

Spring 2017 Counseling Student Success Workshop Evaluation Results

Prepared by Artour Aslanian

Purpose of Brief

The purpose of this brief is to illustrate the results of the Student Success workshop evaluations completed by 125 respondents in Spring 2017.

Summary of Findings

- 22% of respondents indicated that they attended the Student Success workshop on Motivation.
- 78% of respondents planned to transfer to a 4-year institution
- 40% of respondents indicated they heard about Student Success workshops through their class or professor.
- 100% of respondents agreed or strongly agreed with the following statements:
 - I believe this workshop was valuable.
 - The presenter was easy to follow and understand.
 - I would like more workshops like this one at Crafton Hills.
- 99% of respondents (N=120) would recommend the workshop they attended to other students.
- Respondents perceived the sessions as being information as “helpful” (n=7) and were eager to compliment the instructor / presenter (n=12) when recommending the workshops to other students.
- The most frequent comments provided by respondents were in regards to various aspects of the workshop as being “great” (n=11) and respondents commenting “Thanks” or “Thank you!” (n=6).

Overview

The Crafton Hills College (CHC) Counseling department offers Student Success workshops, such as Combating Procrastination, Time Management, Goal Setting, and Learning Styles, throughout the academic year to improve students’ skills. The purpose of this brief is to analyze the results of Student Success workshop evaluations completed by 125 respondents, during the Spring 2017 term. The Student Success workshops evaluated were held from February 8, 2017 to May 16, 2017.

Methodology

The evaluation was administered in paper form to respondents by Counseling office staff. The evaluation consisted of 11 questions. Questions 1-6 asked respondents questions about the workshop and some demographic questions. Question 7 prompted respondents to rate their level of agreement with five statements regarding their experience in the workshop. The following four-point Likert scale was utilized: 4= Strongly Agree, 3= Agree, 2= Disagree, and 1= Strongly Disagree. A follow up open-ended question asked respondents what other types of workshops they would like to see through the Student Success Office. Questions 8-11 asked respondents to respond to open ended questions about the workshop as well provide suggestions regarding the workshop or the Student Success Office. To organize feedback received, responses were categorized by topic. A limitation to grouping any open-ended responses into categories is that other researchers may group them differently. Furthermore, because the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys at different workshops.

Findings

Tables 1 through 9 illustrate the results of the findings from the Student Success workshop evaluations in Spring 2017.

Table 1a lists the Student Success workshops attended by respondents in Spring 2017. Seventy-five percent of respondents specified that they attended a workshop not listed on the evaluation. Table 1b lists other Student Success workshops not listed that respondents attended. Twenty-two percent of respondents who attended a workshop not listed in the survey indicated they attended the Student Success workshop on motivation followed by the procrastination workshop (19%) and the test taking strategies workshop (18%).

Table 1a. Student Success workshops attended by respondents in the Spring 2017 term.

Title	#	N	%
Time Management	17	125	13.6
Learning Styles	8	125	6.4
Goal Setting	6	125	4.8
Effective Communication	0	125	0.0
Other (please specify)	94	125	75.2

Note: It is possible respondents selected multiple workshops.

Table 1b. Other Student Success workshops not listed attended by respondents in the Spring 2017 term.

Other Workshops Not Listed	#	N	%
Motivation	28	94	22.4
Procrastination	24	94	19.2
Test taking strategies	22	94	17.6
Finances 101	16	94	12.8
Note Taking	4	94	3.2

Table 2 illustrates respondents' educational goals. Sixty-eight percent of respondents planned to obtain an associate's degree and transfer to a 4-year institution, and 10% of respondents planned to transfer to a 4-year institution without earning an associate's degree. Accordingly, 78% of students specified a transfer education goal.

Table 2. Respondents' educational goals.

Educational Goal	#	N	%
Obtain an associate's degree and transfer to a 4-year	79	116	68.1
Transfer to a 4-year without earning an associate's degree	11	116	9.5
Prepare for a new career	9	116	7.8
Undecided	9	116	7.8
Earn an associate's degree only	4	116	3.4
Earn an occupational degree and/or certificate	2	116	1.7
Discover and formulate career interests	1	116	0.9
Improve basic skills	1	116	0.9
Other	0	116	0.0

Note: Missing responses were not included in this table.

