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# Post-secondary Student's Perception of College Readiness Skills DEveloped During Secondary Education Careers

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POST-SECONDARY STUDENT'S PERCEPTION OF SKILLS  
DEVELOPED DURING SECONDARY EDUCATION CAREERS  
TO ENHANCE COLLEGE READINESS

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

The Degree Bachelor of Sciences with

Honors College Graduate Distinction at Western Kentucky University

By

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\*\*\*\*\*

Western Kentucky University  
2015

CE/T Committee

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## ABSTRACT

This study is designed to collect information from participants in the AGRI 175 University Experience Agriculture course. The data collected will be focused on the college readiness and career preparedness of students coming from a secondary school system by being broken into the subcategories of: FFA/ 4-H/ Extracurricular, Classroom, Outside of Classroom Educational Obligations, and Miscellaneous. The study will use these four sections as primers for responses for the participants. The four areas will utilize questions to attain attributes in knowledge, skill, and abilities from the subjects with their experiences in secondary education. The goal of this study is to determine whether one area of secondary education has more effect than others on student's post-secondary success or if it is an equal blend of two or more of the subcategories discussed.

Keywords: Post-Secondary, Agriculture, Readiness, Secondary, Skills

Dedicated to my mother, Ursula, for fostering within me the desire for knowledge, and not only standing behind my decision to go into education and agriculture, but also encouraging it. Without her continued support, I would not be at the position I am today.

## ACKNOWLEDGEMENTS:

I would like to specifically thank my advisor and co-investigator, Dr. Thomas Kingery. His understanding and grasp of qualitative research not only has been instrumental to this venture but also helped me understand how to complete an investigation of this nature. His continued guidance and critiquing of this project as well as work in my major has been invaluable and will have lasting echoes.

## VITA

March 8, 1993 .....Born- Weiden, Bayern, Germany

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## PUBLICATIONS

Gross, L. C ( 2014, March). *Post-secondary student's perception of college readiness skills developed during secondary education careers* [Abstract].

## PRESENTATION

Gross, L. C ( 2014, March). *Post-secondary student's perception of college readiness skills developed during secondary education careers*. Poster session at the WKU REACH Week Research presentation session.

## FIELDS OF STUDY

Major Field: Agriculture with a Concentration in Agricultural Education

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## CHAPTER 1

### INTRODUCTION

The skill level set or the college preparedness of students has been a question not only universities have been trying to answer, but also college students, prospective college students, recent collegiate alumni, and educators involved along the way. The foundation for this study was to answer one simple question: how prepared are freshman agricultural students for post-secondary education from the culmination of their secondary education experiences? This investigation was conducted by the primary investigator, Loren Gross, advisor and co-investigator Dr. Thomas Kingery, and aided by of Dr. Paul Woosley. The purpose for the investigator was to conduct research to not only fulfill requirements of the Honors College at WKU, but also a personal search to understand the shortcomings in secondary education in order to prepare students for post-secondary education and career readiness. This information is of significant importance to the investigator due to being an agricultural education major whose duties are to specifically prepare students for both post-secondary education and careers. The rest of this write up will discuss methodology, results, conclusions, as well as future plans and replication suggestions.

## CHAPTER 2

### METHODOLOGY

In the field, a qualitative naturalistic inquiry study based upon *Post-secondary Students Perception of College Readiness Skills Developed During Secondary Education Careers* had been conducted by the investigator. To reach this point, the investigator began by meeting with his collegiate advisor and co-investigator Dr. Thomas Kingery. After extensive sessions of collaborating and defining the projected direction, student and advisor agreed upon a study designed to explore students new to post-secondary education. It involved analyzing the projected depth of skill acquired from a secondary educational environment. To further be able to analyze and fully understand exact implications of the study, a literature review was conducted to look for a precedent to base the study, not only for guidance and direction but greater understanding of the investigative level needed into the area. After locating and referencing over twenty possible sources, two prominent sources were chosen based on development of the investigative tool. The first reference is “*Agricultural Students' Perceived Competency of Skills Necessary To Be Successful in College*” (Dowd, 2011) conducted at the University of Georgia, with a focus on agricultural student’s projected, perceived, and actual competency in the UGA programs. The purpose of this reference in relation to the investigation, is a model for the direction for the survey to take, how to interpret the data, and any recommendations for the use of investigation tools. The second study utilized

