

## Results of Composition I Student Focus Groups

Frequency - Barriers/Challenges	Knowledge	Action Strategies	Changes	Effective Support “What Works”
<p><b>100%</b></p> <p>1. Family and work</p> <p>2. Finances</p> <p>3. Instructors cover material too quickly-don't make sure students understand</p> <p>4. Instructors not relating to students-poor communication skills. Expect students to “get it immediately”</p>	<p>1. Make sacrifices. Re-do job schedule Communicate with instructors. Time management-no babysitters, use friends and family resources.</p> <p>2. Financial aid, scholarships grants Find out where to ask and ask</p> <p>3. Review book Study. Use other resources. Use syllabus.</p> <p>4. Review book Study. Use other resources. Use syllabus.</p>		<p>1. More flexible staff - if sick, etc.</p> <p>2. Orientation includes financial aid office location and resources.</p> <p>3. Professional development, esp. math to learn different learning styles, etc.</p> <p>4. Professional development.</p>	<p>1. Daycare. Single Parent Scholarship Program. Career pathways.</p> <p>2. Have Financial aid department.</p> <p>3. Instructor evaluations.</p> <p>4. Instructor evaluations.</p>
<p><b>90%</b></p> <p>1. Thesis statements</p> <p>2. Time – study, etc.</p>	<p>1. Ask instructors – tutors</p> <p>2. Write a schedule Check priorities</p>		<p>1. Tutors – extra time with instructor.</p> <p>2. Accept documentation. College schedule-consistent with syllabus.</p>	<p>1. Tutoring, instructor available outside of class.</p> <p>2. College Seminar.</p>
<p><b>80-90%</b></p> <p>1. Full classes-need more sections</p>	<p>1. Schedule around obligations-evening, Sat. online classes</p>		<p>1. Add more classes.</p>	<p>1. Expanding locations.</p>

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<b>75%</b> 1. Not knowing which classes transfer for a 4 year degree.	1. Go to advising (UALR advisor).		1. Advising/orientation. Allow students to evaluate earlier in semester.	1. Advising.
<b>60-75%</b> 1. Class schedules don't work with work schedules.	1. Schedule around obligations-evening, Sat. online classes.		1. More flexible staff.	1. Offer evening, summer, online, etc.
<b>60%</b> 1. How to extend and expand  2. Restrictive attendance policies and instructor attendance restrictions.	1. Read more books. Turn off TV  2. Check priorities. Communicate absence prior to.		1. Extra credit for volunteer reading.  2. Have instructors accept documentation.	1. Library. Tutors.  2. Some instructors will accept documentation. They give us a few days. Some instructors recognize extra curricular activities.
<b>50%</b> 1. Knowing how to write.   2. Understanding grammar.   3. Inconvenient location.	1. Take pre-req.   2. Dictionary. Taking pre-req. <u>A Writers Reference</u>   3. Car pool. Bus accessible. Accept it – online classes.		1. Inform students about all pre-req. Better advising about pre-req. Advisor should present alternatives to Compass scores for first year students. 2. Tutoring hours available. Writing lab for Comp I.   3. Expanding locations - Little Rock South	2. Library Tutors   3. Online classes. LR West site.

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<b>30%</b> 1. Knowing a topic to write about.	1. Thesaurus. Peer response			1. Reference book with text. Instructors share ideas.
<b>15-25%</b> 1. Tutors.	1. Know who to ask. Instructors tell about tutors. Study groups go to tutors.	1.	1. Orientation to include tutoring location and resources.	1. Tutoring center. Career Pathways. Trio.
<b>20%</b> 1. Knowing how to email.	1. Learning assistance center.		1. Instructors take students to the labs. More instruction on student portal.	1. Labs.