Table 3 illustrates respondents' self-reported major/program of study in descending order with the program of study chosen most frequently at the top. Fourteen percent of respondents indicated Business Administration/Management as their major, followed by 13% of respondents who specified Child Development/Elementary & Early Education as their major/program of study.

Table 3. Respondents' major/program of study.

Major/Program of Study	#	N	%
Business Administration/Management	16	117	13.7
Child Development/Elementary & Early Education	15	117	12.8
Biology/Anatomy & Physiology/Pre-Med & Nursing	10	117	8.5
Health Sciences	9	117	7.7
Psychology	9	117	7.7
Radiology	9	117	7.7
Computer Information Systems	8	117	6.8
Computer Science	5	117	4.3
Multiple Sciences	5	117	4.3
Accounting	4	117	3.4
Art/Art History/Studio Art	4	117	3.4
Liberal Studies	4	117	3.4
Mathematics	4	117	3.4
Chemistry	2	117	1.7
History	2	117	1.7
Kinesiology	2	117	1.7
Political Science	2	117	1.7
American Sign Language	1	117	0.9
Communications	1	117	0.9
Economics	1	117	0.9
Emergency Medical Services/Technician	1	117	0.9
Fire Technology	1	117	0.9
Sociology	1	117	0.9
Undecided	1	117	0.9

Note: Missing responses were not included in this table.

Table 4 illustrates the number of completed units towards respondents' educational goals. Fifty-seven percent of respondents indicated they completed less than 30 units, and 31% of respondents completed 31-60 units toward their educational goal.

Table 4. Number of Completed Units by Respondents.

Units Completed	#	N	%
Less than 30 units	69	121	57.0
31-60 units	37	121	30.6
More than 60 units	15	121	12.4

Note: Missing responses were not included in this table.

Table 5 illustrates respondents' answers to how they heard about the Student Success workshops. Forty percent of respondents indicated that they heard about the workshops through their class or professor, 18% percent of respondents learned about the workshops from the CHC Calendar, and 14% from a flyer.

Table 5. Respondents' answers to how they heard about Student Success workshops.

Modalities	#	N	%
Class/Professor	43	108	39.8
CHC Calendar	19	108	17.6
Flyer	15	108	13.9
Counselor	14	108	13
Special Program (EOPS, STEM, etc.)	13	108	12
Other (please specify)	3	108	2.8
Email	1	108	0.9

Note: Missing responses were not included in this table.

Table 6 illustrates respondents' level of agreement with statements regarding their experience in the Student Success workshop they attended. Over 98% of respondents either agreed or strongly agreed with all statements. Statements are sorted from the most to least number of positive responses.

One hundred percent of the respondents agreed or strongly agreed that the workshop was valuable, and that the presenter was easy to follow and understand. Ninety-nine percent of the respondents agreed or strongly agreed that the workshop met their expectations, 97% of respondents agreed or strongly agreed that that they would like more workshops like the one they attended, and 95% agreed or strongly agreed that they plan to attend more workshops.

Table 6. Respondents' level of agreement with statements regarding their experience in Student Success workshops.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I believe this workshop was valuable.	72	58.5	51	41.5	0	0.0	0	0.0	123
The workshop met my expectations.	64	52.0	58	47.2	1	0.8	0	0.0	123
The presenter was easy to follow and understand.	101	82.8	21	17.2	0	0.0	0	0.0	122
I plan to attend more workshops offered by the Student Success Office.	71	58.7	44	36.4	4	3.3	2	1.7	121
I would like more workshops like this one at Crafton Hills.	77	64.7	39	32.8	3	2.5	0	0.0	119

Table 7 illustrates the respondents' level of agreement with statements regarding their experience in the Student Success workshop they attended by workshop. Every respondent agreed with the statements that "this workshop was valuable" and that "the presenter was easy to follow and understand." Additionally, each respondent who attending the Learning Styles, Goal Setting, Finances 101, and Note Taking workshops indicated that they felt that the workshops met their expectations and indicated interest in either attending more workshops or having similar workshops be offered at Crafton Hills College.

Table 7. Percent of Agreement by Workshop.