was “*10 Skills Needed For Success in College*” (2010). This was a national survey completed by East Central College in Missouri to identify the 10 most prominent skills needed to be successful in college. The skills were used to develop questions in the investigation tool that were comparable in order to be able to be compared and weighed with one another for each section. Once an investigative instrument survey had been developed, necessary IRBnet approval and consent was applied for and received according to regulations and standard operating procedure. The investigative instrument was peer reviewed by the AGRI 398E Agricultural Education Seminar class and the WKU Dept. of Agriculture Faculty who had been trained in proper conduct of investigations. The survey was subdivided into five sections consisting of demographic data, FFA/4-H/extracurricular, classroom, outside of classroom obligations, and miscellaneous. On September 16, 2013 the AGRI 175 Freshmen Seminar class was given the investigative instrument. Administration only occurred after all students were both verbally and print notified of all informed consent procedures including the purpose of the study, safety procedures designed to protect anonymity, projected use of the information, and that any form of participation in this survey was completely voluntary. This class was chosen due to it being a predominantly agriculture major class, the diversity in specific majors, easy access due to cooperation from professor Dr. Paul Woosley, and student proximity to secondary educational careers for accurate and reliable information. With the exception of one student present being a minor, all students present (n=67) were eligible to partake in the completion of the investigative tool. The investigative tool was collected and tabulated accordingly, with data and consent forms responsibly and securely locked away for future reference in compliance with IRBnet.

Any and all qualitative data present in this study through collection is based upon qualitative judgments; and all qualitative data can be described and manipulated numerically. The investigator proceeded to work with data in order to establish results and conclusions that were both valid and understandable not only to those investigating but also the general public. Refer to Appendix for a copy of the survey used in this investigation for review before further reading in order to best understand results, conclusions, and directions of the survey.

## CHAPTER 3

### RESULTS

Once the information had been documented by the investigator, information was reviewed and dissected for further analysis. In this section, only the tangible results have been noted. The remaining results that lack significance can be found in appendix A. This section focuses on prominent results found to be most intriguing and influential. It was discovered that participants in the investigation came from three populace backgrounds resulting in 43.3% being rural, 28.3% from urban settings, and 28.3% from suburban settings (n=67). From this sample population 47.7% were male and 52.3% were female (n=67). The relatively even split between responses from either gender allows for conclusions based on gender populaces to be further manipulated. Sixteen different majors were present in the survey, with the two most predominate being Ag Business with 16.4% and Pre-Veterinary Medicine with 38.8% (n=67). Four ethnic backgrounds were present representing the following: white/Caucasian 95.5% , Laotian 1.5% , Mexican American 1.5%, and African American 1.5 % (n=67). Students taking the survey were given an extensive list of ethnic backgrounds including homologous terms for backgrounds and were allowed to choose the term with which they believed to best represent their respective ethnicity. When the investigator began reviewing the data, certain questions began to have greater impact towards the study than others. When asked, 56.7% of students said they did not have the topic of effectively reading text

sources discussed or practiced in their secondary education careers (n=67). A response of 49.9% of students responded “no” when ask if they had been given exercises or lessons to better improve memorization of facts or points to be learned or studied in respective content subjects (n=67). When ask how involved students were in their favorite class (answered on a Likert scale), 88% said 3 or better (n=67). When ask how involved they were in their least favorite class 94% answered 3 or less (n=67). Only 29.5% (n=61) answered that a goal of 4-H/FFA/Extracurricular was to gain knowledge or experiences to be successful in post-secondary education while 82.1% (n=67) stated that gaining knowledge or experience's to be successful in post-secondary education was a goal of their classroom experiences. At the end of the survey when asked, “Which of the subcategories discussed in this survey did you find most beneficial to your post-secondary success?”, 50.8% answered 4-H/FFA/Extracurricular, 25.4% answered Classroom, and 23.8% answered Educational Obligation outside Classroom (n=67). A predominant response of 70.1% (n=67) felt their high school experiences did not prepare them for college. Specific numbers not listed in this section again, can be referenced in the appendix. Further processing and analyzing of data will be present in the next section. Due to the qualitative nature of this study, numerical values only allow for an understanding, while further understanding has to be made by connecting data and its implications rather than pure numerical face value.

