The Usage of Student Support Services in Northern Marianas College

Marijean Fernandez

Northern Marianas College

Dr. Kimberly Bunts-Anderson

EN202-002: English Composition II

E Portfolio

June 18, 2019

Primary Question

How often do Northern Marianas College students avail of student support services?

Secondary Question

Are teachers referring their students to avail these services?

What subject areas do most students avail to tutoring for?

Process Essay Outline

1. Introduction
   1. Topic Question: How often do NMC students use support services to aid them in succeeding?
   2. Detailed Thesis: This essay will be describing the methodology of collecting data in the usage of support services in Northern Marianas College.
   3. General Thesis:
2. Body
   1. NMC Survey (50+ students)
      1. Purpose: the survey will focus on how often college students avail to support services and effectiveness.
      2. Type of Question:
         1. Demographic (gather data on background information to distinguish specific target)
         2. Likert-type scale (to rate the quality and usage of support services)
         3. Open-ended (to have each student express their opinions and feelings)
   2. 10 Letter to Experts
      1. 5 Out-of-State: University of Guam, Guam Community College,
      2. 5 Local:
   3. Interview Directors (at least 4 services)
      1. Purpose: to gather information that could be essential to my research such as the number of students they cater to, type of service,
      2. Types of Question:
      3. Informal Interview
         1. Atalig said, “Project PROA is the only support service I am aware of. I avail to their service when I need help in understanding something in math.” (informal interview, Y18, May 7, 2019, 9:20AM)
3. Conclusion

Literature Essay Brainstorm (subject to change):

* Introduction
  + Majority of college students do not use support services, despite the fact that it can be helpful towards their success.
  + Describe the importance of topic
    - It is common for students to not have knowledge on support services….
  + Describe the focus of literature source
    - These literature sources focus on...
  + Detailed Thesis: This essay will be describing the literature sources the student researcher found.
* Body
  + Paragraph 1: Explains the relations between the literature sources to my topic
    - Student support services are provided by most college...
  + Paragraph 2: Academic source
    - Explains the importance of support services and the factors of influences
      * Helps students succeed
  + Paragraph 3: Academic source
    - Describes the studies of support services in different colleges, such as Eastern Community College, Northern Community College, and Ontario College
      * How often students use it, who uses it, which services use it the most
  + Paragraph 4: Analyze
    - Summarize all 8 literature sources
* Conclusion
  + To conclude, literature sources proved that support services are not used as often as they should be...

Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week 5**  (4/29-5/3) | **Week 6**  (5/6-5/10) | **Week 7**  (5/13-5/17) | **Week 8**  (5/20-5/24) | **Week 9**  (5/27-5/31) | **Week 10**  (6/3-6/7) | **Week 11**  (6/10-6/14) |
| Create a survey for NMC students to answer  Find local sources | Survey 15 more NMC students  Schedule appointments for interviews | Interview directors of services provided in NMC | Collect all data and compile in an *excel sheet* (*optional*)  Begin writing the report (draft) | Find someone to proofread the report | Final Research Report due  Finalize report | Present report |

The Preparedness of High School Students for College and the Services Provided in Northern Marianas College

Marijean Fernandez

Northern Marianas College

EN202-002: English Composition

Dr. Kimberly Bunts-Anderson

Illustrative Essay

April 25, 2019

The student researcher is interested in conducting research on the preparedness of high school students for college and the services provided in Northern Marianas College. Majority of high school students graduate with little to no knowledge about the expectations, requirements, and struggles of college. For example, some graduates have a difficult time applying for scholarships and colleges due to lack of knowledge. The student researcher wants to know how effective does the CNMI Public School System prepare their high school students for college. As a first-year college student, the researcher is also interested in gathering information on how often NMC students use services to aid them in succeeding. There are many services provided by NMC, such as Project PROA and ESL, that college students can utilize to benefit from. This essay will be illustrating the positive and negative factors of each topic to determine which is suitable for a time frame of six weeks.

There are positive and negative factors of the topic, “How effective does CNMI Public School System prepare their high school students for college.” A positive favor is the research topic can be beneficial to PSS by informing them how well their high school students are prepared for college and how to make improvements on their graduating senior. The negative factors are the limitation to literature sources and time frame. The literature sources, especially academic, will be limited due to the small amount of information published. Because of limited sources, the student research will be collecting data through self-reports, such as surveys and interviews. Surveys and interviews will be given to high school students, especially seniors, and first year college students to compare how their students are doing in their first year of college and how their seniors are doing in high school. However, the time frame of six weeks will not be sufficient to collect data.

The topic, “How often NMC students use services, such as Project PROA and ESL, to aid them in succeeding,” have positive and negative factors. The positive factor is the collection of data will be accessible since the student researcher attends school at Northern Marianas College. The data will be collected by interviewing and surveying NMC students and directors of each service provided in Northern Marianas College. The negative factor is limited access to literature sources, especially academic. However, the student research can read articles on other colleges’ services to compare the effectiveness with services provided in Northern Marianas college.

The two research topics has its positive and negative factors. The topic about preparedness of high school students can raise awareness to the Public-School System about the performance of their recent graduates in their first year of college and how they could improve the upcoming high school graduates. However, the lack of literature sources and the time frame of collecting data will not be enough. The second topic about the services in Northern Marianas College can provide directors information about their support services in a college student perspective. Although the sources are limited, the student researcher will find ways to make it possible, such as reading articles on services provided by different colleges. Both topics are good, but the student researcher has decided to choose the second topic because it is attainable and flexible with the researcher’s schedule.

Northern Marianas College Services: How often do NMC students use college services to aid them in succeeding? How often do NMC teachers refer their students to these services?

Marijean Fernandez

Northern Marianas College

Dr. Kimberly Bunts-Anderson

EN202-002: English Comp.

Research Proposal

26 April 2019

Northern Marianas College Services:

How often do NMC students use college services to aid them in succeeding? How often do NMC teachers refer their students to these services?

As a college student, the researcher will discover the number of times college students in the CNMI use support services to aid them in succeeding and the number of teachers that refer their students to these services. By gathering data, the student researcher will see the efficiency and usage of these support services in a college student’s perspective. After illustrating the positive and negative factors of each topic, the student researcher was able to narrow and choose a topic. In addition, the illustrative essay presented reasons to conduct further research. With the help of literature sources, the researcher is able to provide credibility and usefulness of the research topic. The researcher has a time-frame of six to seven weeks to gather as much information necessary to satisfy the report. This essay will present high-quality literature sources and collection of data and propose an outline of a six to seven-week plan in which will contribute to completion of a report.

The student researcher has evaluated literature sources regarding the usage and effectiveness of support services. The academic sources provide information on support services in community college and the use of campus services in Ontario College. The sources are obtained from online journals, which are titled *Strengthening College Support Services to Improve Student Transitioning to Career*, *Student Support Services at Community Colleges: A Strategy for Increasing Student Persistence and Attainment*, and *Use of Campus Support Services by Ontario College Students*. The student researcher is still looking for nonacademic sources, but plans to acquire them from local newspapers, such as Marianas Variety. With these sources the researcher will be able to compare information with the collection of data.

