2009

	5 (strongly agree) . . . (1 strongly disagree)				
Evaluation Item	5	4	3	2	1
I am glad that I attended this workshop.	74%	16%	3%	6%	1%
I would recommend this activity to a friend if he or she were having difficulties.	71%	12%	9%	6%	2%
I expect to improve my performance as a student before this semester is over.	92%	5%	1%	1%	1%
I plan to utilize more student services and faculty office hours than I used before this workshop.	90%	3%	5%	1%	1%
I now understand more about how I need to help myself in order to succeed in all of my classes.	63%	19%	7%	9%	2%

*n = 489

In the open-ended portion of the evaluation form, comments that occurred more than 75 times each semester are provided in Table 4.

Table 4
Most Frequent Student Comments on the Fall, 2009 Success Workshop Evaluations

Evaluation Item	Comments*
The most useful part of this workshop was:	Writing a success plan/setting goals. Talking in small groups. Finding out that I am not the only one with these problems. Finding out where to get help. Peer Mentors giving advice. Self-evaluation to see what I can improve on. Everything. Gaining confidence that I can get back on track.
This workshop would have been more helpful if the following changes were made:	Have it earlier in the semester.** Make it longer. Work with us one on one. Give more specific tips about how to succeed. Have faculty here.

*n = 489
**This was the most frequent comment.

Student Self-Assessment Survey

The student self-assessment survey in the Appendix represents a thoroughly revised version of a similar tool first given to the author by the Student Affairs Department at the College of William and Mary more than ten years ago. All surveys are issued on paper, and the students' responses are counted and tallied by hand. Each of the items on the self-assessment tool holds potential for derailing the progress of a new student in college. Based on the actual, known outcomes for the subjects in this study, however, some items pose greater threats than others. To identify the most hazardous conditions for student persistence, a sample of 100 surveys completed by students who were subject to academic dismissal after finishing their semester despite completing the Success Workshop was extracted. As noted earlier, approximately one fourth of new students

who struggle at midsemester finish the term facing academic dismissal. This does not mean that they were dismissed, as several were reinstated on appeal. Table 5 illustrates some of the responses from this sample.

Table 5
*Frequent Responses from Participants Who Finished the Semester Facing Academic Dismissal**

Survey Item	Frequency of Response for Non-Dismissal Students	Frequency of Response for Dismissal Students
I do not feel motivated to succeed.	0.8%	17%
I have good intentions but do not follow through.	41%	68%
Lack of confidence in my abilities.	11%	27%
I have not learned to control the stress that college brings into my life.	24%	61%

*n = 100

Controlling stress, following through, being confident, and sensing a lack of motivation generate an endless cycle, with each one of these forces feeding into or eating away at the other. This is especially true for students who have a lifelong history, prior to college enrollment, of being fast learners to whom excellent grades came with ease. High family expectations back at home create a backdrop for these phenomena. The closeness to family is likely to intensify the sense of stress even more.

Motivation

The most startling discrepancy illustrated in Table 5 between the more resilient first-year students and those who did not recover, lies in the perceived lack of motivation to succeed, at 0.8% versus 17% respectively. Students who selected this item, with only rare exceptions, also selected at least one additional item associated with academic dismissal. Maintaining motivation rests upon the ability to appreciate the intrinsic rewards of learning and striving, and the drive to try again, even after falling behind in class, having a rough start in college, disappointing one's parents, or

underestimating the rigor of one's first exams and assignments. In student engagement terms, motivation may also be influenced and fueled by a sense of community and accountability to one's peers, and the feeling of connectedness to staff, faculty, and student leaders in class and out. Although there is a lack of research that specifically proves this connection to motivation, the correlation between engagement and student success is unmistakable; presumably, motivation provides the foundation for the commitment to become an involved learner, and perhaps vice-versa.

Workshop Evaluation

Students were not permitted to leave the workshop without completing an evaluation of the experience. It is evident in their responses that they appreciated being reminded that they have the power to take control of their destiny. Lacking experience in college, participants in the workshops expressed relief in their written comments upon being reassured that dreams do not come to an end eight weeks into their education. "Maze smart," unseasoned college students need assistance in seeing the enriching value of the twists and turns on their pathway to success (cited in Merrow, 2005). Reports on learning outcomes and assessment of utilization of campus resources carry increasingly heightened value in accreditation and funding processes on almost every postsecondary campus. Midsemester intervention practices, made possible through grade reporting, helped to underscore that although the traditional four-year graduation plan is not always feasible, significant learning is occurring at every bend in the maze. Extra turns along the way need not be viewed as inefficient use of student time or as a wasteful expenditure of campus and family resources. The painful bends and dips in the road provide the necessary conditions for student confidence building and for trust and relationship building between underrepresented students and the peers, faculty, and staff who are there to serve them. These missteps are vehicles for promoting student engagement.