Statement	Time MGMT	Learning Styles	Goal Setting	Motiv.	Procr.	Test Taking	Finances 101	Note Taking
I believe this workshop was valuable.	100%	100%	100%	100%	100%	100%	100%	100%
The workshop met my expectations.	100%	100%	100%	96.4%	100%	100%	100%	100%
The presenter was easy to follow and understand.	100%	100%	100%	100%	100%	100%	100%	100%
I plan to attend more workshops offered by the Student Success Office.	88.2%	100%	100%	100%	86.4%	95.2%	100%	100%
I would like more workshops like this one at Crafton Hills.	94.1%	100%	100%	100%	95.2%	95%	100%	100%

Note: The percent represents the percent of students who agreed or strongly agreed with each statement by workshop.

Below are responses to the open-ended questions 7 through 11 on the evaluation.

Question 7 included two parts, a series of statements in which they rated their level of agreement via a 4-point Likert scale (see Table 6 on page 4) as well as an open-ended follow up question. The open-ended responses provided by 15 respondents are listed below. Five respondents suggested offering workshops focusing either on the different majors offered, workshops on specific majors, or examining job prospects with specific majors. Another respondent suggested providing workshops on “Self-improvement”.

- Anger Management
- Applying for scholarships
- Balancing F/T work and F/T school; more night workshops
- Career workshop
- Combating laziness
- Computer workshops
- Diet/healthy eating workshop
- Directions after college
- Focus on studying
- Major workshops
- Organizing/Prioritizing/Keeping a positive attitude/Staying focused
- Self-improvement
- Smart investment
- Workshops on specific majors with speakers relevant to that major
- Student-teacher relationships; student culture.

Table 8 illustrates open-ended responses on the three most important things respondents indicated they learned at the workshop. Responses were categorized into six different themes: time management/procrastination, personal growth advice, study skills, goal planning, career advice, and other. A limitation to grouping any open-ended responses into categories is that researchers may group them differently. Respondents were most likely to provide responses in regards to time management (n=42) and personal growth advice (n=42), in regards to the three most important things learned.

Table 8. Open-ended responses on the three most important things learned by workshop participants.

Financial (n=39)
Budgeting: Budget. Budgeting. Budgets. Create a budget sheet. Creating a spread sheet. Disciplining self with a budget. Keep track of accounts. Track everything - bills, credit, spending, saving. Using a planner so that you can see how much you spent.
Credit Score/Using a Credit Card Responsibly: Credit score. FICO. FICO score. How interest can add up. How to earn credit. How to use/manage a credit card. Identity theft and how to protect yourself. Keep CC open. Never close a credit card account. Never use debit card for gas, always use credit card. Pay credit cards off. Pay off credit card as soon as possible. Save. To check my credit.
Financial Aid/School Savings: Financial Aid. Financial aid. Saving money by buying used books.
Fiscal Responsibility/Saving: How to manage income. How to start saving. Live below your means. Pay in cash!!!/discipline!! To try to save even more. Watch for small item expenses. Ways to save.
Investing and Stocks: Invest. Investing. Stock investing. Stocks. The importance of investing. Ways to invest.
Other (n=9)
Campus Resources.
Good strategy.
How can you go about it.
Meet what you need.
Online education initiative - looks like a good resource!
Organizations.
Resources on campus.
Specifics.
What I've been doing is right.
Personal Growth Advice (n=82)
Interactions with Others: A support family or community around me is critical. Be with uplifting people. Surround yourself with positive people.
Celebrating Milestones/Rewards: Celebrate your success. How to celebrate after an achievement. How to properly reward yourself for completed tasks. Recalling past successes. Reward to not procrastinate. Reward yourself for not procrastinating. Reward yourself when goals are met. Reward yourself (n=5). Rewards. Train to reward yourself so you feel success.
Habit / Mindset Reformation: Don't have a fixed mindset. Don't make habits (bad word). Growth mindset vs static mindset. Growth mindset. Habits are routines. Have positive self-talk - growth mindset. How to improve your mindset. 3 major components: Activation, Persistence, and intensity. Routines. Start having more of a positive mindset. The many ways to improve your mindset. There are two types of mind-set. There are two types of mindsets. To create routines vs habits.
Health/Reducing Stress/Relaxation: Don't eat a really big breakfast. Don't stress. Good health = stress free. Health. Healthy lifestyle importance. Reduce stress. Relax. Relaxation exercise. Relaxation exercises. Relaxation Techniques. Simple as breathing can help you relax.

(Table 8 Continues!)

(Table 8 Continued!)