The data will be gathered through survey and interviews that are conducted for college students in the CNMI and the directors of each support services in Northern Marianas College. The survey will be directly for college students for it will accumulate information on the usage and how often do teachers promote these services to college students. It will consist of demographic, close ended, and open-ended questions that will portray the support services in a college student’s perspective. For instance, it will ask students which support services are they familiar with and to rate the quality of support services they have used. In addition, it will ask them how often do they avail to these services and for which subjects. Moreover, the student researcher will reach out to each support services, if possible, to schedule an interview with their director. The interview will consist of the student researcher to ask a series of question that is essential and expected for a report. In addition, letters will be mailed to nearby out of state universities and community colleges to learn about the support services they provide.

In order to accumulate sufficient data and write a report the student researcher outlined a six to seven-week plan. Below the researcher provided a tentative schedule that indicated what is to be done in each week. In week five, the student researcher will create a survey which will be given to NMC students. This survey will be open until week eight in which the researcher will compile all data information into an excel sheet and write a report. In week six and seven, the researcher will be conducting interview with the directors of each services. The researcher wants to at least interview four services. By week 9, the researcher will be writing and editing the report to present on week eleven.

|  |  |  |  |  |  |  |
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| Create a survey for NMC students to answer  Find local sources | Survey 15 more NMC students  Schedule appointments for interviews | Interview directors of services provided in NMC | Collect all data and compile in an *excel sheet* (*optional*)  Begin writing the report (draft) | Find someone to proofread the report | Final Research Report due  Finalize report | Present report |

To conclude, the student researcher will be looking into how often do NMC students avail to support services for success in courses and college. In order to execute a well-organized research, the researcher has created a tentative plan. The plan consists of data collection and writing process schedule. The researcher will be distributing surveys to Northern Marianas College students to gather data on their experiences and opinions pertaining college support services. In addition, the researcher will be interviewing directors and sending letter to colleges. Moreover, the researcher found some academic sources that will boost the writing process and is in the process of finding nonacademic sources.

Reference

Arnold, W. (2018, June). *Strengthening College Support Services to Improve Student Transitioning To Career*. Retrieved from https://clutejournals.com/index.php/TLC/article/download/10198/10272/

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Dietsche, P. (2012, November 3). *Use of Campus Support Services by Ontario College Students*. Retrieved from http://journals.sfu.ca/cjhe/index.php/cjhe/article/download/2098/183772/

The Usage and Impact of Northern Marianas College Support Services

Marijean Fernandez

Northern Marianas College

Dr. Kimberly Bunts-Anderson

EN202-002: English Comp.

Process Essay

10 May 2019

The Usage and Impact of Northern Marianas College Support Services

Northern Marianas College is an institute in the CNMI that provides a number of support services that aims to aid students to succeed in college and prepare for their future career. Some support services provided are Career Service, Computer Lab, Disability Student Service, International Student Service, Learning Student Service, Library and Project PROA. The student researcher wants to know how often do college students use these support services. With the help of surveys, letter to experts, and interviews the student researcher was able to gather sufficient amount of data to support their topic. This essay will be describing the methodology of collecting data in the usage and impact of support services in Northern Marianas College.

The first form of data collection the student researcher used were two surveys, which were given to 38 Northern Marianas College students during Spring 2019. Both surveys were designed using a digital tool called SurveyMonkey. The first survey was a pilot survey that was used to test data collection with instructor and peers. It consisted of ten questions that were demographic, close ended, and open-ended questions in the forms of multiple choices, checkboxes, text, matrix, drobox and yes/no answer (Appendix A). Then the survey was posted on a Google Doc that was shared to receive feedback from the instructor and peers. The feedbacks were utilized for the student researcher to edit and modify questions for the final survey. The final survey was the second survey which was available on Google Docs for a three-week period for feedbacks. A total of 19 feedbacks were given to the student researcher that help create a well-improved survey. The surveys allowed the student research to see support services in a college student’s perspective. It was also able to accumulate information on the usage, effectiveness and promotion of support services in Northern Marianas College.

The second form was letters to experts which were sent to five on-island and five abroad. The experts were directors of support services in college, such as Northern Marianas College, University of Guam, and Honolulu Community College. The letters sent abroad consist of a short questionnaire that will help the researcher to gather information on support services from an expert’s perspective. Some questions asked are “On an average, how many students use your service each week, “What courses do most students seek for tutoring,” “In your honest opinion, are you catering the number of students you are expected?” Moreover, the letters that were sent on-island consisted of short questionnaire as well as asking to schedule an appointment for an interview. The student researcher has sent the letters out and currently waiting for responses.

The last form was informal interview conducted to collect personal information from Northern Marianas College students. The interview questions consisted of demographic and open-ended questions that provided an insight of personal experience. The student researcher conducting informal interview that was written with Atalig and Camacho. Atalig was interviewed for 10 minutes on NMC campus at Y18. According to Atalig, "Project PROA is the only support service I am aware of. I avail to their service when I need help in understanding something in math." (informal interview, May 7, 2019, 9:20AM, NMC Campus) Another interview was conducted at Java Joes that lasted for 15 minutes with Camacho. Camacho said, "I did not use any support services during my first semester in college because I was busy taking care of my family." (Informal Interview, May 8,2019, 9:21PM, Java Joes) From this the student researcher was able to gather information on usage, knowledge and experience of support services in NMC.

To conclude, support services are provided to aid students but not many take advantages of it. Some students are not aware of it due to the lack of promotion. The student researcher has used multiple methods to aid in data collection. The methods used were two surveys, letter to experts and informal interviews. With that the student researcher took the time to analyze the surveys and interviews to determine the data quality. Moreover, the student researcher will be expecting responses from the letters sent. Because of these methods, the student researcher will be able to collect sufficient amount of data to answer the research topic.

The Usage of Northern Marianas College Student Support Services

Marijean Fernandez

Northern Marianas College

Dr. Kimberly Bunts-Anderson

EN202-002: English Composition II

Literature Essay

25 May 2019

A general search on Google Scholar was conducted on May 23, 2019, using the key words “usage, student support services, and college” and came back with 685,000 results. A large percentage of the results were academic journals and case studies. The first significant section consisted of case studies pertaining to usage of support services in a specific community college (Diestsche, 2012; Laskey, 2011; Stemmer 2016; Tamuilene, 2013; Vance, 2016). The second section were journals on way to improve the numbers of students and factors that influenced the lack of usage (Copper, 2010; Gabriel-Millette, 2016; How College Tutoring Makes You 86% More Likely to graduate). Further searches were conducted on Google on May 24, 2019, to narrow the topic using the key words “usage, student support services, Northern Marianas College.” The outcome of this search was 146,000 hits and it was primarily non-academic sources on student support services provided in the Northern Marianas College page (marianas.edu). With the help of reading notes, the student researcher was able to gather important that were relevant and beneficial to the research topic.