Students enjoyed the opportunity to discuss their frustrations as many of them face unsatisfactory exam scores for the first time in their lives. In fact, year to year, 79% to 81% of the students with at least one unsatisfactory course grade had D+ or lower marks in at least two courses. This further suggests that it is not any specific course content that poses the true obstacle to success, but rather the student's approach to learning in college. Since the founding year, the most common written comment from students expresses relief at seeing that so many of their peers are facing difficulties too.

Year to year, approximately 75% of those who attended success workshops finish the semester fully eligible to remain enrolled for the next

term, rather than facing academic dismissal. The obstacles to college success, particularly for academically underprepared students, cannot be solved in a one-hour workshop, however. Facilitators at the sessions reviewed with their groups the different campus support resources and how to locate them; personalized e-mail responses to the essays of non-attendees also provided this information. The purpose of this meeting was to reinvigorate and recommit the shaken students, who only eight weeks earlier were cheering for themselves at the Freshman Assembly on opening weekend.

Conclusion

Helping students fulfill their potential is the aim. If we truly intend to meet the students where they are, then we must oblige ourselves to ride the bumps in their road to self-empowerment with them. That is, institutions must take the responsibility to engage the student, rather than vice-versa. Building this practice into the campus culture continues to set the tone on campus at UC Merced for personalized attention to students and face-to-face student interaction with staff and instructors in a spirit of adaptability on the part of both the institution and undergraduates. Midsemester grade reporting has not generated campus-wide harmony. It has, however, maintained active dialogue about students' learning needs throughout the administrative and academic units. Counseling and Psychological Services, for example, has collaborated with the Bright Success Center Director to target midsemester workshop participants for stress-management workshops as a follow-up to the items that they selected on their surveys. Health Education has done the same, as well as special offerings from Career Services, to help participants find their direction and motivation. Before we can close the achievement gaps, we must first bridge the divides in the student support infrastructure throughout the learning environment.

The notion of building a university around students does not negate the impact of institutional financial constraints that promote limits on the number of times a student may retake a particular course or that restrict the addition of more staff to support students, for example. Designing programs around students does not change family expectations or financial status. Quite simply, building programs around students is not an efficient practice. It is, however, an appropriate one for high-need students. Promoting bidirectional student engagement through a midsemester requirement and promoting of many other group learning opportunities further aid a young or established university in building itself around the students' needs and preferences, particularly where student and campus culture are concerned.

Midsemester grade reporting helps to keep students in college. It provides a short-lived, but relatively high-impact taste of engagement and community to those who may have been too uncomfortable to assert themselves as campus citizens prior to this opportunity. Mandatory midsemester interventions open mature dialogues between new students and those best equipped to guide them through the college experience, including their peers, just when new students are having doubts about their ability to manage their physical and mental health, relationships, and intellectual and professional potential. Equally important, this practice unites the efforts of the cocurricular areas with the academic units. The interventions and outreach would not be possible without the commitment of the faculty, lecturers, graduate teaching assistants, and academic advisors. They learn, too, as partners to their students and learning assistance colleagues, as they actively gauge the progress of their students throughout the term. Furthermore, midsemester grade reporting ensures that instructors provide substantial, graded feedback by the middle of the term. In fact, the steady decline in the rate of first-year students earning unsatisfactory grades, from 59% in 2005 to 44.59% in 2010, likely stems in part from the ongoing adjustments occurring in academic and learning support programs, informed by student performance at midsemester. All of these outcomes support Kuh's (2009) argument that student engagement is an action taken by the institution as well as by the students themselves.

Theories and sociological studies provide a useful framework, but students are people and individuals first, not statistics or generalizations. In his farewell article after 40 years in student affairs, influential scholar Art Sandeen (2008) looked back on the most meaningful lessons gained in his career. He concluded that the most significant methods for promoting the empowerment of learners, regardless of the grandiosity of scale or aim, can be reduced to individual stories of connections to and among students, one at a time. Each learner is unique, and the supportive, personal connection (that is, the institutional effort to engage the student as an individual) is the most important vehicle for propelling each one onward to self-assertion. Indeed, as one anonymous freshman stated on the evaluation form, in the space open for suggestions for ways to improve the workshop: "Nothing. It was good how it was." The same individual, responding to the item asking the student to identify the most useful part of the session, addressed the value of engagement and community-building as agents of student success: "Hearing from the peer mentors the same struggles I am going through as a freshman in college. That just gives me more motivation to talk to people and not give up."