## CHAPTER 4

### CONCLUSIONS

According to the data collected from the subjects, consensus is that participants felt that the combination of significant responses on secondary experiences did not adequately prepare them for post-secondary success. When the results were analyzed, it was discovered that less developed skills were present over all subcategories. The most significant responses were; practice test taking techniques to avoid test anxiety, learn to read a textbook effectively, and get acquainted with tools and resources that you will need to be successful. The two most prominent skills that were developed by the subject's in all subcategories of the investigative tool were; being aware of expectations and the ability to manage time. The third prominent skill developed in each body subcategory were: increase in self-discipline and self-confidence in 4-H/FFA/Extracurricular, ability to take organized and helpful notes in classroom, and planning a budget in Outside of Classroom Education. For a guide to the skills used in this investigative tool refer to the national survey conducted by East Central under "*10 Success in College Skills Needed For*". It can be understood from the data, that students did gravitate towards one set of experiences being more conducive to their perceived success than others. Students have shown that other than prominent skills noted in the results, most did not feel that they had acquired the needed skills necessary to be successful in the post-secondary environment. This means that the other seven skills

present for each subcategory were of significant lower presence or development. The most prominent question subcategory for overall stimulation of skills to post-secondary success resulted in being the 4-H/FFA/ Extracurricular category. It can be synthesized from these findings that the primary shortcomings of the classroom environment and the additional educational obligations/opportunities outside of the classroom.

As a future agricultural educator, in relation to being a successful instructor for my students, the data suggests that my students will inherently receive more skills and development from FFA. Errors in the study if present may be in survey design or preconceived bias in result outcomes.

## CHAPTER 5

### IMPLICATIONS TOWARDS TEACHING

Implications drawn from this study and data towards education are very basic when analyzed to their purest form. First, students will obviously gain skills they feel are beneficial to their post-secondary success from their extracurricular activities. As an agricultural educator, the extracurricular activity that will consume the majority of my time to train my students will be the FFA (Future Farmers of America/The National FFA Organization), with some 4-H involvement depending on the students and community. It can be gathered from the findings, that as a future educator, I should focus less on agricultural extracurricular activities although the data suggests this is the most prominent manner in which the subjects recorded their best manner of post-secondary preparation. The traditional classroom environment should be the most practical place to prepare all of my students for post-secondary success and not just students involved in ECA. ECA activities will be a part of my role as a future teacher, but my foremost charge is being an agricultural educator and not an FFA advisor. For this reason, I will need to dedicate more time and energy to making the classroom and other educational obligations more conducive and constructive to the success of these students. One can pull from the survey results that, extracurricular (including FFA) do give a vast majority of preparatory skills to students, which can be concluded from the nature of these activities. As an educator, it will be my duty to bridge the gap between these shortcomings.

Secondly, the skills denoted in the survey of having the least prevalence are the skills that I feel the need to integrate into my class. Those include getting acquainted with tools and resources, learning to read a textbook effectively, and practice test taking techniques to avoid anxiety. Students are receiving such a poor amount of instruction in these critical areas that if someone does not intentionally make these skills accessible to the students, they are not likely to have exposure to them. This conclusion only comes from the vast amount of responses given from a highly diverse range of high school participants, not only subjects residing in Kentucky but also those subjects from the following states: Indiana, Ohio, Tennessee, and Nevada, which can be found and referenced in appendix A. The skills with the lowest responses are those related to public speaking in different degrees. This will be a focus in my classroom since being able to intelligently and definitively explain or discuss a subject with another individual or a group in person is an invaluable skill.

Finally, this study has revealed that high school students have many opinions and opportunities to prepare for post-secondary success. Most have not had to study in an enjoyable subject, or have studied more in less enjoyable content to achieve success. A greater emphasis will be made on my part to make agriculture classes that are enjoyable electives students choose to take, that are more challenging academically or at least be a more wholesome environment in which studying skills are needed to be successful. If a student never studies for an agricultural class during their secondary education career, due to classical conditioning and habitual effects, then they would be less likely to study for collegiate agricultural classes if that was their given major and be less inclined to achieve at a higher level from the beginning. I do consider that not all of my students will

be agriculture majors in post-secondary environments. With that in mind, encouraging effective study skills in all my students will be beneficial to them down the road no matter the chosen path.