The student researcher located five case studies which illustrated that many students do not utilize support services. The first case study was titled, “Use of Campus Support Services by Ontario College Students.” The case study was published in 2012 by CSSHE SCEES.  According to the Diestsche, the usage level of services by Ontario students was low despite the fact that students need it (2012). It emphasized that the number of students who utilize it were mostly at-risk students and students graduating. The second case study was “Investigating the Relationship of Library Usage to Student Outcomes,” which was published in 2016 by American Library Association. It mainly focused on the positive and negative relationship between the usage of library and student learning outcomes. According to Stemmer, the value of library increases as students learning enhances and grade level advances (2016). On the other hand, negative relationship is shown between the lower classes and library usage. In an article written by Rasa Tamuliene titled *Adjusting College Students’ Support Services to Students* focused on the relationship between type of students and the demand of student support services. Tamuliene conducted a research on all state colleges in Lithuania by differentiating two types of students. These students were categorized into two groups which were non-conformist and collegiate students. According to Tamuliene, the essential support services for both non-conformist and collegiate students were orientation courses, language training and community activity. Moreover, career counseling services was found to be significant for non-conformist students. On the other hand, it was shown that collegiate students need psychological counseling and accommodation services. However, there were no data results concerning demands of services for academic and vocational students. In the end, the demands of services differ in all colleges and to accommodate these demands identify the types of students in the college. (Tamuliene, 2013)

Another academic source was a journal that provided background information on the impact and solutions to student support services. The journal was “Student Support Services at Community Colleges: A Strategy for Increasing Student Persistence and Attainment,” which was published by American Association Community College in 2010. It discussed strategies and efforts to improve services in community college (2010). According to Michelle Cooper, “Because so many community college students spend limited time on campus, they have fewer opportunities to make use of all of these services” (2010, pp. 18). The best solution Cooper provided was to categorize students and determine what services they need the most. This journal provided relevance and significance by giving a general insight of services in community colleges.

The final source was a non-academic catalog provided by Northern Marianas College. It consisted of detailed information on each student support service in Northern Marianas College provides. Due to the fact, it was an outdated source the student researcher reached out to other services to obtain background information. The student researcher noticed there were little non-academic sources that focused on the usage of support services in the CNMI. Therefore, the student researcher conducted interviews with directors to acquire information on the usage of services by Northern Marianas College students.

To conclude, the student researcher successfully found literature sources. Majority of the sources were academic, such as case studies and journals. The non-academic source was a catalog that contained description of services provided in Northern Marianas College. All the sources allowed the student researcher to gain understanding on the usage of student support services in different community colleges. It also informed the researcher that services are beneficial to college students, but it goes unused. In addition, the sources provided potential solutions to this issue, such as catering to students’ needs based on the type of student they are. With that said, the student researcher can anticipate to produce somewhat similar data results.

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Letters to Experts

Yoichi K. Rengiil

Director, TRIO Programs

Unibetsedȧt Guahan

UOG Station

Mangilao, Guam 96913

Hafa Adai! My name is Marijean Fernandez, and I am a student at Northern Marianas College currently enrolled in an English Composition course. I am going to write a research paper on how often do college students use support services to aid them in succeeding. I have been tasked with locating experts to interview and would like to ask you a few questions regarding University of Guam support services, especially the TRiO Student Support Service. I have provided a short questionnaire below that might provide information I need to write my paper. You may respond via email or the other contact informations I have provided below. I thank you for taking the time reading my letter and I look forward to your responses, if you choose to do so. Thank you, again.

Best Regards,

Marijean F. Fernandez

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Questionnaire

1. On an average, how many students use your service each week?
2. What courses do most students seek for tutoring?
3. In your honest opinion, are teachers referring students to take advantage of TRiO?
4. Do you cater to students who do fall under the requirements? If so, how many? If not, why?

**Off-Island Experts (5)**

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Note Taking Sheet: Reading # 1

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Bruce Ballenger

2. Author’� s Credentials: English Professor at Boise State University

3. Publisher [or title of organization]: Pearson

4. Heading of Section: *Living Sources: Interviews and Surveys*

5.  Year Written: 2015

6. Pages: 82-84

7. Website URL: None

**Main Ideas**

* Finding experts for interviews
* The importance of arranging interviews
* Types of questions to ask in an interview and survey

**Important Quotations**

* “Most people, no matter who they are, they love the attention of an interviewer, no matter who she is, particularly if what’s being discussed fascinates them both.”
* “Generally speaking, you should limit the number of open-ended questions you use since they are more demanding on respondents.”

**Supporting Details**

* Checking your literature sources, internet, instructor, and peers allows you to find the appropriate experts.
* Making appointments with the interviewee that have knowledge or experience with your topic allows you to receive informations I need.
* Having knowledge about different types of questions allows me to choose the appropriate type.

**Relevance to Your Assignments**

* It will help me run a smooth interview and create a survey that will provide me the information I need. Data collection will be easy to attain.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_\_    provide examples if needed.

Is the article timely or a bit outdated?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, textbook

Other important information: The Curious Researcher provides additional information on academic writing.

Note Taking Sheet: Reading # 2

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Melinda Mechur, Karp Lauren O’Gara, Katherine L. Hughes

2. Author’� s Credentials: Columbia University

3. Publisher [or title of organization]: ERIC

4. Heading of Section: *DO SUPPORT SERVICES AT COMMUNITY COLLEGES ENCOURAGE SUCCESS OR REPRODUCE DISADVANTAGE? An Exploratory Study of Students in Two Community Colleges*

5.  Year Written: 2008

6. Pages: 1-28

7. Website URL: <https://files.eric.ed.gov/fulltext/ED499920.pdf>

**Main Idea/Points**

* The study of support services in Northern Community College and Eastern Community College

**Important Quotations**

* “We find that although support services technically are open to all students, only those who come to the community college with pre-existing social and cultural resources can take full advantage of them.” (pg. 1)
* “Second, that college support services were technically available to all students reinforced the idea that it was the students themselves, rather than institutional structures, who were responsible for lack of persistence.” (pg. 20)

**Supporting Details**

* Support services are available to all students, but only a few use it.
* Despite the fact that colleges provide support services, college students do not preserve towards educational credential

**Relevance of Assignment**

* Provides background information on my topic
* Gives me the chance to compare support services from Northern Community College and Eastern Community College and Northern Marianas College

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_    provide examples if needed.

Is the article timely or a bit outdated ?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, an academic journal

Other important information : The academic journal provides charts and methods to data collection of college students in Northern Community College and Eastern Community College.

Note Taking Sheet: Reading # 3

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Michelle Cooper

2. Author’� s Credentials: President at Institute for Higher Education Policy

3. Publisher [or title of organization]: American Association of Community College

4. Heading of Section: *Student Support Services at Community Colleges: A Strategy for Increasing Student Persistence and Attainment*

5.  Year Written: 2010

6. Pages: 22-29

7. Website URL: <https://www2.ed.gov/PDFDocs/college-completion/04-student-support-services-at-community-colleges.pdf>

**Main Ideas**

* Strategies and efforts to improve support services in community colleges
* Students participation in services
* Disadvantages

**Important Quotations**

* “Academic guidance and advising – arguably the most important student services – are areas where students need tremendous help.”
* “Because so many community college students spend limited time on campus, they have fewer opportunities to make use of all of these services.”