<p>Words of Encouragement/ Actions to Take/Positivity: As a person you have to find happiness to succeed. Believe in thyself. Believing in myself is a choice. Do what works for you. Don't live in the past, live in the now. Don't live in the past (n=2). Educate self with things I don't normally do. Encourage. Inspiration. Inspirations. Intelligence is not fixed, it can be developed. Learning never stops. Never give up. Only you have control of your life. Positive affirmations. Positive imagery. (n=3) Positivity. Self-management. Spend time on yourself. Stay focused. Stay positive. Surround yourself with positivity. Think better. Think positive (n=3). To know your skill level and to not overdo it. To make time for other things in life. To not limit myself. You'll never know what could have been unless you try.</p>
<p>Evaluation of Needs or Desires: Evaluate needs and wants. Figure out what's important to you. I learned about Maslow's hierarchy of needs. Need personal time. Needs vs wants. Needs. Prioritizing wants vs needs.</p>
<p>Goals/Motivation (n=49)</p>
<p>Motivations: Difference between intrinsic/extrinsic motivation. Different kinds of motivations. Extrinsic motivation. Internal, external motivation. Intrinsic Motivation. Intrinsic vs extrinsic motivation. Intrinsic/extrinsic motivation. Motivation is a choice. Motivation strategies. Motivation theory - 8 stage model. Motivation. Multiple types of motivation. People with motivation. Quotes are motivational. Set a mind-set to stay motivated. There are three parts to motivation. There are two types of motivation. Two different types of motivation. What is motivation? What is motivation? Working on to motivate yourself.</p>
<p>Setbacks: Every goal has an obstacle. Expect set back. Expect setbacks. How to get past your goal's obstacles.</p>
<p>Organization/Planning: Have a calendar to view goals. It takes time to accomplish things. Set up an achievable timeline for goals.</p>
<p>Setting up Goals: Get Goals. Goal. How to setup reasonable goals. Make dreams into plans taken step by step. Make specific goals. Plan ahead. S.M .A.R.T. Set awards. Set goals (n=2). Set realistic goals (n=2). Set realistic goals and start out small. Set small goals to get you where you want to be. Set small goals. Setting goals. Setting many goals is important. The SMART guideline. To make a statement of retention with my goals (and rehearse out loud). Write down your goals. Write goals down.</p>
<p>Study Skills / Learning Skills (n=89)</p>
<p>Learning Styles: 3 different types of styles. 4 types of styles. Auditory. Different learners. Hands on. How to address your learning styles. How to address your learning weaknesses. How to improve my learning. How to learn in a class with a professor at different learning style. I have two main learning styles. I'm an intrinsic personal when it comes to school. Learn what learning style you have. More in depth about tactile. More in depth about auditory. More in depth about visual. My learning style. My way of learning. Styles based on senses. Visual. What kind of learner you are. Work ethic.</p>
<p>Note-Taking: Cornell notetaking. Different note taking tips. Different ways of note taking. How to identify key words for notes. How to take notes from a novel/textbook. Mapping notetaking. Post notes around you to remind yourself. Sentences and paragraph notetaking. Sticky notes. Using transition words to identify important information.</p>
<p>Tips to Focus: Block out distractions. Concentrate. Learn what are your distractors and how to stay away from them. Distractions. Don't let distractions bother you. Don't let yourself get distracted. Remove distractions. Set aside time to study. Study (n=2). Stay on task. Study time. What I should do to study better.</p>

(Table 8 Continues!)

(Table 8 Continued!)