## CHAPTER 6

### FUTURE PLANS FOR RESEARCH

The two purposes for participating in this CE/T project are the following: to understand the deficiency in secondary educational preparation for post-secondary education and to have a better understanding of the basis of qualitative research to be used in the development of graduate studies when I attend graduate school. As described in chapter 5, I have identified the most prominent deficiency in secondary education and have established how I will address the issues within my classroom environment.

The scope of this specific study was broad and deep and exceeded my expectations. This inquiry has taught me not only the mechanics that one uses and applies to a study, but also how to account for difficulty and depth in relation to available time and resources. As far as this specific phase of study is concerned, I did not manage to go as far as hoped in analysis and development of data purely because of constraints due to a full time undergraduate load. This translates to the desire I have to build upon this research study for future development to understand the issues explored in this model. Before the CE/T project, I did not truly understand the actual time, management, and process that goes behind a qualitative research inquiry. After this venture, I feel as though I have a more functional and profound grasp on the basic understanding of not only research tools but also how to develop an inquiry with management of time and resources for a more stream lined process.

Other future plans for any data collection related to this specific project include but are not limited to submissions of abstracts and posters to NACTA, AAAE, and KAAE for review and publication possibilities in order to present at their respective conferences.

When investigating this specific data in the future, work is needed to obtain more clear and definitive answers via question structure, content, scope, and effort to remove any investigator bias.

## CHAPTER 7

### TEACHER PHILOSOPHY AFTER COMPLETING CE/T

I believe that agricultural education is a chance for students to learn not only in traditional classroom experience, but also through S.A.E., FFA, and laboratory exercises, to gain both knowledge and skills applicable for the rest of their lives. It will be my duty as an instructor of agricultural education to ensure that I make it a priority to not focus on one aspect, and to emphasize the importance of each area to the best of my abilities through reinforcements and practice. Being able to adapt and mold teaching style to meet the needs of all student's need whether they be auditory, visual, or hands-on learners; is essential for a successful education

I believe that the classroom is defined as any place in which I am working to educate my students. This means the classroom can be an actual classroom, the shop, greenhouse, competition location, fair, or any place/event at which I am working to engage my students in learning skills relevant to the course material or life skills that can be used for more applications other than just related to course they are enrolled at the time. While in any classroom setting, I also will expect respect, maturity, a level of professionalism, and honesty, personal and academic, out of all my students. In return, I will treat each individual student with respect, maturity, professionalism, and honesty. As an agricultural educator, it is my job to teach students of agriculture along with the skills associated with technical education. I will make sure that goal is achieved even if that

requires disciplinary measures.

I believe that agricultural curriculum is a fluid mosaic that is ever changing. Lessons taught will have overall goals that will include: the necessary knowledge to be able to confidently take KOSSA test, teach traditional agriculture practices and how they are becoming modernized, develop constructive life skills, career and leadership development through FFA, and skill and practicum experience in both laboratory and S.A.E. settings. By accomplishing these goals, my students will learn about non-traditional and developing agriculture endeavors in order to foster a wide range of career possibilities for my students.

I believe part of a successful agricultural program requires some form of involvement in the surrounding community. The Agricultural Advisory Board will be utilized as much as possible in order to increase educational experience for my students, but also to have an outreach outlet in the community for the students to be able to begin a professional network or outreach into community projects. An alumni chapter for support will be needed as another resource to be able to improve the chapter. This can be done through fundraisers, interviews, job shadowing, chapter events, or any other developments that better the chapter. Finally, the most integral and understated outside support to the agriculture program comes from the parents of my students. I will keep informed of how the program as whole is developing throughout the year, and if necessary, contact and meet with them on how to better the educational experience for their student.

I believe as an agricultural educator it is my duty to play square with other educators in my department, in my school, and my administration. I will not be drawn

into speaking ill of my colleagues with students, faculty, or any other people I come across. I will always support other Agricultural Educator's programs at other schools even if I, myself, do not necessarily agree with methodology curriculum.

I believe as an agricultural educator I will strive to achieve a passion, for a diverse range of agricultural pursuits ranging from animal, plant, mechanical, food, and economics related. My program will be as agriculturally diverse as possible, while still considering and molding to the agricultural needs of the surrounding community or region in order to best serve my students. The key to any great education is being well rounded, and this statement holds fast and true for modern agriculture. The classroom, laboratory, S.A.E., and FFA will all be used in order to help expand and reinforce the diversified program.