**Supporting Details**

* Support services promote success.
* Different learning styles can be a factor of students not using support services
* Social media can help in student success

**Relevance to Your Assignments**

* Provides background information on support services provided by community college as well as it’s importance

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_\_    provide examples if needed.

Is the article timely or a bit outdated ?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, academic journal

Other important information : The academic journal provides a general view of support service in community college.

Note Taking Sheet: Reading # 4

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Peter Dietsche

2. Author’� s Credentials: Assistant Professor of Higher Education in the Department of Theory

3. Publisher [or title of organization]: CSSHE SCEES

4. Heading of Section: *Use of Campus Support Services by Ontario College Students*

5.  Year Written: 2012

6. Pages: 65-92

7. Website URL: <http://journals.sfu.ca/cjhe/index.php/cjhe/article/download/2098/183772/>

**Main Idea/Points**

* Describes the use and factors of support services in Ontario College

**Important Quotations**

* “Offering an array of support services to meet the diverse needs of post-secondary learners assumes that these services improve success by providing students with compensatory resources and opportunities for engagement (Purnell & Blank, 2004).”
* “Although the use of these services is influenced by student demographic characteristics, receptivity toward service use, negative experiences of college, and poor academic performance, the overall level of use is low.”

**Supporting Details**

* Despite the fact that many students in Ontario College need help, they do not use the support services that are provided to them.
* The interaction between students and staff can help students see the value of support services.
* Career services are used the most when students graduate from college.
* Some students who perform poorly use the service, while those who do well don’t

**Relevance of Assignment**

* This is relevant to my project because I can use it to compare their data results with mine.
* Provides information I should expect from my data collection. For instance, that most students do not use support services.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_    provide examples if needed.

Is the article timely or a bit outdated?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, academic journal

Other important information: This journal provides tables of data collection and informs the readers only surveyed a portion of Ontario College students.

Note Taking Sheet: Reading # 5

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Marcia L. Laskey, Carole J. Hetzel

2. Author’� s Credentials: Cardinal Stritch University

3. Publisher [or title of organization]: ERIC

4. Heading of Section: *Investigating Factors Related to Retention of At-risk College Students*

5.  Year Written: 2011

6. Pages: 31-43

7. Website URL: <https://files.eric.ed.gov/fulltext/EJ919577.pdf>

**Main Ideas**

* The factors that influences at-risk students’ retention and GPA
* At-risk students are individuals who enter college unprepared

**Important Quotations**

* “Research has also shown that academic support services are critical for the success of students who may be unprepared for college level work.”
* “One of the support services offered to assist students in building their skills is developmental courses (courses designed to help students learn reading and study strategies).”
* “Tutoring has been found to play an important role in at-risk students’ academic success (i.e., grades), course completion, and graduation.”

**Supporting Details**

* At-risk students usually have no motivation, study strategies, and personality traits that help with success
* Students with conscientiousness were likely to seek help from support services than students with low personality traits.
* Students who seek academic help tend to do better in classes and build relationships with tutors and/or mentors.

**Relevance to Your Assignments**

* This journal is relevant to my topic because it provides general information on at-risk students, such as factors that influences their learning and if high school GPA affects student performances.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_\_    provide examples if needed.

Is the article timely or a bit outdated?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, academic journal

Other important information: This journal provides suggestions for future researcher and questions with answers pertaining GPA and factors.

Note Taking Sheet: Reading # 6

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: John K. Stemmer, David M. Mahan

2. Author’� s Credentials: Computer Science

3. Publisher [or title of organization]: American Library Association

4. Heading of Section: *Investigating the Relationship of Library Usage to Student Outcomes*

5.  Year Written: 2016

6. Pages: 359-374

7. Website URL: <https://crl.acrl.org/index.php/crl/article/view/16514/17960>

**Main Idea/Points**

* Describes the outcomes and students learning of a library
* The positive and negative relation between the use of the library and student learning and outcomes (looks at retention, graduation, and GPA)

**Important Quotations**

* “After students have transitioned to upper-division work, aspects of the library’s programmatic activities (space, service, and resources) begin to significantly associate with student outcomes.”
* “After students have adjusted to their new environment, selected an academic discipline, and moved on to advanced-level work in their major, the library’s information resources rise to significance across almost all the student outcome variables as influential.”
* “The library is used differently by students depending on where they are in their academic careers.”

**Supporting Details**

* The library is a place, resource, and service that is provided to college students.
* College students realize the value of library as they take advance courses or level up.
* There is a positive correlation for the upper class and negative correlation for the lower class.

**Relevance of Assignment**

* The relevance of this article is it provides background information on the benefits and relationships of the library to students.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_    provide examples if needed.

Is the article timely or a bit outdated?  Timely, 2016

Was it published in a reputable source? Yes.

It is not an academic source. Yes, an academic journal.

Other important information: This academic journal provides charts and methods on the performance of the research. The researcher indicates that it was not confidential.

Note Taking Sheet: Reading # 7

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Rasa Tamulienė

2. Author’� s Credentials: Ph.D, Social and Behavioral Science

3. Publisher [or title of organization]:  Elsevier Ltd.

4. Heading of Section: *Adjusting College Students’ Support Services to Students’ Type: Lithuania’s Case*

5.  Year Written: 2013

6. Pages: 438-446

7. Website URL: <https://www.sciencedirect.com/science/article/pii/S1877042814035010>

**Main Ideas**

* To find the relationship between student support services and collegiate and non-conformist students in Lithuanian colleges

**Important Quotations**

* “Lacovidou et al. (2009) state that student support is one of the dimensions of institutional quality assessment of a higher education institution and contains such services as counselling, assistance and guidance related to student enrolment into study programmes and career aspects.”
* “Nowadays it is difficult for higher education institutions to provide all types of student support services.”
* “...the development of student support services becomes of greater importance in the context of student-centred curriculum development…”

**Supporting Details**

* The important services for students are orientation courses, language training services and library services.
* Academic and non-academic support plays a role in providing quality services to students.
* In order to receive increase the numbers of the usage of support service, you need to first identify the demand of service to the type of student. (For example, the researcher states that collegiate students need counseling services)

**Relevance to Your Assignments**

* This journal allows me to compare my results and determine if there is a similarity in issues with support services.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_\_    provide examples if needed.

Is the article timely or a bit outdated?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Yes, academic journal

Other important information: This journal provides other information that carried out this research.