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Appendix
Reviewed Organizations/Centers

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
I. Learning is difficult for me because I am allowing personal factors to interfere in my academic performance:	n = 423 59.9% of new students	n = 317 54.5% of new students	n = 346 51.7% of new students	n = 439 47.5% of new students	n = 507 44.9% of new students	n = 598 44.59% of new students
poor health	13%	10%	7%	7%	13%	11%
financial problems	23%	8%	12%	23%	19%	11%
too many commitments	14%	21%	22%	24%	20%	18%
lack of confidence in my abilities	13%	34%	32%	37%	27%	38%
family pressures	20%	10.00%	23%	29%	27%	20%
easily distracted by friends	47%	65%	56%	57%	55%	60%
change in a relationship with someone special to me	7.70%	7%	13%	10%	9%	1%
loneliness	2%	2%	8%	4%	8%	1%
II. Learning is difficult for me because I have not yet learned to use UC Merced's Student Services to my advantage:						
I have not spoken to an academic advisor about declaring a major, staying in my major, or possibly changing my major and/or academic goals.	25%	27%	32%	51%	55%	50%

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
I have not attended the tutorial sessions that are available for assistance in my classes.	43%	50%	47%	56%	58%	63%
I have not sought a quiet place to study on campus.	9%	8%	11%	13%	8%	21%
I have not visited my instructors in their offices to ask for help understanding the course, my notes, or to discuss improving my performance.	56%	57%	45%	53%	46%	43%
I have not spoken to a personal counselor or other professional on campus regarding my test-taking or other anxieties.	30%	53%	57%	67%	47%	62%
I have not visited the Career Services Office to help me define a career goal, or to help me find what kinds of goals suit my personality type.	32%	49%	41%	57%	48%	66%
I have not asked for help from Library staff when facing difficulties performing research.	13%	25%	23%	33%	27%	33%
I have not utilized the assistance of a writing tutor before submitting a paper.	31%	50%	46%	48%	49%	51%
I have not visited the Financial Aid Office to discuss aid or other options that may allow me to work fewer hours in order to focus on my studies.	17%	21%	21%	32%	24%	25%

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
III. Learning is difficult for me because I have made choices that do not bring out my best performance:						
My course load is too heavy for me to do well.	10%	12%	16%	13%	19%	13%
I do not allow myself enough time outside of class to meet the requirements of the courses that I am taking.	40%	57%	56%	70%	59%	67%
I do not have the appropriate background for the courses that I am taking.	7%	14%	17%	19%	20%	21%
I need to reconsider my choice of major.	7%	13%	17%	18%	15%	23%
IV. Learning is difficult for me because my approach to my classes does not foster success:						
I have good intentions, but I do not follow through.	46%	57%	52%	58%	51%	62%
I come to class unprepared.	0.70%	0.80%	0.60%	1%	6%	18%
My notes are useless for studying.	10%	10%	10%	13%	10%	25%
I do not concentrate in class.	26%	33%	31%	27%	20%	52%
My worries about failure interrupt my learning or test-taking.	33%	48%	49%	51%	47%	31%
I substitute memorization for learning.	20%	29%	33%	26%	28%	36%
I am not certain what is important to learn in my classes.	29%	28%	26%	29%	31%	34%
I do not complete reading assignments in a thorough, timely manner.	41%	32%	29%	34%	40%	15%

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
I do not participate in class discussions or other activities.	14%	15%	11%	14%	11%	15%
I skip classes.	31%	35%	24%	23%	18%	14%
V. Learning is difficult for me because I am not sure that I want to be in college, or I do not know why I am in college:						
Learning is not fun for me.	15%	12%	15%	9%	10%	1%
I do not feel motivated to succeed.	9%	13%	8%	15%	14%	13%
I am unsure how college fits my long-term goals.	3%	7%	7%	6%	4%	1%
I am in college only because I was expected to enroll.	3%	4%	5%	6%	7%	1%
Life seems to be "on hold."	3%	8%	12%	10%	14%	1%
I have not learned to control the stress that college brings into my life.	26%	35%	42%	47%	50%	50%