## APPENDIX A

### **Post-secondary Students Perception of College Readiness Skills Developed During Secondary Education Careers**

This survey is designed to take information on your secondary educational career in order to see if there was any one section more than others that had an influence or perceived influence on your collegiate success. Being all of the takers of this survey are in post-secondary environment it will be used to measure in the beginning of the course how you perceive your readiness, and at the end of the course how you felt the actual events of your secondary education influenced your projected collegiate success.

The Survey Below is divided into 4 subsections: FFA/4-H/Extracurricular, Classroom, Outside of Classroom Educational Obligations, and Miscellaneous. Answer the questions in each section according to specific directions provided. All questions below are referring to the duration of your high school career (9<sup>th</sup> - 12<sup>th</sup>).

#### **Demographic Data:**

- 1) Was the intended career your freshmen year the same intended career you had when you graduated high school?

38 Yes 29 No Total: 67

2) Describe the environment your high school was set in.

29 Rural 13 Urban 25 Suburban Total: 67

3) Please mark your gender below.

32 Male 35 Female Total : 67

4) Please write your intended collegiate major below in the space provided.

6 Agronomy

11 Ag Business

1 Ag tech and Management

2 Agricultural Education

1 Biology

3 Horticulture

5 Animal Science

2 Mechanical Engineering

1 Turfgrass Management

1 Civil Engineer

26 Pre-Veterinary

1 Pre – Forestry

3 General Agriculture

1 Agriculture Mechanics

- 1 Botany
- 2 Unknown Major

**Total: 67**

- 5) During your high school experience did you ever attend a collegiate open house or informational fair?

52 Yes    15 No                      Total: 67

- 6) Please in the space provided below right the high school you attended: Total: 67

Northeast Dubois H.S. , Indiana    3

Foothill H.S. , Nevada            1

Greenwood H.S.                      4

Central Hardin H. S.                6

Green County H.S.                  1

Dawson Springs H.S.                1

Lincoln County H.S.                1

John Hardin H.S.                    2

Franklin County HS                  1

Franklin-Simpson HS                2

Logan County H.S.                  2

Warren East H.S.                    1

North Hardin H.S.                  1

Russelville H.S.                    1

Brownstown Central H.S., Indiana 1

White House Heritage, Tennessee	2
New Washington , Indiana	1
J Graham H.S.	1
Apollo H.S.	1
Owensboro Catholic	1
Barren County H.S.	1
Metcalfe County H.S.	1
Davies County H.S.	1
Harrison County H.S.	1
East Jessamine H.S.	1
Independance H.S. , Tennessee	1
Castle H.S. , Indiana	1
Beech Sr. H.S.	1
Allen County – Scottsville H.S.	1
Scott County H.S.	1
Grayson County H.S.	1
Larue County H.S.	1
South Warren H.S.	1
Taylor H.S.	1
Rushville H.S.	1
Atherton H.S	1
Oldham County H.S.	1
Ohio County	1

Easton H.S	1
Reik Memorial Independence	1
Dubline Jerome H.S. , Ohio	1
Shoals H.S. , Indiana	1
Hart County H.S.	1
Warren Central H.S.	1
Edmondson H.S.	1
Berea H.S.	1
Williamsburg Independence H.S.	1
Western Hills H.S.	1

7) Please fill in your age below.

18 Years Old 58

19 Years Old 9

Total: 67

8) What is your ethnic background? ( circle all that apply)

64 White

1 Laotian

1 Mexican American

1 African American

9) Please Indicate if you have any of the following disabilities. (circle all that apply)

- 1 Narcolepsy
- 3 Visual Impairment
- 1 Knee Problem
- 1 Psychologically Disabled
- 1 Learning Disabled

**FFA/ 4-H/ Extracurricular**

Answer each question below.

- 10) Were you involved in FFA, 4-H, or any Extracurricular activity/Organization in High School.

61 Yes 6 No

- 11) If your answer to question 10 was yes, how many activities/organizations were you part of?

(12) 1 (9) 2 (7) 3 (8) 4 (25) 5 or more Total 61

- 12) Please describe how active you were in your favorite respective activity/organization.

(6) Not (6) Somewhat Involved (7) Involved (18) Very Involved

(28) Extremely Involved

Total 61

13) During your time in your activity/organization did you choose to hold a position of leadership (officer, team captain, committee member, etc.)?