Note Taking Sheet: Reading # 8

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Northern Marianas College

2. Author’� s Credentials: N/A

3. Publisher [or title of organization]: N/A

4. Heading of Section:  *STUDENT SERVICES*

5.  Year Written: 2013

6. Pages: 9-19

7. Website URL: <http://www.marianas.edu/media/2013_nmc_catalog/nmc_catalog_22_OCT_2013.pdf>

**Main Idea/Points**

* List student support service provided in Northern Marianas College

**Important Quotations**

* “The mission of the Library Services and Programs at the Northern Marianas College is ‘to provide both resources and an environment that enhances and encourages the college’s academic and community-based programs.’”
* “Career Services staff and staff assistants assist ongoing and potential students in understanding and linking their educational and career goals.”
* “The mission of the Disability Support Services is to provide a rewarding learning experience for students with disabilities at the Northern Marianas College.”

**Supporting Details**

* Student support services is to accommodate and help students succeed in college and finding a career after college.

**Relevance of Assignment**

* This catalog is relevant to my research because it provided various student support services that Northern Marianas College provides. I can use this to have background knowledge on each service.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_X\_    provide examples if needed.

Is the article timely or a bit outdated?  It maybe outdated because it is missing a few support services, such as Project PROA.

Was it published in a reputable source? Could not find the publisher

It is not an academic source. Academic Catalog

Other important information: This is a catalog that provides information a student or staff needs to know about Northern Marianas College.

\*I could not find any local articles pertaining support services in Northern Marianas College. Still looking

Note Taking Sheet: Reading # 9

Name: Marijean Fernandez

Course Name: English Composition II

Section: 2

1. Author’� s Name: Paul Frain

2. Author’� s Credentials: News Editor

3. Publisher [or title of organization]: Inside Higher Ed

4. Heading of Section:  *Make It Mandatory?*

5.  Year Written: 2012

6. Pages:

7. Website URL: <https://www.insidehighered.com/news/2012/02/02/academic-support-offerings-go-unused-community-colleges>

**Main Idea/Points**

* Academic support services are being unused in community colleges
* Many students take remedial classes

**Important Quotations**

* “‘Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need,’ according to the study.”

**Supporting Details**

* Students feel discouraged when they take remedial courses. They change their attitude towards education, some negative and others positive.
* The study showed that 82% of students do not utilize services.
* According to the study, a barrier to helping students is the student budget-cutting.

**Relevance of Assignment**

* This is relevant to my project because it provides information that I can anticipate my data result to be.

In this article, is it possible that any of the authors might have a bias about the subject matter?  No\_\_ provide examples if needed. It maybe bias because it provided percentage on certain colleges only.

Is the article timely or a bit outdated?  Timely

Was it published in a reputable source? Yes

It is not an academic source. Non-academic news article

Other important information: This article discusses about the study that college students are not taking advantage of the services and provides the best solution.

The Usage of Student Support Services in Northern Marianas College

Marijean Fernandez

Northern Marianas College

Dr. Kimberly Bunts-Anderson

EN202-002: English Composition II

Final Research Report

June 14, 2019

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# **Abstract**

A college student at Northern Marianas College, CNMI, describes an original ten-week study highlighting the usage of student support services by NMC students. Fernandez wanted to inform the readership of the quantity of students utilizing services while emphasizing the number of teachers promoting the service and the subject areas being tutored in. Data collection was accumulated through surveys, observation, informal interviews, and letter to experts. The findings indicated that many students have a general knowledge of student support services that are provided, but rarely use it. It was also noted that students with a high GPA tend to not take advantage of the services and teachers rarely recommend their students to seek help. This study is important because it illustrates the relationship between NMC students and student support services.

# **Introduction**

Northern Marianas College is an institute in the CNMI that provides a number of support services that aims to aid students to succeed in college and prepare them for their future career. Some support services provided are Career Service, Computer Lab, Disability Student Service, International Student Service, Learning Student Service, Library and Project PROA. All services aim to serve students in the best of their ability. Many students do not take advantage of these services due to the negative stigma. Student support service is seen as for people who are failures. If students are reluctant to seek help because of embarrassment and shame, then the possibility of failure may happen. Students tend to not see the value of it. Student support services in higher education is to help any type of students in any way, so that the graduating numbers increase. The purpose of this study was to identify the number of students using student support services to aid them in succeeding.

# **Literature Review**

A general search on Google Scholar was conducted on May 23, 2019, using the key words “usage, student support services, and college” and came back with 685,000 results. A large percentage of the results were academic journals and case studies. The first significant section consisted of case studies pertaining to usage of support services in a specific community college (Diestsche, 2012; Laskey, 2011; Stemmer 2016; Tamuilene, 2013; Vance, 2016). The second section were journals on way to improve the numbers of students and factors that influenced the lack of usage (Copper, 2010; Gabriel-Millette, 2016; How College Tutoring Makes You 86% More Likely to graduate). Further searches were conducted on Google on May 24, 2019, to narrow the topic using the key words “usage, student support services, Northern Marianas College.” The outcome of this search was 146,000 hits and it was primarily non-academic sources on student support services provided in the Northern Marianas College page (marianas.edu). With the help of reading notes, the student researcher was able to gather important that were relevant and beneficial to the research topic.

The student researcher located five case studies which illustrated that many students do not utilize support services. The first case study was titled, “Use of Campus Support Services by Ontario College Students.” The case study was published in 2012 by CSSHE SCEES.  According to the Diestsche, the usage level of services by Ontario students was low despite the fact that students need it (2012). It emphasized that the number of students who utilize it were mostly at-risk students and students graduating. The second case study was “Investigating the Relationship of Library Usage to Student Outcomes,” which was published in 2016 by American Library Association. It mainly focused on the positive and negative relationship between the usage of library and student learning outcomes. According to Stemmer, the value of library increases as students learning enhances and grade level advances (2016). On the other hand, negative relationship is shown between the lower classes and library usage. In an article written by Rasa Tamuliene titled *Adjusting College Students’ Support Services to Students* focused on the relationship between type of students and the demand of student support services. Tamuliene conducted a research on all state colleges in Lithuania by differentiating two types of students. These students were categorized into two groups which were non-conformist and collegiate students. According to Tamuliene, the essential support services for both non-conformist and collegiate students were orientation courses, language training and community activity. Moreover, career counseling services was found to be significant for non-conformist students. On the other hand, it was shown that collegiate students need psychological counseling and accommodation services. However, there were no data results concerning demands of services for academic and vocational students. In the end, the demands of services differ in all colleges and to accommodate these demands identify the types of students in the college. (Tamuliene, 2013)

Another academic source was a journal that provided background information on the impact and solutions to student support services. The journal was “Student Support Services at Community Colleges: A Strategy for Increasing Student Persistence and Attainment,” which was published by American Association Community College in 2010. It discussed strategies and efforts to improve services in community college (2010). According to Michelle Cooper, “Because so many community college students spend limited time on campus, they have fewer opportunities to make use of all of these services” (2010, pp. 18). The best solution Cooper provided was to categorize students and determine what services they need the most. This journal provided relevance and significance by giving a general insight of services in community colleges.