<p>Testing Tips: Better prepare. Different types of exam strategies. Different ways to answer different questions. Do not stay up late the night before a test. Do the ones you know first, then go back to the ones you don't know. Gearing responses to test types. Help writing essays. How to deal with fill in the blank text and other text. How to manage test time. How to pass tests with a better grade. How to prepare for an essay question. How to prepare for a test. How to prepare for an exam mentally. How to prepare for test. How to study for a test. How to study for tests. Open book test may be harder so take notes, highlight in the book, and use note tabs. Prepare. Prepare yourself. Preparing before an exam. Preparing for test. Question absolute words. Read the summary first. Stick to the subject. Study for exams. Take home quiz techniques. Test taking. To be prepared to advance. To have a rest before an exam. Use tabs on open book tests.</p>
<p>Dealing with Stress/Anxiety: Anxiety management techniques. Breathe when taking a test. How to calm myself down before an exam. How to combat test anxiety. How to control my stress before a test. How to cope with test anxiety. How to identify test anxiety. Imagine a beautiful setting to calm down. Test anxiety. (n=2)</p>
<p>Support: Seek support. Strategy. Talk more to your professor.</p>
<p>Other Information: Different methods, some info. (Clear and legible). That 20% of people purposefully distract themselves.</p>
<p>Time Management / Procrastination / Preparation (n=77)</p>
<p>Managing/Tracking Time: Manage time. Managing extra activities. Time. Time management (n=8). Time value. Time, scheduling. Time. Time-management. Tracking time is important - even little chunks.</p>
<p>Planning Tasks/Preparation: 5 minute planner. Be realistic with time frames. Buy a planner. Buy and use a planner. Create a weekly schedule. Daily planner. I need a planner. I need a realistic time frame for each obstacle. Make a schedule. Plan your day. Set and follow a schedule. Staying organized. To get time table. To make a planner. It helps! To plan out your time in advance. To plan things out. Use a calendar. Use a planner. Use an agenda. Use weekly calendar. Weekly Schedule.</p>
<p>Procrastination: 5 minute rule. Control procrastination. Difference between procrastination and motivating. Don't hesitate to do work. Don't procrastinate (n=2). Don't wait to study. Don't waste time. How to beat procrastination. How to stop procrastinating. Not to procrastinate. Procrastinate on things less important. Procrastination can make you sick. Procrastination could get in the way of something. Procrastination is learned not genetic. Procrastination (n=2). Reasons why we procrastinate. The 5 min work rule. Ways to beat procrastination. Ways to combat procrastination. Work ahead.</p>
<p>Prioritization: Be more specific on what you want to complete. Be specific. Don't focus on little things. Don't waste time (putting things before priorities.) Don't waste your time on little things. Focus on important stuff. I need to prioritize. I need to prioritize my tasks. If I prioritize the small things, I won't have time for the important things. Make a list of important things. Make list. Make to-do lists. Priorities. Prioritize important items first. Prioritize. Small things will fall in place. To-do list. (n=2)</p>

Question 9 prompted respondents to indicate what they would have liked to learn at the workshop. Referring to the list, respondents were more likely to indicate there was nothing (n=46) that they would have liked to learn at the workshop and did not. Several respondents indicated that they were interested in learning about investments, stocks, and cash strategies.

- All was covered.
- Breathing techniques.
- Cash strategies.
- Define procrastination properly.
- Depression.
- Enough was said.
- Everything was covered.
- Have us write out a list of our "to do list" / put it into practice.
- How stocks work.
- How to be efficient at school.
- How to better understand how to manage my time but I have a brain injury. I have lost my time percep
- How to budget on minimum wage... I would still be practices with budgeting.
- How to invest.
- How to make time for everything.
- How to take tests properly.
- I learned what I needed to know.
- I learned what I needed.
- Investments
- Just more motivational strategies.
- More about investments.
- N/A (n=22)
- N/A got it under control.
- N/H
- None (n=2)
- None I can think of.
- None. (n=5)
- Nothing (n=2)
- Nothing it was good as it was.
- Nothing, counselor pretty much covered everything!
- Nothing, it was great.
- Nothing, she was very informative.
- Nothing. (n=3)
- The impact of it.
- Time blocking
- To motivation.
- What other people in the class find as a motivation that works for them.
- Workshop covered.

Table 9a illustrate respondents' answers to whether they recommend this workshop to other students. Ninety-nine percent of respondents (N=120) would recommend the workshop they attended to other students.

Table 9a. Respondents' answers to whether they recommend this workshop to other students.

Would you recommend this workshop to other students?	#	N	%
Yes	120	121	99.2
No	1	121	0.8

Table 9b includes open-ended responses on reasons respondents provided for why they would recommend the workshop they attended to other students. Respondents were most likely to provide reasons in regards to the information received as “helpful” (n=18) with the information being described as “useful” (n=9).

Table 9b. Respondents’ reasoning to why they would recommend this workshop to other students.