( 42 ) Yes ( 19 ) No Total 61

14) In your activity/organization were post-secondary education opportunities discussed including school and careers?

( 53 ) Yes ( 8 ) No Total 61

15) Did the activity/organization encourage you to explore the possibility of pursuing post-secondary education?

(57 ) Yes ( 4 ) No Total 61

16) Did the activity/ organization help build any of the skills listed below which can help one be successful in post-secondary education (mark all that apply)

21 Planning a budget.

47 Able to manage your time.

49 Be aware of expectations.

24 Develop a fine-tuned method of memorizing.

12 Learn to read a textbook effectively.

22 Learn to take organized, helpful notes.

40 Establish good listening skills and learn to ask meaningful questions.

31 Get acquainted with the tools and resources you will need.

19 Practice test-taking techniques to avoid test anxiety.

49   Increase in self-confidence and self-discipline.

Total 61 Respondents , multiple answers allowed

17) How much of an impact did your activity/organization have on you choosing to pursue post-secondary education?

(14 )None (15) Somewhat Influential ( 12 ) Influential (11) Highly Influential ( 7) Most Influential

Total 61

18) Was a goal of being involved in your particular activity/organization building skills or knowledge to enhance post-secondary success?

(18 ) Yes (42 ) No

Total 61

19) Do you feel the organization/activity you were involved in, give you any knowledge, skills, or abilities to be successful in a post-secondary education situation?

( 50 ) Yes ( 11 ) No

Total 61

20) If you answered yes to question number 19, would you say that the activity/organization you were involved in had the greatest role in preparing you for a post-secondary education?

( 10 ) Yes ( 36 ) No ( 15 ) Unsure

Total 61

- 21) During your time in this activity/organization was it your responsibility at any point to be in charge of group finances or a formal budget?

( 54 ) Yes ( 9 ) No

Total 61

- 22) While participating in events held by your activity/organization at any one point did you have to give a prepared speech or presentation to a group?

( 41 ) Yes ( 20 ) No

Total 61

- 23) While participating in events held by your activity/organization at any one point did you have to give a prepared speech or presentation to an individual?

( 35 ) Yes ( 26 ) No

Total 61

- 24) Did the leader place any time management or planning responsibilities for the group on you for yourself?

( 46 ) Yes ( 15 ) No

Total 61

- 25) Did participating in this activity/organization have any effect on your self-

confidence?

( 51 ) Yes ( 10 ) No

Total 61

26) Did participating in this activity/organization have any effect on your self-discipline?

( 52 ) Yes ( 9 ) No

Total 61

**Classroom**

Answer each question below.

27) Please describe your secondary education setting.

( 65 ) High (Jr/Sr. High) School ( ) Home Schooling ( ) GED ( 2 ) Tech./Voc.  
Program

Total 67

28) Did your classroom experiences help build any of the skills listed below which can help one be successful in post-secondary education (mark all that apply)

\_\_29\_\_ Planning a budget.

\_\_53\_\_ Able to manage your time.

- 57 Be aware of expectations.
- 34 Develop a fine-tuned method of memorizing.
- 36 Learn to read a textbook effectively.
- 49 Learn to take organized, helpful notes.
- 43 Establish good listening skills and learn to ask meaningful questions.
- 36 Get acquainted with the tools and resources you will need.
- 38 Practice test-taking techniques to avoid test anxiety.
- 34 Increase in self-confidence and self-discipline.

Total 67 Respondents, multiple answers allowed

29) Which of the following subjects would you rate as the most influential in you pursuing a post-secondary education? (mark one only)

- 5 English
- 3 Math
- 17 Science (Biology, Chemistry, Physics, etc.)
- 2 Social Studies
- 40 Agriculture
- Arts and Humanities
- Art
- Music
- Business
- Family Consumer Sciences

\_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

Total 67

30) Did the educator(s) in the subject area having most influence on you pursuing a post-secondary education a very structured class?

(2) No Structure (8) Minimal Structure (28) Moderate Structure (22) More

Structure

(7) Extreme Structure

Total 67

31) I feel that my classroom settings prepared me effectively for a post-secondary education.

(7) Untrue (22) Somewhat True (16) True (18) Very True (4) Extremely True

Total 67

32) Did your classroom settings encourage you to explore the possibility of pursuing post-secondary education?

(58) Yes (9) No

Total 67

33) Please describe how active you were in your favorite class.