The final source was a non-academic catalog provided by Northern Marianas College. It consisted of detailed information on each student support service in Northern Marianas College provides. Due to the fact, it was an outdated source the student researcher reached out to other services to obtain background information. The student researcher noticed there were little non-academic sources that focused on the usage of support services in the CNMI. Therefore, the student researcher conducted interviews with directors to acquire information on the usage of services by Northern Marianas College students.

# **Primary and Secondary Questions**

Primary Question: How often do Northern Marianas College students utilize students support services?

Secondary Question: Are Northern Marianas College teachers encouraging their students to take advantage of these services?

# **Methodology**

The research was carried out from April 2019 to June 2019, which consisted of eleven weeks. Students from Northern Marianas College and experts participated in the research. With the help of surveys, formal letters to experts, and interviews, the student researcher was able to gather sufficient amount of data crucial for answering the primary research question.

The first form of data collection the student researcher used were two surveys, which were given to 30 Northern Marianas College students during Spring 2019. Both surveys were designed using a digital tool called SurveyMonkey. The first survey was a pilot survey that was used to test data collection with instructor and peers. It consisted of ten questions that were demographic, close ended, and open-ended questions in the forms of multiple choices, checkboxes, text, matrix, drop box and yes/no answer (Appendix A). Then the survey was posted on a Google Doc that was shared to receive feedbacks from the instructor and peers. The feedbacks were utilized for the student researcher to edit and modify questions for the final survey. The final survey was the second survey which was available on Google Docs for a three-week period for feedbacks. A total of 19 feedbacks were given to the student researcher that help create a well-improved survey. The surveys allowed the student research to see support services in a college student’s perspective. It was also able to accumulate information on the usage, effectiveness and promotion of support services in Northern Marianas College.

The second form of data collection was letters to experts which were sent to five on-island and five abroad. The experts were directors of support services in college, such as Northern Marianas College, University of Guam, and Honolulu Community College. The letters sent abroad consist of a short questionnaire that helped the researcher to gather information on support services from an expert’s perspective. In the email, there was a questionnaire provided to gather data (Appendix D) However, only three experts respond back. Moreover, the letters that were sent on-island consisted of short questionnaire and asking to schedule an appointment for an interview.

The last form was informal interview conducted to collect personal information from Northern Marianas College students (Appendices F-K). The interview questions consisted of demographic and open-ended questions that provided an insight of personal experience. The student researcher conducting informal interview that was written with Atalig and Camacho. Atalig was interviewed for 10 minutes on NMC campus at Y18. According to Atalig, "Project PROA is the only support service I am aware of. I avail to their service when I need help in understanding something in math." (informal interview, May 7, 2019, 9:20AM, NMC Campus) Another interview was conducted at Java Joes that lasted for 15 minutes with Camacho. Camacho said, "I did not use any support services during my first semester in college because I was busy taking care of my family." (Informal Interview, May 8, 2019, 9:21PM, Java Joes) From this the student researcher was able to gather information on usage, knowledge and experience of support services available at NMC.

# **Results and Analysis**

The participants of this study were NMC students and directors of student support services from abroad and NMC. After following a planned schedule (Appendix E), the student researcher was able to gather sufficient amount of data. The results revealed that students were aware of support services, but sometimes use it (Appendices C). Most of the students who utilize it are students with low GPA compare to students with high GPA. On average, students spend most of their time off-campus due to employment, taking care of family, and entertainment. It was also noted that many teachers do not refer their students to services. Based on the survey, English and Math teachers are the only ones encouraging their students to seek help. Analyzing the responses, the student researcher noticed the reluctancy of students. One participant said, “I never tried going, but the navigators seem helpful and kind.” Another stated “I have never used any of these services.” However, there were a great number of students who shared positive experiences from Project PROA, Library, Disability Student Service, and Computer Lab. Another interesting response came from question number 10 (Appendix A). A participant shared, “A campus gym for who are trying to get fit and staying fit. More activities for students to participate in.” Participant #8 stated, “The services available are very helpful, but if I were to suggest a service, I would recommend English Sign Language for those students entering college and have a hearing disability.” Participant #6 shared, “I think having services online would be nice.” Lastly two participants stated that service on how things work around here and how to use moodle, email, and technology would be nice.

Apart from the survey, observations and interview took place took place. During the observations, the student researcher saw that students seek services when they need something to print, peer-edit, find literature source, or understand a word problem. On a daily base, about 5-15 students per day come in to seek tutoring at Project PROA. Because of Typhoon Yutu, the number of students who come in the library increased compare to last semster. According to an expert Hofschneider, there are about 50-60 students each semester who receive tutoring and/or mentoring services (Appendix F). Despite the fact, the number is low Hofschneider noted that the quantity is not as important as the quality.

# **Conclusion**

Data from this study revealed that students sometimes avail to student support services. From the survey, it revealed a vast amount of positive responses from participants, but the numbers of students utilizing support services are still low. It is evident that students with high GPA, employed, and taking care of family do not utilize support services. There are also students who are reluctant to seek help because they are timid. The best solution is to have college teachers practice their students to avail to these services, so they will feel more encourage to use them. In addition, a college student suggested that more friendly promotion and advertisement is another solution. Moreover, students of NMC suggested a few services to implement, which were fitness, how to use technology, sign language, and an orientation on how things work around NMC. Overall, the result showed a negative relationship between the usage of students services and NMC college students.