Reason provided (n=74)
A good reminder of note taking and has good tips.
Because it gives you steps to work on your procrastination.
Because it is great to learn something new every day.
Because it is really helpful to stay motivated.
Beneficial to student success.
Cause she needs to learn budget.
Changes views and very insightful.
Excellent. Helpful.
Goal setting, routines, seeking support is necessary in motivation so it is good to know.
Good financial help.
Good for beginners in financial planning.
Good guidelines!
Good information.
Good presentation
Good resources, makes you think of a big picture.
Good tips and advice.
Great advice.
Helpful in test taking.
Helpful tips.
Helps clarify your learning style.
I always leave with a new outlook on ways to improve my life and schooling skills.
I have many friends that procrastinate, like myself.
Important information.
Interactive, easy to follow.
It helped to pinpoint my style of notetaking.
It helps.
It is direct and has some good points on goals.
It is very helpful.
It was fun, and informative.
It was helpful for me.
It was helpful, informational, and motivational.
It was helpful/encouraging.
It was informational and helpful.
It was useful information of value to investing money.
It was very helpful!
It was very informative.
It will help you stay motivated.
It's a good reminder of your life.
It's everything you need to hear but don't.

(Table 9b Continues!)

(Table 9b Continued!)

It's helpful.
It's important to know where I am financially.
It's nice.
It's useful information to help achieve your goals.
It's very helpful and informative about finances.
Learn a lot of useful information.
Learn what to do with your money.
Obtaining useful information on the issue.
Provides tips on how not to procrastinate.
She gave real life insight about her own struggles on taking tests.
So they also could have more of a change of success and extra credit.
Test taking anxiety is something a lot of people struggle with.
The workshop host has a real passion to help kids.
The workshop was helpful/informative.
To get others motivated as well.
to help others become motivated too.
Useful information
Useful information.
Useful tips and it's only 1 hour.
Valuable info.
Very easy to understand when getting your finances in order.
Very educational.
Very fun and productive.
Very good.
Very helpful guest tips!
Very helpful. (n=4)
Very motivating.
Very useful information.
Very useful.
Was beneficial in many ways.
Well organized.
You learn topics you don't know.

Table 10 illustrates respondents' comments and suggestions regarding the workshop they attended or the Student Success Office. The most frequent comments provided by respondents were in regards to the Student Success workshop they attended. The comments were positive with students complimenting the instructor/speaker (n=12), and stating that the information presented was "helpful" (n=7). Respondents also used the word "great" to describe the instruction, information, or workshop generally (n=11). One respondent suggested holding "More night workshops" while two respondents asked for the workshops to end earlier in order for them to be able to attend class on time.

Table 10. Open-ended comments and suggestions regarding the workshop attended or the Student Success Office.

Comments/Suggestions (n=55)
:) Thank you... very helpful.
* Awesome bringing in a real financial advisor. I liked that! :)
All the workshops have been good in helping me.
Amazing workshop.
End a bit earlier to go to class.
Everything is okay.
Everything was great!
Excellent class.
Great info!
Great instructor.
Great presentation.
I am completely satisfied with this workshop
I have been to several workshops and this was the best, most useful and interested one so far. Thank you. :)
I liked it.
Instructor did a great job at keeping students engaged and was a great listener.
Instructor was nice, clear, and understandable.
Instructor was very energetic and kept the class interesting.
Instructor was very uplifting and motivating. Made the workshop enjoyable.
It helps understand financial situations.
It was great! :)
Let students leave a bit earlier, for class.
Like how she involved everyone.
Like. Excellent.
Loved it!
More night workshops. Cumulative lessons (club environment for student success)
N/A, no comments at this time.
N/A. No comment.
No comment.
None so far.
None.
Nothing, everything was great.
Overall, great and great reminder to not give up and continue this rough journey.
Presenter did well.
Really enjoyed and benefited from this presentation. Presenter was very knowledgeable and enjoyable to listen.
She should do all workshops :)

(Table 10 Continues!)

(Table 10 Continued!)

Super helpful workshop, learned a lot!
Text on slides are hard to read a lot of words are hard.
Thank you for your time!
Thank you! (n=2)
Thanks!!!
The presentation have a good flow.
The time scale of one hour was on time.
This was a great and clear workshop on how to combat procrastination. The info was terrific and I'd recommend it to other students.
This was very helpful. I get a lot of good information out of this workshop.
Very enjoyable speaker and helpful. :)
Very helpful and many useful tips to use.
Very helpful program. All students must attend to know what they are doing for the future.
Workshop was helpful.
You are more comfortable when doing the presentation. Great workshop.
You did a great job.