(1) Not (7) Somewhat Involved (18) Involved (24) Very Involved (17) Extremely Involved

- 34) Please describe how active you were in your least favorite class.  
(19) Not (24) Somewhat Involved (20) Involved (3) Very Involved (1) Extremely  
Total 67
- 35) Was a goal of your classroom experience to build knowledge or skills to enhance post-secondary success?  
( 55 ) Yes ( 12 ) No  
Total 67
- 36) Do you feel the classroom settings you were involved in, gave you any knowledge, skills, or tools to be successful in a post-secondary education situation?  
( 57 ) Yes ( 10 ) No  
Total 67
- 37) If you answered yes to question number 36 would you say that the classroom settings you were involved in had the greatest role in preparing you for a post-secondary education?  
( 30 ) Yes ( 15 ) No ( 12 ) Unsure ( 10 ) No Answer  
Total 67
- 38) One or more of your teachers set their classes up in order to emulate a collegiate

setting.

( 42 ) Agree ( 25 ) Disagree

Total 67

- 39) Teachers spoke about their own collegiate experiences and attempted to give you guidance on what you needed to do in their class in order to be successful in a post-secondary educational environment.

( 60 ) Yes ( 7 ) No

Total 67

- 40) During your secondary educational career was it ever discussed or taught on different ways to effectively take notes?

( 41 ) Yes ( 26 ) No

Total 67

- 41) During your secondary educational career did you ever try different types of note taking in order to understand the most effective one for your success?

( 38 ) Yes ( 29 ) No

Total 67

- 42) Did your teachers make class expectations clear from the first day of class?

( 60 ) Yes ( 7 ) No

Total 67

43) During your secondary educational career was the topic of how to effectively read any text (including textbooks) ever discussed or practiced?

( 29 ) Yes ( 38 ) No

Total 67

44) Did you have test anxiety during your secondary educational career?

(35 ) Yes ( 32 ) No

Total 67

45) Did your teacher ever go over methods to lower test anxiety during your secondary educational career?

( 22 ) Yes ( 45 ) No

Total 67

46) Did experiences in your secondary classroom settings increase your self-confidence?

( 42 ) Yes ( 25 ) No

Total 67

47) Did experiences in your secondary classroom setting increase your self-discipline?

( 51 ) Yes ( 16 ) No

Total 67

**Outside of the Classroom Educational Obligations**

Answer each question below.

48) How many hours of studying per week did you, on average, for each of the following disciplines while in high school?

-English (35) 1 (17) 2 (10) 3 (1) 4 (2) 5 or more

Total 67, including 2 unanswered

-Math (23) 1 (15) 2 (9) 3 (11) 4 ( ) 5 or more

Total 67, including 9 unanswered

-Science (40) 1 (20) 2 (2) 3 ( ) 4 (1) 5 or more

Total 67, including 4 unanswered

-Social Studies (45) 1 (15) 2 (4) 3 (2) 4 (1) 5 or more

Total 67

-Agriculture (50) 1 (12) 2 (5) 3 ( ) 4 ( ) 5 or more

Total 67

-Arts and Humanities (55) 1 (4) 2 (3) 3 ( ) 4 ( ) 5 or more

Total 67, including 5 unanswered

-Art (42) 1 (7) 2 (2) 3 ( ) 4 (1) 5 or more

Total 67, including 16 unanswered

-Music (37) 1 (4) 2 ( ) 3 ( ) 4 (2) 5 or more

Total 67, including 24 unanswered

-Business (46) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 or more

Total 67, including 21 unanswered

-Family Consumer Sciences (39) 1 (6) 2 ( ) 3 ( ) 4 ( ) 5 or more

Total 67, including 22 unanswered

49) How many hours per week on average during your high school career did you study for your favorite class?

( 31 ) 1 ( 8 ) 2 ( 16 ) 3 ( 6 ) 4 ( 4 ) 5 or more ( 2 ) No Answer

Total 67

50) How many hours per week on average during your high school career did you study for your least favorite class?

( 32 ) 1 ( 11 ) 2 ( 16 ) 3 ( 5 ) 4 ( 1 ) 5 or more ( 2 ) No Answer

Total 67

51) You had someone to persuade you into studying and doing homework while in high school.

( 32 ) Yes ( 35 ) No

Total 67

52) In high school you motivated yourself to study and do your homework.