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# **Appendices**

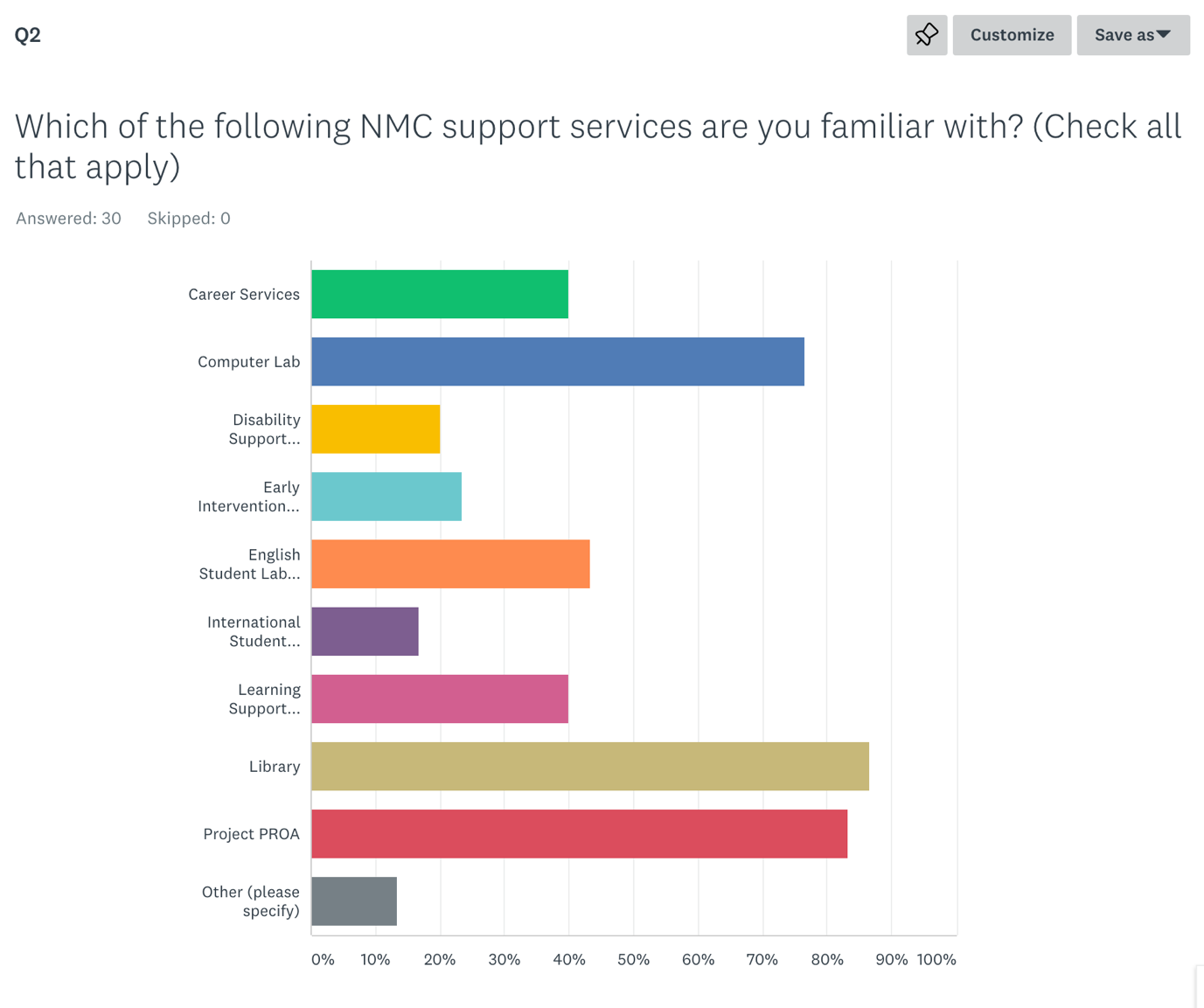
Marijean Fernandez

Northern Marianas College

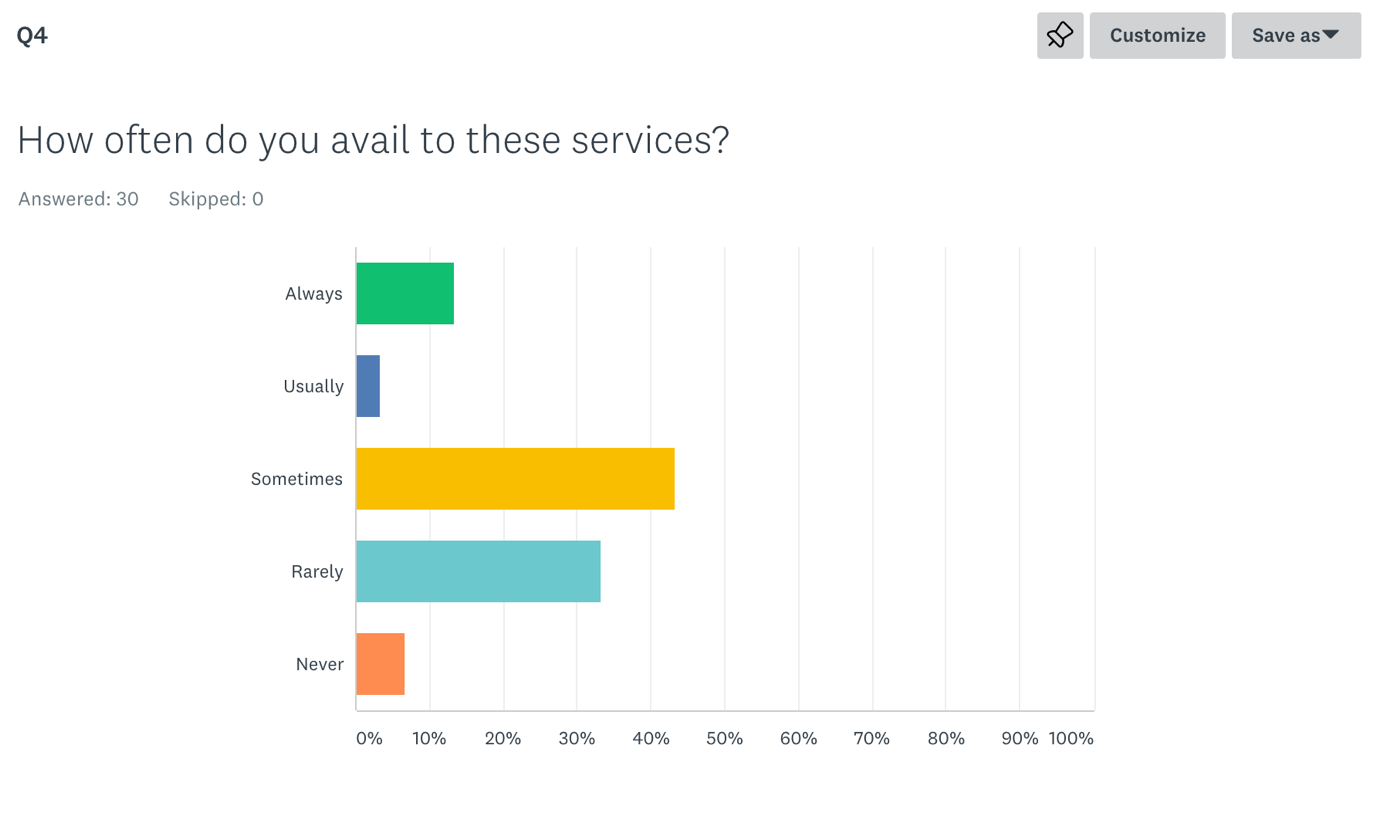
## **Appendix A**

1. Demographics
   1. Age
   2. Sex
   3. Ethnicity
   4. Major
   5. College Level
   6. Course Loads
   7. GPA
   8. Employment Status
   9. Special Need(s)
   10. Have you taken an online course?
2. Which of the following NMC support services are you familiar with? (Check all that apply)
   1. Career Services
   2. Computer Lab
   3. Disability Support Services (DSS)
   4. Early Intervention Counselors
   5. English Student Lab (ESL)
   6. International Student Services (ISS)
   7. Learning Support Services (LSS)
   8. Library
   9. Project PROA
   10. Other (please specify)
3. Do you avail of these services? Yes/No
4. How often do you avail to these services? Always/ Usually/Sometimes/Rarely/Never
5. How helpful are/were these services to you?
   1. Career Services (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   2. Computer Lab (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   3. Disability Support Services (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   4. Early Intervention Counselors (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   5. English Student Lab (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   6. International Student Services (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   7. Learning Support Services (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   8. Library (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   9. Project PROA (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
   10. Other (please specify) (Very Helpful/ Somewhat Helpful/ Not Helpful/ No Opinion)
6. Has any of your teachers, friends, close relatives, or yourself referred you to any support services? If so, for which subject and service?
7. After receiving services, do you feel encouraged to return? Yes/No/No Opinion
8. Did the service(s) effectively aid you in succeeding your college course? Describe your experience.
9. Were any support services provided by NMC available to you as an online student? If so, which services? No Opinion/No/Yes (please specify)
10. What types of new services or improvements would you recommend for student support?

## **Appendix B**



## **Appendix C**



## **Appendix D**

**Experts off-island**

Yoichi K. Rengiil yrengiil@gmail.com

Roland San Nicholas rolandsn@triton.uog.edu

Makanani Pili makananipili@gmail.com

Charles Miller chmilleere@hawaii.edu

Jonathan Morrel morell@dixie.eedu

**Experts on-island**

Christine Inos christine.inos@marianas.edu

Hedwig Hofschneider hedwig.hofschneider@marianas.edu

Isabel Matsunaga isabel.matsunaga@marianas.edu

Samuel Crawford Samuel.crawford@marianas.edu

Neda Deleon Guerrero neda.dlgueerrero@mariana.edu

Questionnaire

1. On an average, how many students use your service each week?
2. What courses do most students seek tutoring for?
3. In your opinion, are teachers referring students to take advantage of the service?

## **Appendix E**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week 5**  (4/29-5/3) | **Week 6**  (5/6-5/10) | **Week 7**  (5/13-5/17) | **Week 8**  (5/20-5/24) | **Week 9**  (5/27-5/31) | **Week 10**  (6/3-6/7) | **Week 11**  (6/10-6/14) |
| Create a survey for NMC students to answer  Find local sources | Survey 15 more NMC students  Schedule appointments for interviews | Interview directors of services provided in NMC | Collect all data and compile in an *excel sheet* (*optional*)  Begin writing the report (draft) | Find someone to proofread the report | Final Research Report due  Finalize report | Present report |

## **Appendix F**

The Usage of Project PROA

Interviewee: Hedwig Hofschneider

Date: 5/14/2019

Time: 8:25AM-8:28AM

Location: Archives

Questionnaire:  
On an average, how many students use your service?

* 40-50 each semester
* Never want to sacrifice quality for quantity

What course do most students seek tutoring for?

* English and Math

What type of students do you think come in?

* All kinds of students. Target population is Chamorros and Carolinians, but we welcome everybody.

In your opinion, are teachers referring students to take advantage of Project PROA?

* I believe so, we had teachers who brought their class to the Project PROA center. We make sure they know our services and what we provide.

## **Appendix G**

Informal Interview

Interviewee: Johnson Atalig

Date: 5/7/2019

Time: 9:20AM-9:26AM

Location: Y18, Northern Marianas College

Questionnaire:

* Demographic Questions
  + Ethnicity: Chamorro
  + Major: Liberal Arts Emphasis in Education
  + Course Loads: 5
  + College Level: Freshman
  + GPA: 3.77
  + Job: Unemployed
  + Special Need: None
* Name support services you are familiar with in NMC?
  + Project PROA
* How often do you avail of this service?
  + Once a week
* Was the service helpful to you?
  + Very helpful because they helped me understand something I did not know for math.
* Did any of your teachers or friend refer you to this service?
  + Yes, my EN101 teacher. She told us to seek peer review from tutors at Project PROA.
* Are you taking an online class?
  + Yes, HI122 (Did not recommend any student service)
* Where do you spend most of your time? Off or on campus?
  + On-campus

## **Appendix H**

Informal Interview

Interviewee: Camacho

Date: 5/10/2019

Time: 9:21PM-9:24PM

Location: Java Joes

Questionnaire

* Demographic Questions
  + Ethnicity: Thai and Chamorro
  + Major: Liberal Arts with the Emphasis of Health and Physical Education
  + Course Loads: 5
  + College Level: Freshman
  + GPA: 3.78
  + Job: Unemployed
  + Special Needs: None
* Name support services you are familiar with?
  + Project PROA and ESL
* How often do you avail of this service?
  + Once
* Was the service helpful?
  + Very helpful. They helped me understand and complete my math homework. I used ESL when I was taking EN092.
* Did any of your teachers or friends refer you to this service?
  + No
* Are you taking an online class?
  + No
* Where do you spend most of your time? Off or on campus?
  + Off-Campus

## **Appendix I**

Informal Interview

Interviewee: Pangelinan

Date: 5/7/2019

Time: 11:00AM-11:06AM

Location: Library

Questionnaire

* Demographic Questions
  + Ethnicity: Chamorro
  + Major: Liberal Arts Emphasis in Education
  + Course Loads: 4
  + College Level: Freshmen
  + GPA: 4.00
  + Job: Unemployed
  + Special Needs: None
* Name support services you are familiar with?
  + Project PROA, Library, and Computer Lab
* How often do you avail of this service?
  + Once a week
* Was the service helpful?
  + Very helpful. I was able to peer review my essay as well as understand math problems.
* Did any of your teachers or friends refer you to this service?
  + Yes. My EN101 and EN202 teacher.
* Are you taking an online class?
  + Yes, PY101 (Did not recommend to use any service)
* Where do you spend most of your time? Off or on campus?
  + Off-Campus

## **Appendix J**

Informal Interview

Interviewee: Salas

Date: 5/14/2019

Time: 11:10AM-11:19AM

Location: Library

Questionnaire

* Demographic Questions
  + Ethnicity: Chamorro
  + Major: A.A. in liberal arts with emphasis in education
  + Course Loads: 4
  + College Level: freshman
  + GPA: 4.0
  + Job: None
  + Special Needs: None
* Name support services you are familiar with?
  + Project PROA, Library, and Computer Lab
* How often do you avail of this service?
  + Very often (Library)
* Was the service helpful?
  + Very helpful. I was able to print my assignment and use the computer in the Library.
* Did any of your teachers or friends refer you to this service?
  + Yes, my friends but I did not seek tutoring services.
* Are you taking an online class?
  + No.
* Where do you spend most of your time? Off or on campus?
  + On-Campus

## **Appendix K**

Informal Interview

Interviewee: Alonzo

Date: 5/20/2019

Time: 1:00PM-1:05PM

Location: Library

Questionnaire

* Demographic Questions
  + Ethnicity: Filipino
  + Major: Computer App
  + Course Loads: 4 courses
  + College Level: Freshman
  + GPA:
  + Job: Unemployed
  + Special Needs: None
* Name support services you are familiar with?
  + Project PROA
* How often do you avail of this service?
  + When teacher refers us to get a feedback
* Was the service helpful?
  + Very helpful
* Did any of your teachers or friends refer you to this service?
  + Yes
* Are you taking an online class?
  + No
* Where do you spend most of your time? Off or on campus?
  + Mostly off campus, but when needed, I go to the library to do some homework assignments