( 56 ) Yes ( 7 ) No

Total 67

53) You made a planner/kept a calendar/record system to keep track of tests, studying, homework, projects, or other school obligations.

( 36 ) Yes ( 31 ) No

54) If you answered yes to question 53 how many days of the week on average would you use it?

( 3 ) 1 ( 4 ) 2 ( 7 ) 3 ( 1 ) 4 ( 21 ) 5 (31) Unanswered

Total 67

55) You feel that you successfully managed your educational responsibilities outside the classroom with other obligations in your life.

( 60 ) Yes ( 7 ) No

Total 67

56) Did your educational obligations outside the classroom help build any of the skills listed below which can help one be successful in post-secondary education (mark all that apply)

\_\_38\_\_ Planning a budget.

\_\_50\_\_ Able to manage your time.

\_\_49\_\_ Be aware of expectations.

\_\_27\_\_ Develop a fine-tuned method of memorizing.

\_\_23\_\_ Learn to read a textbook effectively.

\_\_27\_\_ Learn to take organized, helpful notes.

\_\_36\_\_ Establish good listening skills and learn to ask meaningful questions.

\_\_34\_\_ Get acquainted with the tools and resources you will need.

\_\_19\_\_ Practice test-taking techniques to avoid test anxiety.

\_\_40\_\_ Increase in self-confidence and self-discipline.

Total 67 Respondents, Multiple responses allowed

57) Do you feel that your educational obligations outside the classroom gave you any knowledge, skills, or tools to be successful in a post-secondary education situation?

( 54 ) Yes ( 13 ) No

Total 67

58) If you answered yes to question number 56, would you say that your educational obligations outside the classroom had the greatest role in preparing you for a post-secondary education?

( 21 ) Yes ( 19 ) No ( 14 ) Unsure ( 13 ) Unanswered

Total 67

59) Your educational obligations outside the classroom brought you in contact with post-secondary education opportunities.

( 52 ) Yes ( 15 ) No

Total 67

60) Part of your educational obligations outside of the classroom was to research or look into the possibility of post-secondary education.

( 42 ) Yes ( 25 ) No

Total 67

61) Have you ever had to plan time ahead of schedule in order to accomplish all of your outside of class goals?

( 57 ) Yes ( 10 ) No

Total 67

62) Did you have the innate ability to memorize facts or points of information you learned or studied?

( 50 ) Yes ( 17 ) No

Total 67

63) Did you have exercises or lessons to better memorizing facts or points of information you learned or studied?

( 34 ) Yes ( 33 ) No

Total 67

64) Did you make use of outside of class resources or tools to better your educational success for class?

( 52 ) Yes ( 25 ) No

Total 67

- 65) Did you make use of outside of class resources or tools to better your success in outside of class obligations?

( 44 ) Yes ( 23 ) No

Total 67

**Miscellaneous**

Answer each question below.

- 66) Coming into college I felt completely prepared for everything due to my high school experiences.

( 20 ) Yes ( 47 ) No

Total 67

- 67) Which of the following traits do you find as the most important to have developed by the time you reach college? (mark one)

  3   Planning a budget.

 20  Able to manage your time.

  3   Be aware of expectations.

    Develop a fine-tuned method of memorizing.

  6   Learn to read a textbook effectively.

\_\_3\_\_ Learn to take organized, helpful notes.

\_\_1\_\_ Establish good listening skills and learn to ask meaningful questions.

\_\_1\_\_ Get acquainted with the tools and resources you will need.

\_\_\_ Practice test-taking techniques to avoid test anxiety.

\_\_6\_\_ Increase in self-confidence and self-discipline.

Total 67 - 43 Answered Correctly , 24 Answered Multiple answers (incorrect)

68) Which of the areas discussed do you feel had the greatest influence on you choosing to go into a post-secondary education (pick one)

( 34 ) FFA/4-H/ Extracurricular (17) Classroom (15 ) Educational Obligation outside the Classroom

Total 67

69) How involved were you among your peers in high school?

(1 ) Not (7 ) Somewhat Involved (16 ) Involved (24 ) Very Involved  
( 18 ) Extremely Involved (1) No Answer

Total 67

70) I am confident the combination of all high school related experiences discussed in this survey have prepared me for a post-secondary education.

( 50 ) Yes ( 17 ) No

Total 67

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